



Department  
for Education

# Free school application form

Mainstream, studio, and 16 to 19  
schools

**Published: July 2016**

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

**MULBERRY NUSERY AND PRIMARY SCHOOL**

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## The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) 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 on page 8 of this 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 *how to apply to set up a free school guidance document* and the *criteria for assessment*, 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. The form is available [here](#).

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](mailto:FS.applications@education.gsi.gov.uk). Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to: [applications@studioschooltrust.org](mailto: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, i.e. 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](mailto: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?	X	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
<b>Section A:</b> Applicant details	X	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	X	<input type="checkbox"/>
<b>Section C:</b> Education vision	X	<input type="checkbox"/>
<b>Section D:</b> Education plan	X	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	X	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	X	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	X	<input type="checkbox"/>
<b>Section H:</b> Premises	X	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	X	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	X	<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?	X	<input type="checkbox"/>
6. <b>Independent schools only*</b> : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. <b>Independent schools only*</b> : 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. <b>Independent schools only*</b> : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Re-applications only</b> : 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: <b>Free School Application - School Name: [insert]</b> with all relevant information relating to Sections A to H of your application to: <a href="mailto:FS.applications@education.gsi.gov.uk">FS.applications@education.gsi.gov.uk</a> before the advertised deadline?	X	<input type="checkbox"/>
11. <b>Studio schools only</b> : Have you emailed a copy of your application to the Studio Schools Trust at: <a href="mailto:applications@studioschooltrust.org">applications@studioschooltrust.org</a> ?	<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 <sup>rd</sup> Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	X	<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
<p>12. Have you sent:</p> <ul style="list-style-type: none"> <li>• a copy of Section A (tab 1 of the Excel template); and</li> <li>• 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</li> <li>• a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by emailing scanned copies of Section I forms to <a href="mailto:due.diligence@education.gsi.gov.uk">due.diligence@education.gsi.gov.uk</a> 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?</p> <p>(See guidance for dates and deadlines)</p>	X	<input type="checkbox"/>



## Declaration

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

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

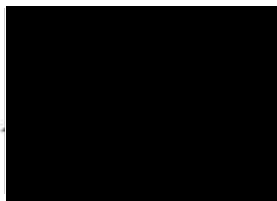
- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that 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:**



**Print name:**



**Date: 27/09/2016**

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

# 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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

#### Rationale

**Mulberry School for Girls is a 7-form entry 11-19 comprehensive school in Tower Hamlets. The school has pioneered outstanding education for girls stretching back over 50 years.**

In 1964, Mulberry School for Girls began on the site previously occupied by Blakesley Street School established in 1905 and so this part of Whitechapel has been a locus for education for over a century. In December 1965, the School was officially opened.

In the year of Mulberry's half centenary, governors have considered carefully the school's future within the new framework for state education. Governors' vision for Mulberry School for Girls and the new Mulberry family of schools is that Mulberry is a key local provider for quality in education and should be a leading player in a school-led system of groups and chains.

This vision is underpinned by moral purpose - a desire to do more to improve the quality of education for all children and young people - and by a commitment to local schools working together to secure the future of Tower Hamlets education through an inclusive, ambitious, collegiate and high quality offer.

**The Mulberry family has its home in the area of Tower Hamlets, providing for those communities that are disadvantaged, whilst living adjacent to the wealth and affluence of the City and adjacent to housing amongst the most expensive in the country.**

#### A Strong Foundation of Success

Our school has always been ambitious for its pupils and their families. In the past decade, Mulberry School for Girls has completed a complete re-build and refurbishment of its buildings to improve facilities for learning and for families. Academic standards have also improved significantly. Successive inspections in have endorsed the quality of our achievements.

***2013 an outstanding school - exceptional leadership***

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

*2010 an outstanding school - head teacher's visionary practice*

*2007 a good school - outstanding leadership*

*2002 a very good school*

“Students’ social, moral, cultural and spiritual development is exceptional. Mulberry girls are highly ambitious, confident and principled. Students are very aware of their rights and responsibilities as young women growing up in twenty-first century Britain.”

**Ofsted section 5 report 2013**

Mulberry students perform exceptionally well academically in response to the Mulberry curriculum that is traditional and academic. Mulberry’s average GCSE grade in summer 2015 was B-, a grade shared by only four other schools in the DfE’s list of similar schools in the Performance Tables for 2015.

However, the proportion of Mulberry students attracting the pupil premium grant is twice that of the other three highest performing schools, Lampton, Mossbourne and Rosedale. The level of disadvantage experienced by Mulberry students is no barrier to competing with the very best schools in the country. Students achieve significantly above expectation at GCSE and nine out of ten girls go on to university degree courses at some of the top universities in the country.

The Minister of State for Schools stated by letter to the school in 2013 “Your results show that you are amongst the 100 top performing schools in terms of progress... Your school is exceptionally effective in educating its pupils, including those on free school meals, and I commend you for everything that you are doing in this area.”

In 2015, Mulberry School for Girls was ranked in the third percentile of schools nationally for value-added in pupils’ best 8 GCSEs.

More than half of all pupils achieved the EBacc award, significantly above the national average and especially high for students entitled to the pupil premium, always seven or eight out of ten girls.

For all these reasons, Mulberry School for Girls was given the status of Teaching School and in 2011, the headteacher was designated a National Leader in Education. Mulberry School for Girls is a member of the Mayor of London’s Gold Club. These awards reflect the national profile of our school and acknowledge the significant amount of school to school support that Mulberry has provided to help build capacity system-wide.

**It is our intention to extend the opportunity of a Mulberry education to as many members of our community as we can in order that all might share its benefits. The Mulberry experience is driven by a strong curriculum – the Mulbacc curriculum and an extended learning and enrichment programme. Our vision is for a family of schools in a Mulberry Partnership collectively providing confidence, creativity, leadership and learning.**

“We believe the time is right to extend our Mulberry opportunities to an even wider range of children and young people in our locality. For this reason we intend to

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

establish a range of settings where we can ensure that the best of what we do is open to all learners from early years into adulthood. It is our intention that we contribute to the Tower Hamlets community in Shadwell by ensuring that children, young people and their families can aim as highly as possible and can succeed in all of their ambitions.” [REDACTED]

Our plan is to develop a partnership of schools all adopting the successful Mulberry brand. The process has already started with Mulberry University Technical College opening in September 2017.

*Mulberry University Technical College provides a groundbreaking employer-led education developing young people as innovators and experts in their chosen technical field who strive for excellence. Learners will leave ‘industry-ready’ and equipped to enter higher education. They will be highly desirable employees and / or undergraduates. They will have the capacity and technical capabilities to excel in the workplace, enabling digital technology, the arts and media, health and medicine to compete at the highest level. Every learner at MUTC is valued and respected equally, enjoying the highest possible standard of provision supported by leading employers and universities.*

### **From our draft prospectus 2016.**

The Mulberry Family of Schools will include:

(Free school submissions September 2016 are emboldened).

- Mulberry School for Girls (the founding school)
- Mulberry UTC September 2017
- **Mulberry Nursery and Primary School September 2017**
- Mulberry College for Boys September 2018 (Approved in September 2016)
- Mulberry Co-educational Sixth Form College
- Mulberry Special and Alternative Provision

### **Aims for Education at Mulberry Nursery and Primary School**

We want to establish a new two forms of entry primary school in the London Borough of Tower Hamlets in the E1 postal area on a site near to Mulberry School for Girls. The school will include nursery provision for three to five year old children and some spaces for two year olds. There is a shortage of early years and primary places in Tower Hamlets and in London generally and the school population is growing each year. The school will also include provision for wrap-around care structured to be of high quality and which supports the planned curriculum. The extra capacity that the school will provide will mean not only that a child has a place in an outstanding school but that parents will have a choice over which school to send their child to.

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

The new school will be part of the family of schools in the Mulberry Schools Trust, sharing its vision, aspirational ethos and with a template for success that all children and pupils in every year group in the new primary school will benefit from.

Most parents of children in the early years and of primary age want their children to attend a local school. This applies equally to some members of the local Bangladeshi community where there may be issues of confidence generally but particularly so in communication. There is a huge amount of local support and respect for the work of Mulberry School for Girls that will ensure that there is a high demand for places in any early years and primary provision associated with it.

Mulberry Primary School will use the Early Years Foundation Stage and National Curriculum, the Personal, Social, Citizenship and Health Education curriculum and the locally agreed Religious Education syllabus as the foundation for its curriculum, but will make full use of the freedom for creativity and innovation enshrined within the statutory and non- statutory curriculum to plan teaching and learning that links strongly with the successful curriculum and focus of its secondary partner.

### **Vision and Ethos**

Our aim is to develop the very highest aspirations in the children, and their families, who will attend the new primary school because we believe this will enable them to lead successful, happy and fulfilled lives, making a contribution to their own community and to wider British society. Mulberry Primary School pupils will be proud of their identity, which includes strong British values as well as a rich and diverse cultural and religious heritage from Bangladesh, Somalia, Pakistan, Morocco, Egypt, Eastern Europe and England. Every pupil will be given an education that has three key aims:

1. To engender academic ambition, a love of learning and how to communicate that learning through high quality writing. Pupils will make outstanding progress from their starting points. Pupils will be taught how to be independent learners and how to work together to support each other in successful learning. The quality of teaching and learning will be outstanding and they will learn how to think and speak with strong academic voice and they will learn sophisticated number and IT skills to match;
2. To provide rich personal development (character education) that includes a strong moral, spiritual and social foundation, to foster a highly developed imagination and creativity. Pupils will be taught to think critically and analytically, to be enquiring, thoughtful and questioning and to be open-minded with a strong understanding of the world around them. Pupils will be supported to develop confidence, resilience and security in their abilities and identity and to extend their talents. Pupils will be helped to develop their 'voice and will be provided with a variety of platforms from which they can develop their skills in the arts and public speaking and ensure they are confident, happy learners;

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

3. To enable the development of pupils' high aspirations through opportunities for leadership at an early age and experience of the arts, technology, sciences and different cultures. Pupils will be able to encounter challenge, to negotiate solutions with each other and learn how to be happy. Pupils will actively work for positive social change, doing so in age appropriate ways from the start of their school careers.

The primary school will benefit from what has been achieved in Mulberry School for Girls through understanding systemic disadvantage and working hard to open doors for students.

Our specific aims for each Key Stage are to:

- Provide a language-rich learning and teaching environment in which every pupil enjoys their education, feels safe, and is protected by adults and peers so that they are able to achieve their potential.
- Enable pupils to reach high standards of achievement so that all pupils complete their primary experience with excellent basic skills and with a breadth of experiences to lay the foundation for a successful secondary education.
- Create a learning environment and plan provision that meets the educational needs and social needs of every pupil equally, regardless of their ability, aptitude, gender and ethnic background.
- Provide an exciting, innovative, broad and balanced curriculum that teaches pupils the basic skills and gives opportunities for using and applying these alongside exciting and interesting experiences including a range of extra-curricular learning experiences.
- Assist pupils to become confident, creative and questioning young people with the growing ability to contribute to a diverse range of fields, including their school, community and family.
- Support pupils to become independent learners with a love of reading, knowledge and technology to enable them to meet the challenges of living in a diverse and changing community and world.
- Provide an inclusive learning environment that enables pupils with differing aptitudes, special needs and those new to joining the school or to UK schooling to make outstanding progress.
- Develop excellent links with parents/carers and the community through partnerships that recognise, develop and celebrate the important role that they play in their child's education.
- Develop an understanding of what it means to be British whilst appreciating the richness of their own cultural and religious heritage as a part of their British identity.



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

- Facilitate family learning and involvement by innovative practice and make available the school's resources and facilities and provide support where needed.
- Develop wrap-around care provision that supports, complements and enhances the planned curriculum at all key stages and is of the highest quality.
- Invest in the professional development of staff, use the skills of specialist staff from the Mulberry Schools Trust and outside partnerships in the learning planned for pupils, but also to aid the development of subject knowledge and the skills of primary staff.

### **Key principles that will guide teaching, learning and provision:**

- Excellent behaviour: Our school will be characterised by a calm and orderly environment where teachers and support staff can focus on teaching and learning and where pupils are not distracted by their peers.
- Excellent teaching: We will have the highest expectations of teachers, classroom support staff and specialist staff and will ensure that there is high quality professional development for them to reach their potential.
- Excellent learning: We will ensure that our learners share our high expectations, work hard, are resilient and are enthused and engaged learners.
- Excellent curriculum: An age appropriate command of the basic skills in reading, writing, mathematics and science will be prioritised, but the curriculum will be language rich, creative and exciting and will include exceptional opportunities for learning outside the formal curriculum.
- Excellent interventions in learning: Using baseline assessment at planned and mid-phase entry points, formative assessments, tracking of progress, summative assessments we will provide learning interventions targeted at those who need them which are responsive, quickly implemented, are of a high quality and are measurable.
- Excellent management of the school day: Teaching and learning will be underpinned by leaders, teachers and non-teaching staff ensuring that each day the school is an organised, well equipped and responsive workplace.
- Excellent monitoring and evaluation: A rigorous monitoring and evaluation schedule will use the information gathered to plan strategically and to take immediate action to address any areas of concern or development.
- Excellent partnerships: We will ensure that our parents/carers, older siblings and the local community know that we value their knowledge of their child and will ensure that they have the information that they need quickly, responsively and regularly as appropriate.

### **Aspirations and outcomes**

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

In line with the vision, ethos and three principal aims of The Mulberry Schools Trust, we have the following aspirations for the nursery and primary school:

**Aspiration 1:** Children and pupils make outstanding progress from their starting points

The quality of teaching that leads to outstanding progress will be the cornerstone of the school. We will see the impact of this by:

- All children and pupils making good progress from their starting points and most pupils making outstanding progress.
- A range of quality assured support for learning strategies implemented across the age range.
- Timely and appropriate targeted interventions will ensure accelerated progress for the targeted children and pupils.
- The quality of teaching and learning in all key stages and subjects will be outstanding and never less than consistently good.
- The curriculum will emphasise strong subject knowledge and its importance in learning.
- Pupils will develop a love for reading and writing and to speak with a strong academic voice and they will learn sophisticated number skills to develop their love of mathematics.

**Aspiration 2:** Children and pupils are resilient, self-regulating and determined learners.

Spiritual, Social, Moral and Cultural education will be interwoven throughout the curriculum and developed by the expectations and experiences that we will offer our children and pupils. We will see the impact of this in:

- The behaviour for learning shown in all key stages and all subjects will be outstanding. Children and pupils will display a thirst for knowledge, understanding and a love of learning.
- Children and pupils will show a respect for, and a tolerance of others, whether this be their teachers, support staff, peers or their community. Pupils new to the school, those struggling to make progress, those learning English and those with additional or special needs will be supported with kindness and understanding by their peers. There will be very little or no bullying of any type and pupils will challenge their peers if this happens.
- Children and pupils will be excited to learn about other cultures and will benefit from new cultural experiences as well as having understanding what it means to be British and of British values. They will become increasingly confident to compare their own cultural background with that of others in a thoughtful and respectful.

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

**Aspiration 3:** Children and pupils have high aspirations, a desire to know and understand the world and the ability to confidently negotiate the environment outside school.

The arts, sciences and digital technology will be at the forefront of our enriched curriculum offer. Trips and visits, experiences of the world outside the school and immersion in global understanding will be open to all, drawing upon the resources of The Mulberry Schools Trust and its partners. We will see the impact of this by:

- The use of specialist staff from the Mulberry Schools Trust being skilfully deployed, a range of planned arts, science and technology experiences outside the school and the involvement in the curriculum of a variety of practitioners in these fields.
- The standards of achievement for all children and pupils in the arts and sciences will be high in a rich and engaging learning environment.

To conclude, our vision is not complicated; to provide an outstanding education for children and pupils is not 'rocket science'. The following three basic principles will form the consistently reinforced expectations set by the school.

- High expectations for attendance and punctuality – children and pupils must be there to benefit.
- They must behave excellently so that they and other children and pupils may learn throughout the school day, in outside experiences and in any wrap-around care.
- They must work hard to do their best on a daily basis.

Our vision, ethos and aims will layer these basic tenets in the ways we have described in this section. We intend that Mulberry Primary School will be the school of choice for the community, will attract those from further afield and will complement and enhance the work of other schools in the Trust.

We intend that our children and pupils will enjoy coming to school immensely and we will always bear in mind that it is a privilege to work with our children, pupils and families.

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 2018, 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
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals			120	180	240	300	360	420

## 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 Stage 1 pupils will be taught for 22.15 hours per week. The subject times are listed below:**

Subject/other activity	Hours per week		Mandatory/ Voluntary	Comments	
English	7 hours		Mandatory	And across all other subjects	
Mathematics	4.5 hours		Mandatory	And across all other subjects	
Science	1.5 hours		Mandatory		
Computing	50 mins	5 hours	Mandatory	And across all other subjects	
Design and Technology	50 mins		Mandatory		
History	50 mins		Mandatory		
Geography	50 mins		Mandatory		
Art	50 mins		Mandatory		
Music	50 mins		Mandatory		
Physical Education	50 mins			Mandatory	Also before school at the start of the day, registration, lunch time and break time activity is compulsory.
Religious Education	50 mins		1 hour 40 mins	Mandatory	
PSHE	50 mins				
Enrichment	55 mins			Cross curricular projects, arts events blocked time	

Key Stage 2 pupils will be taught for 24.30 hours per week. The subject times are listed below:

Subject/other activity	Hours per week		Mandatory/ Voluntary	Comments	
English	7.5 hours		Mandatory	And across all other subjects	
Mathematics	5 hours		Mandatory	And across all other subjects	
Science	2 hours		Mandatory		
Computing	55 mins	5.5 hours	Mandatory	And across all other subjects	
Design and Technology	55 mins		Mandatory		
History	55 mins		Mandatory		
Geography	55 mins		Mandatory		
Art	55 mins		Mandatory		
Music	55 mins		Mandatory		
Physical Education	1.5 hours		2 hours	Mandatory	A further 30 minutes through lunchtime and break time activity compulsory
Religious Education	1 hour			Mandatory	
PSHCE	1 hour				
Enrichment	55 mins		Mandatory	Cross curricular projects, arts events blocked time	

- Reading, writing and mathematics will be taught every day with the other aspects of English and other subjects taught according to a planned timetable.
- Some subjects will be taught discreetly, or as elements of others as part of a theme or cross curricular programme of work.
- Some subjects will be taught as a mixture of both and some subjects will be taught each day or regularly each week and others blocked for specific periods of learning.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Mulberry Primary School will be an educational environment in which all children and pupils will become accomplished and confident, with the skills and aspirations to move to each phase of their education within the early years, primary education and to secondary education. The structure of the formal, additional and enrichment curricula will make a fundamental contribution to these aims.

#### **Curriculum Principles**

The curriculum will ensure that pupils are equipped with a swiftly growing competence in the essential basic skills of speaking, listening, reading, writing and numeracy which will ensure that they are prepared and confident to move onto the next stage of their education. Pupils will demonstrate this in a number of ways, including using and applying their basic skills to a range of real life and creative learning experiences, contributing to their school, their family and their community. We aim for them to understand the role that adults play in their lives of support and guidance but also of setting rules for them to follow. However, we also want them to question and challenge what they think may be wrong arising out of their deepening understanding of the world around them and their understanding of the principles of tolerance and democracy.

Our curriculum will be the National Curriculum and in the early years provision and in the reception we will base the curriculum on the Statutory Framework for the Early Years Foundation Stage. Pupils will study all the NC subjects as well as religious education and personal, social, health education and in Years 5 and 6, we will add citizenship to this.

We will ensure that the quality of teaching leads to outstanding progress from pupils' starting points across all subjects and areas of learning. The curriculum will enable pupils of all ages to become resilient, self-regulating and determined learners. Spiritual, moral, social and cultural education will be interwoven throughout the curriculum. The arts, sciences and digital technology will be at the forefront of the enriched curriculum offer. Trips, visits, experience of the world outside the school and immersion in global understanding will be open to all drawing on the resources of the Mulberry Schools Trust.

The curriculum will be based upon strong, well-planned teaching and learning in English and mathematics with other subjects taught through a thematic approach but

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

as discreet subjects where necessary. There will be appropriate cross-curricular links and vibrant experiences and enrichment activities to bring the curriculum alive and to engage and motivate children and pupils appropriate to their age. Extra-curricular activities will be planned to deepen learning, provide opportunities for pupil choice, give time for additional tuition where necessary and allow children with emerging and established talents to flourish. The wrap-around care provision and homework set will add further opportunities for enrichment and deeper learning.

The curriculum will meet the needs of the many children and pupils that we expect to attend the early years provision and primary school who will be at the various stages of learning English. These learners will make rapid progress following a curriculum that has structured and progressive English and mathematics programmes, but which is also highly visual and full of opportunities to engage their interest and sustain their learning.

For the most able, it will not only allow quick progress in basic skills but the opportunities for cross curricular work will allow learning to be applied to different situations and will deepen and extend their knowledge. We will distinguish between the most able, the highly able, the exceptionally able, the talented and those with subject specific giftedness and we will plan for each of these types of young learner.

The nursery primary school will have an arts specialism in its enriched curriculum which will develop in children and pupils the skills and dispositions to be confident and articulate learners. It will enable bilingual learners to practice the skills of speaking and listening in an interesting and creative way. This engagement will provide a 'hook' into learning so that their acquisition of English is rapid.

The emphasis on spiritual, social, moral and cultural education will ensure that our children and pupils will be fully prepared for life in the United Kingdom with an emphasis on British values including democracy as expressed through pupil voice, diversity as expressed through learning about others and tolerance and understanding of the needs of others. This will ensure that there is a welcome for all, including for those with special needs. The curriculum will be fully inclusive at all stages and the school will be committed to including children and pupils with special needs as far as possible.

The planned curriculum will make full use of the subject specialist teachers and staff from Mulberry Secondary School as well as building on and utilising the links with external organisations they have made.



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

### **Expected pupil intake**

Our pupil intake will come largely from the local community and from the London Borough of Tower Hamlets. As our school is established and successful and as the admissions criteria allows we are likely to attract pupils from neighbouring boroughs.

Our early years provision which will be of a high standard and will attract pupils to continue to our primary school, as parents will choose Mulberry after establishing strong partnerships gaining trust in the quality of education provided. We will establish places in our early years provision for the children of staff, particularly teachers, as an aid to the recruitment and retention of the highest quality staff.

Based on the intake of the nearest primary schools and Mulberry School for Girls, we expect our pupil profile to be as follows

Number of pupils when full to capacity and excluding pre reception early years provision: 420

Percentage with special needs	9%
Percentage of learners for whom English is an additional language	95%
Boys: girls	50:50
Percentage most able	25%

Most of our pupils will come from the local community where there may be some common issues to be addressed, for example partnerships with parents who do not speak English confidently, gender issues, pupils learning English, religious requirements, preferences and constraints on pupil choice or aspiration. Our vision, ethos, curriculum and staffing will address any issues that are a barrier to learning and maximise any that may enhance learning.

### **Type of Curriculum**

We will base our curriculum on the National Curriculum and in the early years provision and in the reception year the curriculum will be based on the Statutory Framework for the Early Years Foundation Stage. In the Early Years and Foundation Stage we will follow the seven areas of learning and development to ensure that the children are age appropriate and above ready for entry to statutory primary education.

Pupils will study all the National Curriculum subjects as well as religious education, drawing on the locally agreed RE syllabus, and Personal, Social and Health education

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

(PSHE). In years five and six we will add citizenship to PSHE so that our pupils are ready for secondary school and in acknowledging their growing maturity enable them to challenge and question in an informed way.

Aspects of Spiritual, Moral, Social and Cultural education will be integrated throughout the curriculum and will be part of the daily life of the school.

We will use the National Curriculum because it will enable the school to provide not only a broad and balanced curriculum but one which will enable the school to deliver its key principles. The National Curriculum does not specify a delivery model, this freedom will enable the school to plan the most effective way to deliver content and skills in the way most appropriate for each subject and learning in general. For example, in some aspects of some subjects delivery will be through the school specialism of the arts and adjusted for different year groups, abilities etc.

The school will be situated in an area of high pupil mobility and by using the National Curriculum it will give mid phase leavers and joiners the best opportunity for a smooth transition to, possibly, other primary schools and for effective preparation for secondary school.

Additionally, by focussing on and developing an existing extremely well thought out curriculum it will allow senior leaders, middle leaders, teachers and support staff the time to concentrate on the planning of how to deliver the curriculum, resourcing and on developing the quality of teaching and learning as well as monitoring, evaluation and action.

### **Content of the Curriculum**

#### **English**

The skills for reading, writing and speaking and listening will be taught each day, either as part of a specific programme such as *Read Write Inc* or *Success for All* or will be taught discreetly but with content linked to the curriculum theme. For example, pupils may be learning about using connectives but the sentences and text used will link to the theme as this will deepen learning and give meaning to learning about grammar and punctuation and the teaching of spelling. Opportunities for teaching and learning in English will be maximised and promoted through cross-curricular links and the arts. For example, pupils writing about The Ancient Greeks in Year 4 will be learning history as well as extending and practising their writing skills. In drama and role play they will act out discussions about early democracy, practising their speaking and listening skills and extend their understanding and knowledge in PSHE as well as providing links with SMSC.

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

### **Phonics and Reading**

We will use a structured phonics scheme such as Read Write Inc and will begin the teaching of reading in our early years provision and in the reception year where we believe the daily, systematic teaching of phonics is the most effective way of young children beginning to read. These fast paced, visual, structured and engaging lessons are ideal for motivating children at the early stages of learning English. The teaching of synthetic phonics will continue into years one and two, linked to a series of graded books before moving onto the next set of sounds.

**We intend that by the end of year two most pupils will be fluent readers and will no longer need discreet phonics teaching for their reading to progress.**

Following into KS2 there will be a range of targeted interventions to ensure that pupils who have not yet moved off the scheme joiners will make rapid progress. This programme will also be used to ensure that any pupils who are mid phase admissions who are not at the expected stage in reading may catch up. For pupils with special needs it may be necessary to provide personalised phonics and reading plans.

In KS2 most pupils will move onto a scheme, such as Success for All, which is specifically designed to build on comprehension skills and to promote a more inferential way of thinking.

We want our children and pupils to be passionate and enthusiastic readers from the outset. We will provide as many high quality books as we can buy, and, displayed to entice the most reluctant reader, our displays will be language rich and cross-curricular opportunities will be maximised. We will ensure that each class benefits from being read to by a range of adults and will include in our professional development programme opportunities for teachers to ensure their diction is clear and their delivery engaging and creative.

We will involve parents throughout the school in providing classes for them for their own development and to help them assist their child. Our enrichment programme, including extra-curricular activities will provide opportunities for reading. For example themed book weeks, authors invited to school, book clubs where pupils can discuss a text etc.

### **Writing**

Opportunities for mark making, developing hand eye co-ordination and fine motor skills will be integral to teaching and learning in writing in the early years. As children move into the reception year the focus of writing will be using phonics to write simple sentences and stories with basic punctuation. Pupils will write for a range of purposes, for example taking food orders in the café role play area or making a list of equipment

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

needed to build a make believe castle. We will encourage and provide opportunities for pupils to write both for fun and for a purpose.

As pupils move through KS1 and KS2 the teaching of writing will follow a more structured approach. Pupils will analyse a text to explore a specific style of writing which will allow them to acquire the necessary language features to replicate in their own writing. They will be expected to write in a variety of styles, adapting their writing for audience and purpose. Shared writing and writing modelled by the teacher will be part of writing lessons with pupils practising and consolidating in independent writing time when the teacher and any other adults will support small groups or individual pupils. By year 6 the majority of pupils will have mastered a range of writing styles and will write confidently and with increasing flair and style.

Spelling, grammar and punctuation will be taught explicitly and as part of writing lessons from the outset with content links to the overall theme.

### **We intend our pupils to be confident, enthusiastic and critical writers.**

We will develop linked enrichment projects such as a cross-curricular writing day with pupils reading from their writing in a performance style with other pupils acting out the prose to the audience. We will work with authors and theatre groups to inspire all pupils but this will particularly engage our bi-lingual learners and provide additional role models.

We will provide targeted interventions for pupils who are not making the progress necessary to become confident writers or for pupils who are mid phase admissions and are not writing at an expected level. We will teach them in small groups and individually and provide additional enrichment activities to motivate and encourage them. Pupils with a special educational need will be provided with individualised writing development plans as appropriate.

### **Speaking and listening**

We will place a great emphasis on oracy and spoken language as this helps build confidence, helps pupils to understand the conventions of language and prepares them for secondary school. Throughout their education at Mulberry Primary School and in the early years provision children and pupils will be taught the skills of speaking and listening including when each is appropriate. In a variety of contexts and lessons pupils will be asked to respond to questioning to extend their knowledge, to encourage listening and deep thinking and to practise articulation and clarity of speech. Through opportunities in reading and writing and throughout other subjects pupils will be given opportunities to use vocabulary appropriate to the subject and context and through drama and role play use emotion, expression and tone of speech. These opportunities

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

will deepen and broaden knowledge and will provide opportunities for work in PSHCE and links with SMSC.

In developing speaking and listening we will make full use of the Mulberry School Trust's links with external organisations such as theatres, debating groups and provide opportunities in a variety of extra-curricular classes.

**We intend our pupils to be confident, articulate and expressive speakers able to listen and respond to others using a range of language registers appropriate to the occasion.**

### **Mathematics**

We have a vision of pupils developing a cumulative mastery of the essential knowledge and skills in mathematics. We focus on the four operations, knowledge of number bonds and multiplication and division facts. From the outset of their schooling in the early years provision children will be encouraged to learn number facts and as they move up the school solve word problems, to work efficiently and to become fascinated by the world of number. We will provide learning in all the areas of mathematics in a structured and progressive way whilst allowing for practical application and whilst gaining knowledge and skills. At regular intervals there will be an emphasis on using and applying mathematical knowledge and skills to real life situations and thematic topics.

At the time of writing we have decided to use as our core scheme for teaching and learning in mathematics '*Maths – No problem!*' based on the latest syllabus set by the Ministry of Education, Singapore but aligned with the National Curriculum. We want pupils to discover meaning in mathematics in order to lead to them having positive attitudes and increasing confidence as their skills and knowledge deepens. We think that the approach of the scheme to enable pupils to progress from the concrete to the pictorial to the abstract is vital for developing mathematical confidence and learning but also that the use of the concrete and pictorial is particularly important for learners for whom English is an additional language. Teaching to mastery means that pupils spend enough time on a topic in order to understand it thoroughly and will understand how it relates to concrete experiences.

The key features of this approach which are particularly appropriate for young learners and pupils learners are:

- The use of concrete objects and pictures before moving to abstract symbols (numbers and signs).
- The use of a carefully sequenced, structured approach to introduce and reinforce mathematical vocabulary and frequent opportunities for pupils to explain or justify their mathematical reasoning.

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

- The emphasis of mathematical problem solving and the opportunity for pupils to explain or justify their mathematical thinking.

We will supplement the scheme by regular mathematics challenges and competitions from the simple learning of multiplication tables to complex problem solving exercises. Children and pupils of all ages will learn jingles, songs and games to have fun and learn at the same time. At regular, timetabled intervals each year group will work on, and present to others, a mathematical exercise where they use and apply the skills they have gained before.

To enhance cross-curricular links this will be developed from their current theme. For example, in year 2 when pupils are working on a topic 'Children's games' they will research the sort of board games children like best and produce tally charts and graphs, use their measuring and geometry skills to construct the board and numerical skills to devise the formula for winning or losing. In doing this project pupils will draw on a range of skills and knowledge in different subjects to complete the project, including oracy, to present the game and social skills to work as a team and persuade others it is a good game.

Mathematics will be accessed through the Arts too with, for example, role play as mathematical innovators from the recent past and historical figures as well as understanding the role mathematics played in Britain's recent past such as solving the enigma code in World War 2.

We will involve parents in supporting their children at home through carefully planned homework and by classes to help them with their own mathematical development. As an aid to celebrating the diversity of the school we will acknowledge the work of early mathematicians from different cultures.

### **Science**

Our aims for science are:

- To provide children and pupils with experiences which build on their interest in and stimulate their curiosity about their environment;
- To provide children and pupils with basic scientific terms and concepts to help them understand themselves and the world around them;
- To provide children and pupils with opportunities to develop skills, habits of mind and the attitudes necessary for scientific enquiry;
- To prepare children and pupils towards using scientific knowledge and methods in making personal decisions;
- To help children and pupils appreciate how science influences people and the environment.

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

We believe that science stimulates and excites children from a very young age, and stimulates pupils' curiosity about phenomena and events in the world around them. Science links direct practical experience with ideas so it can engage learners at many levels. During teaching and learning in Science an emphasis will be placed on the teaching of scientific skills such as predicting, estimating, measuring, fair testing, hypothesising and drawing conclusions. We will place an emphasis on practical work, developing enquiry skills and using and applying skills and knowledge. At the time of writing we have placed the science to be taught in an annual cycle on our draft topic overview drawing upon a variety of resources.

The practical nature of science and the natural curiosity is an ideal subject for children in the early years and suited to the needs of learners for whom English is an additional language.

Where possible the science studied will be linked to real life situations both from the present day and in the past and the topic overview has been designed to provide cross curricular links where appropriate. There will be a regular and timetabled science and mathematics linked project which pupils will present to others showcasing how their skills and knowledge in both subjects links to prevent solutions and ideas.

### **Computing**

ICT prepares pupils to take part in a rapidly changing world and prepares them for their role in it. The skills and knowledge will be taught discreetly in computing lessons but the use of ICT will be interwoven into other subjects and themes such as multi-media presentations and the use of ICT in the arts. From the outset in the early years children will have access to a range of ICT equipment and as pupils move up the school they will use this in an increasingly sophisticated way. Teaching about e-safety will be an integral part of the computing and PSHCE curricula.

### **Art and Design**

The study of art and design provide visual, tactile and sensory experiences and is a unique way of understanding and responding to the world. Children and pupils will use form, colour, pattern, texture and different materials and processes to communicate what they see, feel and think. They will explore ideas and meaning in the work of artists as well as learning how to understand, appreciate and enjoy art. The skills will be taught discreetly as part of the themed curriculum projects. Art and design, along with music, is an ideal way of enabling children and pupils with complex special needs to take part in the curriculum as well as enabling early English learners to experiment and flourish. Full use will be made of the Mulberry School Trust resources, subject specialists and established links to enhance teaching and learning in Art and Design.

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

### **Design and Technology**

Design and Technology prepare children and pupils to participate in a world of rapidly changing technology. Children and pupils will learn that everything they use in their lives has been designed or evolved from another design. They will find out about how objects are designed and will design and make their own products after thinking both individually and working as part of a team. The skills of DT will be taught discreetly and integrated into the themed curriculum projects.

### **Geography**

The study of geography will allow children and pupils to question and investigate the natural and human worlds. They will develop a knowledge of places and environments throughout the world and take part in a range of investigations both inside and outside of the classroom. We will use the experiences and knowledge of different places in the world in the school's diverse community to enhance and provide evidence of first-hand experience to enhance teaching and learning in geography. Geography will be taught as part of themed curriculum projects with the skills taught discreetly.

### **History**

In history children and pupils will develop chronological understanding, knowledge and understanding of events, people and changes in the past and Britain's historical role in the world. History will be taught as part of a themed curriculum project and the historical skills of enquiry and interpretation will be woven into teaching and learning planned. Full use will be made of the cross curricular links particularly with English and PSHCE.

### **Music**

The teaching of music will develop children's and pupils' ability to listen and appreciate a wide variety of music and make personal judgements about musical quality. It has a role in encouraging children and pupils to be reflective and can provide fun and joy in school. Pupils will be encouraged to compose and perform music and we will make full use of the specialisms in the Trust and the musical skills of the students. We will link with external providers to provide high quality musical experiences and to provide individual and group tuition. Opportunities to enhance the spiritual and cultural will be developed and links made with the themed curriculum projects.

### **PE**

In PE children and pupils will develop their physical competence and confidence as well as their ability to perform in a range of activities such as gymnastics, games, dance, athletics and swimming. We will provide opportunities for children and pupils to be creative, competitive and tackle challenges as individuals, groups and teams.



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

We will teach PE discreetly and make good use of secondary school staff and student specialisms as well as working with external providers in both school day and extra-curricular classes. We will promote the links with a healthy lifestyle and offer opportunities to families to become involved. To maximise the curriculum time available some aspects of the PE curriculum, particularly the sport and exercise elements, will be taught during break and lunchtimes in both KS1 and KS2 and all children and pupils will have opportunities for all the elements of PE in the many enrichment opportunities which we will make available.

### **Languages**

Children and pupils will be exposed to different languages from the outset in displays, stories and music. Pupils will be taught French from year 2 in a fun and interactive way and throughout KS2 and extra-curricular classes will be offered in Spanish and Bengali. However, we aim to be responsive to the needs of the community in the extra-curricular language opportunities that we will offer. These are the languages currently taught at Mulberry School for Girls and we will liaise on the provision and standards as pupils become confident before transition to secondary education. Languages will be taught initially in small blocks of time throughout the week increasing in time blocks as pupils become older. We will plan language events, such as a French market and cafe, as part of cross-curricular events and will make good use of Trust staff and student expertise.

### **PSHCE**

PSHCE helps to give children and pupils the knowledge, skills and understanding that they need to lead confident, healthy, independent and socially responsible lives. We want pupils to be confident to express their opinions and views on the world around them and how it may affect them. We will give them opportunities to develop ways to do this within a democratic society, for example in a ballot box vote for school council members and playground mentors, and also to individuals and groups that are more difficult to challenge. We will follow a school context adapted SEAL scheme to enable pupils to progressively develop the skills they will need. We will teach the skills in discreet lessons but also as part of cross-curricular projects and events, assemblies and in the daily life of the school.

The curriculum, along with the staffing structure, systems, policies and procedures is designed so that all children and pupils will enjoy learning and make outstanding progress. It will be accessible to all with its focus on visual and engaging learning, cross-curricular opportunities, links with subject specialists, the Arts and ethos of high expectations and inclusivity. The school will adapt the curriculum to meet the needs of learners and provide targeted interventions for specific groups or individuals.

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

### **Qualifications**

We will ensure that all statutory are assessments made, completed and reported as follows:

- Completion of the Early Years Foundation Stage profile (or any revised assessment system for the EYFS from September 2017)
- Phonics Screening Check for year 1 pupils
- Statutory Assessment at the end of KS1 for year 2 pupils
- Statutory Assessment at the end of KS2 for year 6 pupils

### **Enrichment activities**

Our enrichment programme will be part of the curriculum and offered as extra-curricular activities. To ensure that all children and pupils enjoy learning and make progress on a daily basis each subject will be delivered in a varied, visually rich way with cross-curricular links where possible.

Additionally specific enrichment activities will be planned arising from the medium term curriculum plans for that subject. These activities will be varied; they may involve educational visits, artists and actors delivering workshops, going to musical concerts, themed days in school such as a victory day street party, scientific enquiry days, presentations of mathematical using and applying cross curricular projects etc.

Extra-curricular activities will be linked to activities in school and will allow pupils to develop their own particular talents, interests and aptitudes. They will be tailored to meet the needs of all pupils so they will be varied and range from dance classes to a book club to football coaching to a debating society to a quilting and needlepoint class etc.

We will, at times, targets particular children, pupils and family members to participate in specific extra-curricular activities as part of increasing participation from specific groups or individuals or as part of a pupils individual learning plan.

The core people for delivering the enrichment activities both within lessons and during extra-curricular times will be the teaching staff but we will also involve support staff, staff and students from the Trust schools, family members, external experts and volunteers. The most appropriate person or group will be selected so that pupils gain the most benefit from their time at school with cost and time available factored in at the planning stage.

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

### **D2 – measuring pupil performance effectively and setting challenging targets**

We will have a number of key performance indicators for which we will set up systems and processes to measure the performance of the school across a range of indicators and targets that reflect our vision. These will include academic achievement, attendance, behaviour, pastoral care and pupil well-being and satisfaction, the quality of teaching and learning, parental satisfaction, staff well-being and retention and pupil participation in extra-curricular activities.

#### **Academic Targets**

The key targets of the school will be those for academic progress, attainment and attendance.

Our overriding aim is that from their starting point, all children and pupils will make outstanding progress.

There will be targets set at each statutory point:

- End of year R – early learning goals (or the equivalent)
- Year one phonics score
- End of year 2 KS1 statutory assessment point
- End of year 6 KS2 statutory assessment point

We will have end of year targets for each year group to ensure that all pupils are on track to make outstanding progress by the end of year 6. Within the year there will be summative assessment points to ensure pupils are on track within the year and to plan effective teaching and learning including interventions.

**Our ‘topline’ targets for the end of primary schooling in year 6 are as follows below.**

- Percentage achieving at or above the average scaled score in reading, writing and mathematics – 90%
- Progress score in reading from KS1-KS2 – 2.0
- Progress score in writing from KS1-KS2 – 6.0

## **D2 – measuring pupil performance effectively and setting challenging targets**

- Progress score in mathematics from KS1-KS2 – 5.0

### **‘Topline’ targets for specific groups represented in our school are as follows:**

Targets for pupils with English as an additional language will not differ from above. We expect that the majority of pupils in the school will have English as an additional language.

#### **Disadvantaged pupils**

- Percentage achieving at or above the average scaled score in reading, writing and mathematics – 88%
- Progress score in reading – 1.9
- Progress score in writing – 5.8
- Progress score in mathematics – 4.8

#### **Low attainers**

- Percentage achieving at or above the average scaled score in reading, writing and mathematics – 55%
- Progress score in reading – 1.9
- Progress score in writing – 5.8
- Progress score in mathematics – 4.8

High attainers - 100% on the combined measure and well above the national average scaled score for progress in all three subjects.

At the time of writing the performance measures are in their first year and the new look Raise-on-Line and Inspection Dashboard has yet to be published. Once the Key Performance Indicators are more clearly established and understood we will re-visit our targets but high expectation and ambition will continue to drive them.

#### **Pupil absence 2.00%**

(all absence authorised and unauthorised as the effect on achievement is the same)

#### **Behaviour targets**

- The target for fixed term and permanent will be 0%.
- We will use the current (when the school is opened) Ofsted criteria set alongside our vision to compile targets for the following:

Rewards and sanctions issued measured against pupil groups

Pupil and parent satisfaction arising from questionnaires, interviews and observations

Audits after school and at transition points (punctuality, attendance, homework)

## D2 – measuring pupil performance effectively and setting challenging targets

### Assessment and data tracking

We will use formative assessment during lessons to modify, clarify and intervene to ensure outstanding progress from each pupil's starting point within each lesson. We will use summative assessment data collected six times a year to track progress and plan appropriate action.

Daily formative assessment will shape the teaching and learning for the lessons the following day. An analysis of the data from summative assessments each half term will shape the teaching and learning for the curriculum for individuals, groups, classes and cohorts for the following half term. It will determine the actions of the school in areas such as resources, staffing, intervention and targeted teaching, curriculum content.

Summative assessment will be a combination of standardised tests, past national curriculum statutory tests, end of unit tests and a more formative approach where teachers judge what pupils know, understand and have the skills to do in class and homework. This will depend on the subject and age of the children and pupils. In KS1 and KS2 the data from summative assessments in reading, writing and mathematics will be entered onto a software programme such as *'target tracker'* or a school designed spreadsheet six times a year (to be decided in the school pre-opening stage depending on best value and current effectiveness) to enable the school to track progress. In the early years the data from summative assessments in the early years will be entered. We will consider the current national guidance with regard to assessment in science to decide the in school tracking and assessments.

In other subjects we will make summative assessments against subject specific outcomes to plan the curriculum, both content and knowledge and skills to be taught, for the next half term of learning and at specific points in the year for longer term decisions which will influence policy and resourcing etc.

We will ensure that there is sufficient, regular, varied and repeated moderation, staff training and development to ensure that assessments are robust by using internal staff expertise in year, phase and cross moderation activities as well as using external expertise to work with and train staff and will make links with the best schools for moderation activities.

The tracking of data will be the responsibility of the senior leaders and they will work with middle leaders and class-based staff to analyse this and plan appropriate actions. Carefully trained administrative staff will support data entry and work with senior leaders to provide relevant reports. As well as senior leaders, middle leaders and class teachers will have access to data so they are always involved and discussions will be held with different and appropriate staff. For example, in analysing data for overall school achievement in reading, this would involve the Head Teacher, Deputy Head

## **D2 – measuring pupil performance effectively and setting challenging targets**

Teacher, an Assistant Head Teacher with line management and/or curriculum responsibilities and with a middle leader with 'reading' responsibility. In discussing class achievement and drilling down to individual pupils this would involve discussion and action planning with the head teacher, deputy head teacher, phase leader and class teacher.

Staff with specific group responsibilities such as the SENCO and any leader with responsibility for those learning English, mid-phase admissions or vulnerable or disadvantaged pupils will be involved as appropriate. For some pupils, for example those afore-mentioned, there will be specific tracking of progress as an aid to 'problem-solving' for individuals or groups and for discussions about provision.

### **Monitoring and evaluation systems**

Our systems for monitoring and evaluation will be robust and rigorous. In the broadest sense they will range from the intuitive – based on the experience of senior staff and observational to information gathered in a timetabled and systematic way. As well as in planned monitoring activities senior staff will be required to spend time around school talking to parents, pupils and staff and always at crucial times such as the start to the day, lunchtime and the end of the school day. We will develop a culture of monitoring and evaluation being everyone's responsibility and encourage pupils and parents to be part of our informal and formal systems. In developing a 'problem-solving' and developmental approach we will encourage all stakeholders not only to notice what is going well and what needs to be addressed but also to come up with ideas and suggestions.

The overall focus will be to develop monitoring and evaluation systems to collect data that will be used to drive progression and attainment for all pupils there are a range of areas where we will ensure that there is a clear monitoring and evaluation schedule. The schedule will include what is to be monitored, why, when, how and by whom and when evaluation will happen. For example, in monitoring teaching and learning there will be a system of planned lesson observations of different subjects and for varying lengths of time as well as informal and planned learning walks. There will be opportunities for paired observations between a variety of staff as well as external experts. Observations will not be 'stand-alone' but will involve discussion and feedback and action.

Areas to be monitored and evaluated for progress and attainment (not always separately but at the same time as appropriate):

- Data scrutiny
- Marking and feedback
- Discussion with teachers and support staff
- Children's and pupil work in books, on display etc.

## **D2 – measuring pupil performance effectively and setting challenging targets**

- Observations of teaching and learning and intervention in classes, groups and one to one tuition
- Curriculum planning
- The learning environment for the conditions for learning and for scaffolding for learning
- Deployment and effectiveness of additional adults
- Views of pupils and parents

In using monitoring and evaluating our school's progress towards the targets set where there is no previous data (e.g. Raise-on-Line) we will use national benchmarks and the performance of Ofsted graded outstanding schools.

Monitoring without evaluation and subsequent actions is pointless. The schedule will ensure that the cycle is planned and contributes to individual staff, subject, year group plans and the overall school development plan.

### **Assessing and meeting the needs of all pupils**

#### **Assessing pupils' needs**

For children who enter the reception year from our early years provision we will use the information held on their individual early years profile (or as nationally prescribed) to establish need as well as what we know about their needs from working with the children and their families on a daily basis. For any children that enter the reception year from another provider where the child has an early years profile we will use that information but also discuss this with the provider and make a home visit to establish relationships with the family from the outset. For any children that have not been in any UK early years provision we will baseline assess and establish a profile, home visit etc. If any child is going to enter the reception year where external agencies are involved we will establish contact with them and find out any relevant information we will need. From this information we will tailor the medium term curriculum to the needs of the cohort and personalise it further for particular groups or individuals.

As pupils progress through the year groups there will be a planned programme of liaison pre transfer to their new class and we will tailor the curriculum as above. For mid phase admissions there will be a clear policy and procedures for their calm and settled entry. This will vary depending on whether they have attended a school in England and Wales when we will promptly request assessment and other information and liaise with the school, external agencies and parents as necessary. Where pupils are admitted from another country we will do a baseline assessment of their needs in English and mathematics and PSHE in order for us to establish need and discuss this with the pupil and their parents.

There will be ongoing formative assessment in the early years and reception year for entry onto the profile and daily in lessons for other year groups. In years 1-6 we will

## **D2 – measuring pupil performance effectively and setting challenging targets**

assess all pupils six times a year and analyse the data to provide cohort information to tailor the medium term curriculum plan, track progress and to plan provision for groups and individuals.

For pupils who are early learners of English, or who have special needs, where there are emerging concerns or where pupils are vulnerable the assessment periods will be more frequent and of a different type.

The purpose of establishing need is to take action to provide for it. Therefore, a range of staff will have responsibility for gathering it, making the plans for provision and for monitoring the effectiveness of the provision. The senior leadership of the school and the class teachers will be central but others with responsibility will vary from an early years co-ordinator to the staff member responsible for ensuring the needs of the more able are met to the SENCO to governors.

The SENCO will be responsible, for example, for ensuring that the school meets all its requirements under the current Code of Practice; assessing the needs of children and pupils causing concern, making provision for them, liaising with other staff, parents and external agencies, providing professional development for staff, resourcing, managing the work of teaching assistants providing support and monitoring and evaluation.

In a school with the anticipated pupil profile of Mulberry Primary and to ensure its vision of inclusivity and outstanding progress for all children there will need to be a range of staff to meet these requirements. At the core will be senior leaders and class teachers but there will be other staff who will be involved in planning, delivering and monitoring pupil provision as follows:

SENCO, target group teachers, tutors, year group and phase leaders, a teacher for English as an additional language and co-ordinator or staff member with responsibility for looked after and vulnerable children and others with responsibility for enrichment activities will be accountable to senior leaders. Senior leaders will, of course be responsible to, among others, the children and pupils and parents.

### **Approaches to meeting different needs**

The school will be organised, staffed and resourced to enable all children and pupils to engage fully with every opportunity and achieve success. Pupils will be taught in classes or groups relevant to the subject, for example some aspects of reading, writing and mathematics will be taught in groups of a set ability, for example phonics and numeracy, but other aspects of the subjects in the mixed ability classes.

Targeted groups or individual pupils may be taught away from their class for short intensive periods of the day, for example pupils not making good progress will receive additional teaching to enable them to catch up and early bi-lingual learners and mid phase admissions will benefit from nurture type activities and very visual learning in



## **D2 – measuring pupil performance effectively and setting challenging targets**

the initial stages. There will be many pupils for whom the school will receive pupil premium and the use of this will be planned each financial year and its effectiveness monitored and evaluated regularly, especially when analysing data. The funding will be used to ensure that these pupils do not fall behind their peers and if they are in danger of doing so to accelerate their progress. The school will use this funding in a holistic way to provide for all the needs of the child including, primarily, targeted teaching in English and mathematics but also for enrichment activities, breakfast club and after school club fees, school uniform, mentors etc.

In meeting the different needs of children and pupils the provision will be planned during the school day but also before school and after school as appropriate including that of additional teaching and learning for academic subjects.

### **Other Agencies**

We will work with other agencies that are already involved with children, pupils or families and we will ask others to be involved as necessary. We will consult and inform parents at all times and involve and explain the role of others, as is applicable to the pupil's age. We will persuade parents if they are reluctant to involve others and persevere until we have consent, where this is necessary. We will be rigorous in contacting other agencies and be persistent until we feel that their involvement is adequate. We will support parents in their involvement with other professionals by releasing support staff to attend meetings with them, explaining etc. We will act as an advocate for the children or pupil.

We will endeavour to develop and maintain positive relationship with other agencies as effective partnerships are based on respect and trust. We will try to ensure that the needs of other professionals are met in terms of accommodation when they are in the school, administration matters etc.

Other agencies that may be involved with the children and pupils in our school will include various therapists such as speech and language therapists, occupational therapists and physical health professionals such as GPs and paediatricians. There may be a variety of mental health professionals such as the Children and Adolescents Mental Health Service (CAMHS), child counsellors and social care professionals, the police and family support groups. We will liaise with secondary schools and colleges where there are older siblings and our staffing structure will be designed to provide 'wrap around care' so that, as far as possible, we can support children and pupils to overcome any barriers to successful learning and achievement.

### **Pupil Transition**

Key points of transition will be on entry to our early years provision, entry to the reception year, entry to KS1 in year one, transfer to KS2 in year 3, transfer to secondary school at the end of year 6 and admission to the school as a mid- phase entry. The

## **D2 – measuring pupil performance effectively and setting challenging targets**

movement to the next year group, for example from year 4 to year 5 is important to ensure that any 'closing the gap' interventions have been effective to enable pupils to meet the expectations of the new year group.

Transition points will be planned for and will be an integral part of the school calendar. Transition will be managed, monitored and evaluated by a member of the Senior Leadership Team who will lead the work of other school staff, for example the early years co-ordinator, the year 5/6 phase leader and the SENCO.

There will be generic transition plans which will include liaison between teachers, meetings with parents, liaison with any outside agencies and discussions with children and parents which will be personalised for the particular needs of the cohort, group or individual.

### **Monitoring and improving the quality of teaching**

The overall responsibility for monitoring and improving the quality of teaching will be the senior leadership team. The deputy head teacher will be the lead person, however, we will ensure that there is a role for middle leaders (subject, year and phase leaders) and for class teachers and teaching assistants to observe outstanding practice.

We will develop a monitoring system that will include at least three formal planned observations of all teaching staff in various subjects as well as frequent, planned learning walks, climate walks, drop-ins and specific targeted observations for year groups, individuals or subject specific. Evaluating the quality of teaching and learning will also include information from books and other pupil work, discussion with pupils and a scrutiny of planning and the impact of formative assessment. We will judge the strengths and areas for improvement using the current Ofsted criteria but we will develop our own evaluation schedule and evidence form.

Areas identified for improvement for individual teachers will be addressed via professional development, line management and performance management. Whole school, key stage, phase, year group and pupil group areas will be addressed via subject and area development plans and in the overall school development plan.

Key to improving teaching and learning will be professional development with all teachers and teaching assistants having their own 'developing teaching and learning plan' incorporating professional development. We will have a robust, wide ranging, differentiated, adaptable and well- resourced professional development plan.

We will incorporate the best practice in initial teacher education to develop and improve the work of individual staff and start from a new teacher's career entry profile and for new experienced teachers their reference or latest performance management evaluation.

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **Liaising with and reporting to parents/carers**

We will establish effective relationships and working partnerships with parents. We will establish a support structure for parents and their families and take steps to enable parents to understand the information about their child and how they can support them by, for example, parent workshops and information sessions.

We will provide termly assessment details arising from the summative assessment data preceding termly parent consultation occasions and there will be a comprehensive annual report. We will ensure that parents know that they can make a time outside of the formal consultation points to discuss their child's progress and attainment with class teachers and senior staff.

We will provide the written information to parents by a hard copy and email but will ensure that parents understand that email communication is not a substitute for a face-to-face meeting.

There will be additional and for some pupils different consultation and reporting points. For example for pupils with special needs, vulnerable pupils or mid-phase admissions.

## **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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

### **Staffing structure**

*It is intended that a Nursery class will be set up from September 2018 with two part-time classes, one in the morning and one in the afternoon, but with the capacity to provide full-time places as necessary, for example for vulnerable children or those with special needs. The school may decide to make provision for two year olds at this time*

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

*or during the year. It is intended that Nursery places are offered to staff as an aid to recruitment and retention. The staffing for the Nursery is not included in this document.*

#### **Phased growth: primary phase**

September 2018 – four classes – two year R and two year 1

- Head Teacher (SLT)
- Deputy Head Teacher (SLT with responsibility for mathematics in the short/medium term)
- Inclusion manager (SLT)
- Early years co-ordinator and class teacher (middle leader)
- Reception class teacher
- Year 1 class teacher and English co-ordinator (middle leader)
- Year 1 class teacher
- Level 3 qualified teaching assistant in one year R class (support staff)
- Three level 2 qualified teaching assistants in one year R class and in each year 1 class
- SEN teaching assistant for targeted support across the year groups focussing on year 1 support (support staff)
- Senior administration officer/PA to HT/Finance (administration staff)
- Administration assistant/admissions officer (administration staff)
- Premises manager/caretaker
- 3 lunchtime supervisors (1 as play worker)
- In this first year there will be three leadership, four teaching staff, nine non-teaching staff, three administration staff

#### **Rationale, organisation and staff roles and expertise**

To establish from the outset a leadership structure in key areas and in accordance with our vision. In this first year when there are only four classes the head teacher will take on the roles of lead for assessment, performance management and science. She/he will line manage the deputy head, the SENCO and the EYFS co-ordinator, the administration officers and the premises manager. The deputy head will be the mathematics co-ordinator, the co-ordinator of all other subjects (except English and science) including enrichment and will be the teaching and learning lead. She/he will line manage the English co-ordinator the class based teaching assistants and the lunchtime supervisors. The SENCO will lead on special educational needs, English as an additional language (EAL), more able children and pupils, the disadvantaged, child protection and looked after children and will line manage the specialist learning support teaching assistant.

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

When the school is full to capacity the head teacher will continue to lead on assessment and performance management, line manage the senior leadership team, the administration team and the premises staff. The deputy head will continue to lead on teaching and learning and professional development and will line manage all middle leaders. The Inclusion Manager will continue to lead on all areas as above as well as all teaching assistants.

As the school grows to capacity the number of class teachers will, of course, increase year on year.

- the early years co-ordinator will become the phase leader of the EYFS
- three more phase leaders in place for years 1 and 2, years 3 and 4 and years 5 and 6.

All four phase leaders will not have a class but will have a large teaching timetable as they will be responsible for delivering all the intervention and targeting work, including those for EAL learners in their phase, will have a key responsibility such as mathematics and will line manage the teachers in their phase. It is intended that they will be part of the senior team and may be new appointments or have career progression from middle leaders already appointed such as the early years co-ordinator or the English co-ordinator.

The number of **middle leaders**, who will also be class teachers with protected leadership and management time, will grow as the number of classes increase and the budget allows.

**Specialist teachers** will be appointed if the Trust is not able to provide these from their staff. Key specialist teachers will be for PE, ICT and the Arts.

The number of **teaching assistants** will grow depending on the SEN profile of the school and other **support staff** will be appointed such as a parent and family worker and specialist worker for nurture groups and mentoring. We will make full use of CPD to continually develop all our staff whatever their role and at all stages of their career. We will use every opportunity to be involved in initial teacher training working with only Ofsted graded outstanding providers and be fully involved in local and national school-based initial teacher training provision. We will be involved in other training opportunities for non-teaching support such as apprenticeships, work placements and training courses for teaching assistants.

#### **September 2023 – full to capacity**

Seven leadership, 16 teachers, 11 non-teaching staff, 3 administrative staff, 1 premises staff, 6 lunchtime supervisors

- Head teacher (SLT)

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

- Deputy Head teacher (SLT)
- Inclusion manager (SLT)
- Phase leader – EYFS (SLT)
- Phase leader – KS1 years 1 and 2/mathematics co-ordinator (SLT)
- Phase leader – KS2a years 3 and 4/co-ordinator responsibilities (SLT)
- Phase leader – KS2b years 5 and 6/English co-ordinator (SLT)
- 14 class teachers from year R to year 6 (some with middle leadership responsibilities)
- Specialist teacher (depending on capacity from the Trust – PE, Music, Art and drama, Computing)
- Specialist teacher (as above)
- Two teaching assistants for each year R class (1 level 3)
- 7 learning class/learning support teaching assistants (in the morning year group based and in the afternoon providing targeted support to their year group)
- Parent and family worker
- Specialist vulnerable pupils/mentor worker
- PA to head and deputy/general related administration duties
- Finance officer/general administration duties
- Admissions officer/receptionist
- Premises manager/caretaker
- 2 lunchtime play leaders
- 7 lunchtime supervisors, including one as lunchtime play leader

**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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Mulberry School for Girls' track record speaks for itself and the school was commended by the inspection team that visited in summer 2013 for the transformative effect it has on all of its pupils. Like Mulberry School for Girls, the primary school will be a truly local school, admitting children from the immediate neighbourhood around the school. The Prevent strategy below sets out our approach that has proven exceptionally effective in maintaining cohesion in our school population and in our neighbourhood.

#### **The 'Prevent' Strategy at Mulberry Nursery and Primary School**

At Mulberry School for Girls, we have always been regarded as a model of good practice with regard to preventing any form of extremism and we will ensure that the same is true for the primary school, Mulberry School for Boys and the UTC. We have constantly worked together with families, governors and the local community to protect our pupils from the effects of different kinds of extremist behaviour, including the EDL or groups that sympathise with terrorism. In 2008, the school and its staff were involved in advising the government on how best to approach community cohesion and the policy approach to preventing extremism. We had a visit from central government to discuss our approach and [REDACTED] until the 2011 strategy was published.

The approach that we will take is built on the following principles:

- It is good practice in any school to be constantly vigilant in combatting suspicion or distrust between different groups of people represented in the school's community. Mistrust and a sense of injustice lie at the heart of division that can lead to extremist activity.
- The expression of extremism changes as national and world affairs change. Being resilient to all forms of extremism both now and in later life as things change depends on the values, the critical thinking skills and belief in tolerance and mutual respect that a person has.
- Having a stake in the opportunities that Britain offers to all its citizens for economic empowerment is critical. Disaffection and alienation occur when young people feel disenfranchised. An outstanding education which sees pupils leave school confident, fulfilled, well-qualified and with a repertoire of skills to engage in British public and community life is the best way to eradicate all forms of extremism. This is what our parents want and this is what Mulberry delivers.

The strategy is delivered through the following elements of our provision:

1. The Curriculum: Curriculum content is carefully constructed. Pupils follow a traditional broad and balanced curriculum focused on subject mastery. All pupils will study PSHCE which helps to give children and pupils the knowledge, skills and understanding that they need to lead confident, healthy, independent and socially responsible lives. We want pupils to be confident to express their opinions and views on the world around them and how it may affect them. We will give them opportunities to develop ways to do this within a democratic society, for example in a ballot box vote

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

for school council members and playground mentors, and also to individuals and groups that are more difficult to challenge. We will follow a school context adapted SEAL scheme to enable pupils to progressively develop the skills they will need. We will teach the skills in discreet lessons but also as part of cross-curricular projects and events, assemblies and in the daily life of the school.

Religious Studies will be taught by specialists which will include understanding of basic beliefs of the world's major religions which reflect Britain's diversity along with History so students can understand the rule of law and how democracy works.

2. Arts Education: study of the arts at Mulberry is safeguarded through its School Specialism that is Arts Specialism. Through careful work with families, Mulberry has no withdrawal from the study of arts subjects and this has been so for at least five years. Pupils will perform publicly in dance and drama through the Mulberry Dance Company and the Mulberry Theatre Company, which has performed in Edinburgh for four years to critical acclaim as well as at the Southbank Centre, Southwark Playhouse and next year at the Royal Court. The Mulberry Dance Company has performed at the Royal Opera House and Sadlers' Wells. A Winter Gathering is held every year at Christmas, taking themes related to Christmas and the arts team lead the whole school community in carol singing for pupils and parents at the end of the Christmas term – all staff join in regardless of culture, faith or background. Similar celebrations are held in the school for other reasons, for example the Queen's Diamond Jubilee when the school held a 'Right Royal Knees Up' in true cockney east end style.

3. Extra-Curricular Provision: all pupils must be involved in clubs and other activities that enrich the curriculum in the Mulberry Family of Schools. There is a 'Mulberry Pledge' which covers 12 areas of an enriched education which the school pledges to offer and which pupils pledge to take up. Some of the major programmes offered are listed:

- Global Classrooms – MUN programme. Mulberry has run this conference programme for nearly 9 years. It is co-educational and it involves writing resources, training staff from other schools and training pupils as committee chairs, rapporteurs and leaders. Over 30 schools regularly access this programme, including schools from Japan, the USA, Slovenia, Israel and Palestine.
- The Youth Conference – over 20 schools regularly attend this. It is led by the sixth form, supported by teachers. Themes relating to justice, tolerance and equality are explored.
- Arts Partnerships – pupils have supported the establishment of WOW (the Women of the World) and BAM (Being a Man)
- We have worked closely with [REDACTED]. The school has recently gone into partnership with the Donmar Warehouse. In December 2014, [REDACTED] brought her all female production of Henry IV for a run in Tower Hamlets at Mulberry School – the play considers themes of filial duty, nation state and patriotism. The school has a longstanding partnership with the National Theatre. The Mulberry Youth Conference in 2015 was held there. The conference focused on [REDACTED]



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

and themes connected with the play. The Royal Court Theatre is working with the Mulberry Alumni Theatre Company to create and produce a play for performance at the Royal Court. The BFI (British Film Institute) is a filmmaking partner and has supported the school's work through 'Cutting East' – a young filmmaker's festival in East London and Cinematique – a project related to French cinema that enables pupils to make films and show them in Paris.

- Women's Conferences – there have been over 10 conferences for girls and young women giving them access to a variety of successful women from different fields including business and industry. Themes cover ambition, aspiration, resilience and determination to make a positive difference to society.
- Duke of Edinburgh's Award Scheme: the school has run the D of E scheme for over 8 years with several students achieving gold awards in the past and it is expected that the programme will run for the primary school.
- Magic Me – is an inter-generational arts project that the school has offered for over 11 years. It engages a group of diverse older women from the East End with Year 9 and 10 pupils at Mulberry. We will set up a similar programme for the pupils to engage with older members in the community.
- Women's Education Office Programmes – include Girl Guides, Mulberry Extra, Human Rights Club, and United Cultures of Mulberry School etc.
- Trips and Visits: pupils will engage in a wide range of field trips, residential trips and day trips to support their curriculum learning or enrichment. Examples include: the battlefields in Ypres, Cheddar Gorge, Wales, Edinburgh, Venice, Berlin, Andalucía in Spain, Paris and the UN in New York.
- Pupil Voice: Mulberry will have a strong School Council and a range of other initiatives for student leadership that allow pupils to have input into the strategic planning for the school. A democratic process will be in place to ensure fair representation.

4. Links with Employers: a wide variety of work will be undertaken with employers. The employers we work with include: Bank of America Merrill Lynch, which remains one of our key supporters and provides a comprehensive soft skills programme for whole cohorts in Years 8 – 10 at Mulberry. Mentoring programmes are offered by Clifford Chance in law and Herbert Smith in languages.

5. Parent and Family Programmes: parents and families will have access to help, advice and support through our community-learning programme. In 2012, we opened the Mulberry and Bigland Green Centre to provide a space for families and their learning. Courses in childcare, parenting, access to employment, fitness, literacy, numeracy and ICT are offered together with enrichment trips, events and social space. Much support is given to parents at crucial times of options choice, mock examinations and learning intervention programmes. Building trust with families has supported our ability to provide a rich arts education.

6. Safeguarding: Mulberry has employed extensive safeguarding services for pupils as part of its commitment to the whole child and this service will be shared by the primary school. They include: a School Health Advisor, a School Social Worker, two Attendance and Welfare Advisors, a School Counsellor (we are shortly to engage a second), Learning Mentors and Academic Mentors. There is an Inclusion Co-ordinator as well as a senior member of staff on the SLT, both of whom lead on Child

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

Protection. We also have the service of a police liaison officer. These services are co-ordinated effectively by the Assistant Head in charge of Inclusion. Records are meticulously kept and referrals followed up conscientiously. Liaison with Social Services, CAMHS and other agencies is carried out actively. Monitoring of pupils' internet access is regularly carried out to ensure they are safe.

7. Governance: the governing body will be actively involved in the life of the school, supporting the pupils and their families to do well. There will be broad representation on our governing body from our parent community, our partners in the arts and employment as well as education, finance and legal expertise.

**This comprehensive approach to ensuring that pupils have access to the highest quality education which offers experience in the world beyond Mulberry to equip pupils to be successful in adult life both individually, within their own community and within wider British society is regarded by us as the best way in which to 'prevent' engagement in extremist activity of any kind. Pupils in the Mulberry Family are proud of their British heritage – whether it be British Bangladeshi, British African etc. And the school is proud of their achievements as they leave and go on to work, university and successful careers in fields such as teaching, clinical services, public health, political leadership and the City.**

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

##### Redressing disadvantage

The need for this proposed driven by the problem of disadvantage in Tower Hamlets, which is high and by the cycle of deprivation and health inequality, which are still as bad as they were in 1898 (Barts Health NHS Trust 2012; The Marmot Review 2010). For young people in Tower Hamlets, the issues are serious. Child poverty is severe (Save the Children, 2011) and youth potential is being wasted. Unemployment, especially youth unemployment, is high compared to the rest of London according to the January 2012 report from the Office of National Statistics.

There has been a poor history of realising job opportunities for local people in Tower Hamlets. Evidence from Nomis (2012) shows that there are many reasons why residents cannot engage with the formal labour market. Reasons include: low levels of qualifications, lack of basic skills for life, lack of affordable / accessible childcare, sickness and disability (48% of people on IB / ESA have mental health issues), engrained culture of worklessness and opportunities presented by the informal economy (i.e. street life, drugs and petty crime). These reasons are all interconnected with poverty and deprivation: Tower Hamlets remains one of the most deprived areas in the country according to Nomis (2012) and rates of FSM are 54% against a national average of 13%. Mulberry School's IDACI rating is 0.6, one of the highest in the country. A Mulberry Nursery and Primary School's vision is to play a distinctive and influential leadership role working alongside other schools in the Mulberry Family of Schools in altering this landscape – for the better and for good: to reduce inequalities; to transform health and well-being; to empower local residents to take control of the situation; and to bring prosperity, work and social harmony to the Tower Hamlets community.

##### Projected population growth

The population of Tower Hamlets was estimated to be 284,00 as at June 2014 (Office for National Statistics) doubling in size in two decades and is the largest increase of all

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

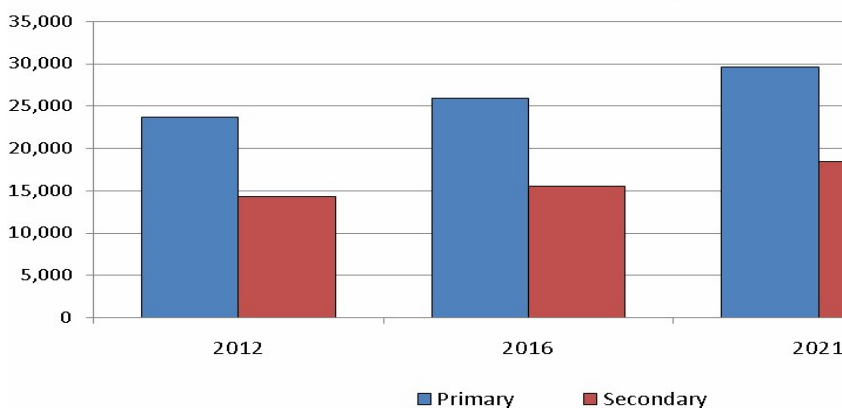
local authority areas in England and Wales. The population is predicted to grow by 26 per cent by 2026 and currently Tower Hamlets has a relatively young age structure, characterised by a high proportion of young adults aged 20 -39 (48 per cent). Since the 2011 census there has been an increase of 19.8 per cent in the number of residents aged under 10 from 28,542 in 2001 to 34,200 in 2011 which is an increase of 5,658 children. The recent figure is not yet determined but Tower Hamlets predict that the figure has now doubled.

The London Borough of Tower Hamlets ‘Planning for School Places’ 2012 – 2022 document state ‘Extra forms of entry (FE) in primary schools are required every year for the projection period of the next 10 years. In that period to 2016/2017 this means a total of 8 FE of additional places with a further 9 FE by 2022.’

The GLA borough population projections form a significant input in to the school rolls projections model and provide context for the projected school roll figures. These projections for the number of school age children within the borough are to related but differ from the actual number attending LA schools in Tower Hamlets. These projections confirm the predictions of the LA that there is significant growth expected over the next ten years in primary and secondary age children. This is a result of both increasing birth rates and the high levels of development led growth in the borough.

The number of children between 4 and 10 years of age has grown by 10% in 5 years from 23,653 in 2012 to 25,693 in 2016. Further growth is also projected over the following five years up to 2021. This would bring the total number of primary school aged children from an estimate of 25,693 in 2016 to 29,620 in 2021 (an additional 5,967 children aged 4 to 10 years over the estimate made in 2012).

**GLA Tower Hamlets Population Projections**

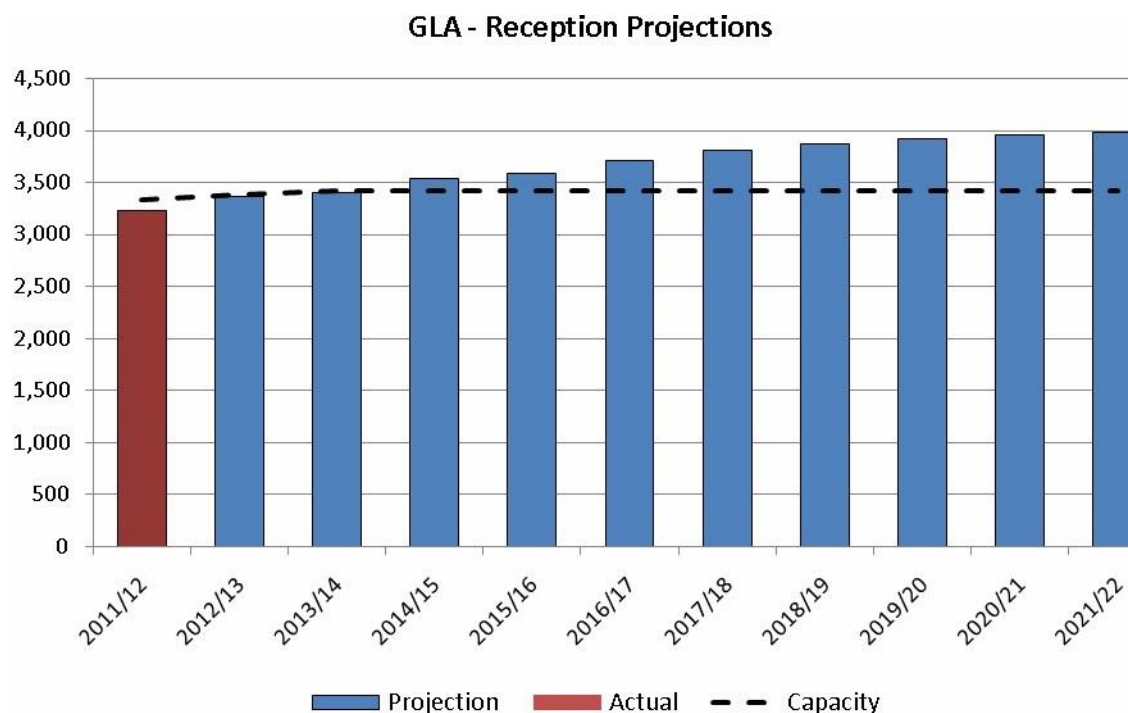


Source: GLA BPO Population Projections - 2011 round

## GLA School Rolls Projection Service – 2012 round of projections

The chart below details the 2012 round of GLA school roll projections along with figures for currently planned capacity and the projected surplus or shortfall of places in each year. At the two points of entry (Reception and Year 7) a form of entry (FE) refers to classes of 30 pupils. For the overall primary figures, an FE refers to a class at each single year group. At primary this equates to 210 places within each FE (30 places X the 7 year groups).

### Primary – Reception projections from 2012



<b>Reception</b>	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Reception projections	3,370	3,402	3,537	3,583	3,711	3,808	3,877	3,921	3,956	3,991
Reception capacity <sup>1</sup>	3,476	3,476	3,476	3,476	3,476	3,476	3,476	3,476	3,476	3,476
Places variance	106	74	-61	-107	-235	-332	-401	-445	-480	-505
FE variance (30)	3.5	2.5	-2.0	-3.6	-7.8	-11.1	-13.4	-14.8	-16.0	-16.9

The projections are for significant growth in the demand for reception places within Tower Hamlets, with the highest sustained growth in numbers occurring between 2016/17 and 2018/19.

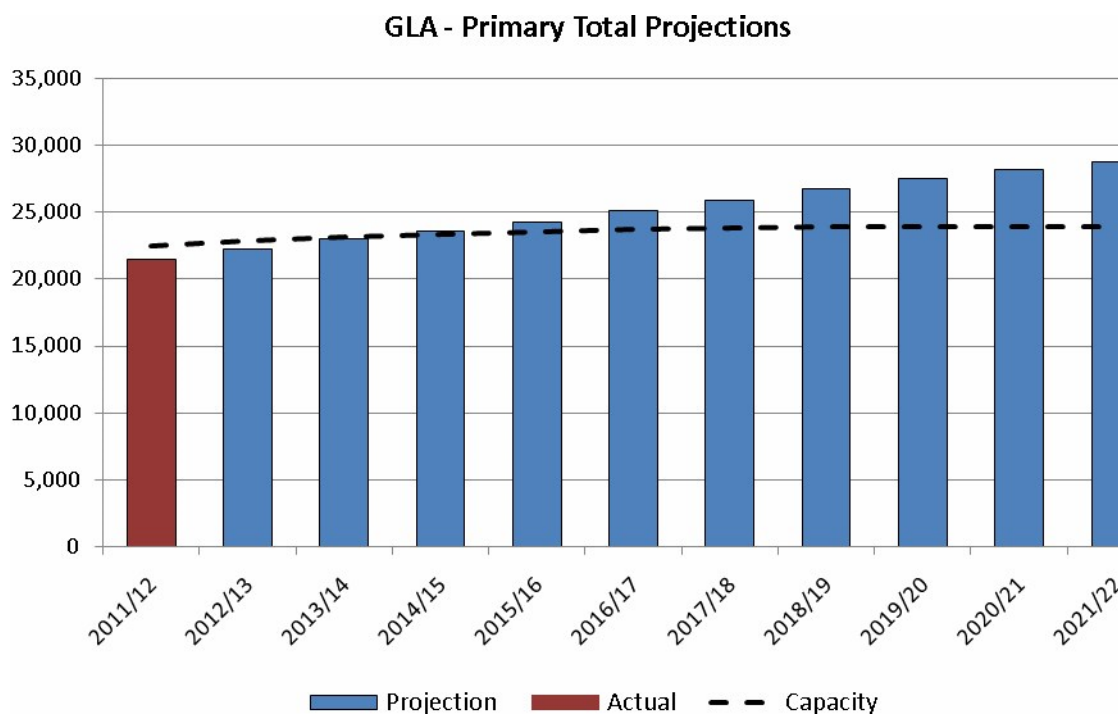
Capacity is exceeded in 2014/15 by 2 FE (30 places in each), which is projected to rise to a shortfall of 16.9 FE by 2021/22.

If the growth in Reception demand indicated by applications for September 2012 entry is indicative of a sustained trend, then the projections given above could

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

underestimate future demand for reception places (as detailed in the following section).

**Overall Primary – Reception class plus year groups 1 to 6**



<b>Primary Total</b>	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Primary projections	22,288	23,025	23,629	24,250	25,104	25,931	26,783	27,528	28,239
Primary capacity <sup>2</sup>	22,860	23,237	23,563	23,788	24,055	24,242	24,332	24,332	24,332
Places variance	572	212	-66	-462	-1,049	-1,689	-2,451	-3,196	-3,907
FE variance (210)	2.7	1.0	-0.3	-2.2	-5.0	-8.0	-11.7	-15.2	-18.6

As the growth in reception intakes feeds through the year groups at primary, we expect to see significant increases in the overall primary school roll which put

1 The capacity figures in this table include planned extra capacity provision at the PDC

2 The capacity figures in this table include planned extra capacity provision at the PDC

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

significant pressure on primary places overall from 2014/15 onwards. A shortfall of 66 places at primary (0.3 FE of 210 places in each) took place 2014/15 is projected to rise to a 21.1 (over 4,400 places) shortfall in 2021/22.

The levels of growth apparent in the overall primary numbers will be amplified because of the difference between the smaller year groups leaving primary after year 6, and larger year group cohorts entering at reception.

A recent cabinet paper published by Tower Hamlets Council on 6<sup>th</sup> September 2016 support the data stated above of the rising school age population and confirm that the projections shown earlier have a good level of accuracy in the short term. The projections for 2016 show a continuing rise in need for places at both primary and secondary education. It must be noted here that the total number of actual births in 2015 was very close to the 2014 total which therefore limits the rise on projected need for school places 5 years later. However, it should be noted that in the longer term for birth rate is projected to rise and the school roll projections also reflect continuing levels of new housing development.

Despite the slight slow down of child birth and the projections of need now showing a slower rate of increase at primary, it is very much possible that this could vary again either upwards and downwards in the future and the Local Authority are continuing to take a cautious approach to planning for additional school capacity and the Mulberry Schools Trust are keen to meet the school place demands.

According to the Tower Hamlets Cabinet Paper, in the period 2015/16 to 2025/26 the total school roll of 4-16 year olds is projected to rise by 9,000, an increase of 25%. This is approximately 4,000 primary pupils and 5,000 secondary pupils. This is a similar total increase over 10 years as shown in 2015, but the need for secondary places is now forecast to be higher than the need for primary places.

Please see attached in the appendices the most recent report and graphs produced by Tower Hamlets Council which was published on 6<sup>th</sup> September 2016.

The scale of growth in need for primary school places presents a significant challenge to Tower Hamlets as it does to many other LAs. To date, the Local Authority is struggling to manage the growth in need for primary school places, this proposed school will relieve some of that pressure from the LA and meet the population demands of Tower Hamlets. The Local Government Association (LGA) confirmed in a BBC article published on 29<sup>th</sup> February 2016 that councils will struggle to meet the demand under the current system.

**Meeting local need – expanding choice**

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

In our area of east London in Tower Hamlets<sup>3</sup>, there is a rich mix of primary schools for parents to choose from. There are independent schools with a religious character both Islamic

- Ayasofia Primary School
- Al Mizan School
- Buttercup Primary
- Date Palm Primary School
- East London Islamic School

and Christian

- Excellence Christian School
- Gatehouse School

There are three independent Montessori schools

- Green Gables Montessori Primary School
- Pier Hear Preparatory Montessori School
- River House Montessori School

A further independent school, Faraday School, is part of the New Model School movement.

The voluntary aided schools situated in the Wapping area (our own location) of the Borough provide faith schools

- English Martyrs – Roman Catholic
- St Mary and St Michael Catholic Primary School
- St Paul's Whitechapel Church of England Primary School
- St Peter's London Docks - Church of England

There are five community primary schools in Wapping

- Bigland Green
- Blue Gate Fields
- Harry Gosling
- Hermitage
- Shapla

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<sup>3</sup> For the purposes of the admission arrangements to primary and secondary schools, Tower Hamlets has divided the Borough into areas. We are in Area 6, Wapping.



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

As a result of the free schools opportunity, Canary Wharf College, the first free school in Tower Hamlets has opened a second primary school and a secondary school in September 2016 to admit Year 7 students to a new secondary phase. Canary Wharf schools have a religious character with a Christian ethos.

The Constable Education Trust opened a primary school in September 2012 offering the international primary curriculum with a suite of additional subjects.

None of these schools is able to offer primary phase learning linked to an already outstandingly successful secondary school with a flourishing sixth form. We will provide an authentic all-through experience that is not available in Wapping, in Tower Hamlets or indeed in any of the other adjacent boroughs. We will offer an enriched social experience with children and young people spending time together learning, whether in the classroom or in recreation and social settings.

Primary school rolls in Tower Hamlets are set to increase by some 10,000 places, in excess of the council's planned expansions over the next decade. Wapping will see a 25% increase in demand for places over that period, in part a reflection of the very high growth in new housing in this part of the Borough.

There are currently no plans for the expansion of any of the primary schools in Wapping. Our primary school is a much need addition to the capacity of the area.

### **Standards in local primary schools**

The schools in the table below are the community and voluntary aided primary schools in the local authority catchment area, Wapping. These schools educated 470 out of 2,883 children who left Tower Hamlets primary schools in 2013 - 16% of Tower Hamlets children in that age group. We have used the most recent validated data about achievement in the Department for Education's Performance Tables.

Schools situated in the Wapping with the highest expected growth in pupil numbers are highlighted in grey. Achievement was at least good in all of the schools and almost all are judged to be good schools in their most recent inspection. Only one out of the ten, school 9, is judged to be outstanding and too few children are secondary ready (column 6), reflecting the national picture.

Seven out of ten pupils in Tower Hamlets attracted the Pupil Premium Grant. Column 5 shows those pupils' performance compared with other pupils. Numbers in schools 9 and 10 are too small to be reported.

We are of course aware of the smallness of the sample in each of the schools and handle our statistics with caution.

The Wapping challenge that Mulberry intends to take up is to add to outstanding provision and outcomes in its own primary school and to provide support to other local

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

schools in partnership so that all of the children in the area can do as well as those where almost all achieve the current benchmark.

1	2	3	4	5	6	7	8	9
SCHOOL	NO IN Y6	OFSTED OVERALL GRADE	LEVEL 4+ E, W, M	PUP PRE	4B+	EXPANSION PLANNED	VALUE ADDED	RANK
1. BIGLAND GREEN	60	2015 RI	64%	+12	49%	NONE	99	106
2. BLUE GATE	90	2009 1	88%	+3	75%	NONE	100.5	24
3. CANON BARNETT	45	2013 2	92%	+1	69%	NONE	100.8	6
4. HARRY GOSLING	60	2013 2	67%	-20	46%	NONE	100.3	62
5. HERMITA	45	2014 2	96%	-6	71%	NONE	102.7	1
6. SHAPLA	30	2012 2	83%	-4	67%	NONE	100.4	18
7. ENGLISH MART	30	2013 2	77%	+23	64%	NONE	100.4	93
8. ST MARY ST MICH	60	2015 RI	76%	-9	68%	NONE	99.2	74
9. ST PAUL'S WHITECH	30	2013 1	92%	SUPP	83%	NONE	103.2	6
10. ST PETER L DOCKS	30	214 2	67%	SUPP	48%	NONE	100.2	68
<b>ENGLAND</b>			75%		65%			
<b>TOWER HAMLETS</b>			78%		63%			

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

X

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

### E2 – successful engagement with parents and the local community

#### Strategies used to engage members of the community

We engaged with the local community in a range of ways. As part of Mulberry School for Girls' existing community engagement strategies, we spoke to a wide range of parents whose children attend the school and the neighbouring primary school Bigland Green. Parents of toddlers were also consulted who attend the Wapping Sure Start centre based in the community centre which the school co-runs. We also conducted a survey with members of the local community and interviewed parents of primary school children from across London when they visited Mulberry School for Girls for Year 6 open days. During January to February 2016, we also held the statutory consultation for the Mulberry UTC and spoke to stakeholders about the plans for the Mulberry Family of Schools. The Student School Council and Parent Council of Mulberry School for Girls were also consulted on the proposal to open a nursery and primary school. The strategies used to demonstrate the evidence of demand is as follows:

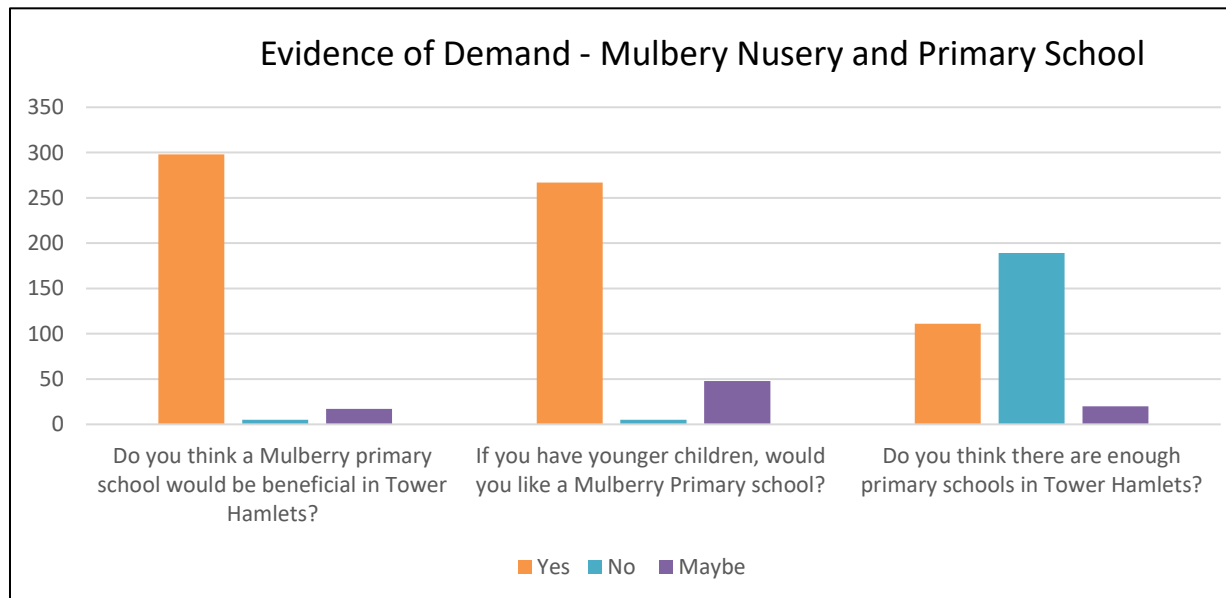
Strategy	Community Target Group	Timeline
Public Survey	To target members of the community from a wide range of socio-economic contexts. Students from Mulberry School for Girls conducted the surveys in two locations – Watney Market and Whitechapel Market in Tower Hamlets.	2012 – 2015
Year 6 Open Days x 4 2015  Year 6 Open Days x 2 2016	To target parents of students who are in existing primary schools in Tower Hamlets and beyond.	September 2014 & September 2016
Mulberry and Bigland Green School Parent Coffee Mornings x 4	Targeting parents of students of Mulberry School for Girls and Bigland Green Primary School from a range of	December 2015 –

<b>E2 – successful engagement with parents and the local community</b>		
	backgrounds. Engagement with Parents Governors of both schools.	September 2016
Adult Learning Classes held at the Mulberry and Bigland Green Community Centre and visit to the Wapping Sure Start Centre	Engaged with local parents and shared the proposals of the Mulberry Family of Schools. Successfully engaged with parents of toddler children.	February 2016
Public Consultation Events	Held a public consultation to discuss the proposals of the Mulberry Family of Schools and Governors desire to provide more school provision in Tower Hamlets. Members of the local community along with parents and staff from Mulberry and other Tower Hamlets schools attended.	November 2015 – December 2015
Letters to all students at Mulberry School for Girls	Following on from the above consultation, all parents of students at Mulberry School for Girls were sent a letter to inform them of the positive outcome of the public consultation events and share the proposals for a new primary school.	January 2016
Student Council and Prefect Meetings	Members of the School Council and Prefect Teams were consulted on the proposals. Students were very positive in their responses and wrote to the Headteacher and Chair of Governors of Mulberry School for Girls with their support. They have also taken up the role of ambassadors for the proposed school and have engaged with students from across Tower Hamlets.	December 2015 - February 2016
Parent Council Meeting	The Parent Liaison Officer at Mulberry successfully engaged with the Parent Council of Mulberry School for Girls who are in full support for the Mulberry Family of Schools.	February 2016

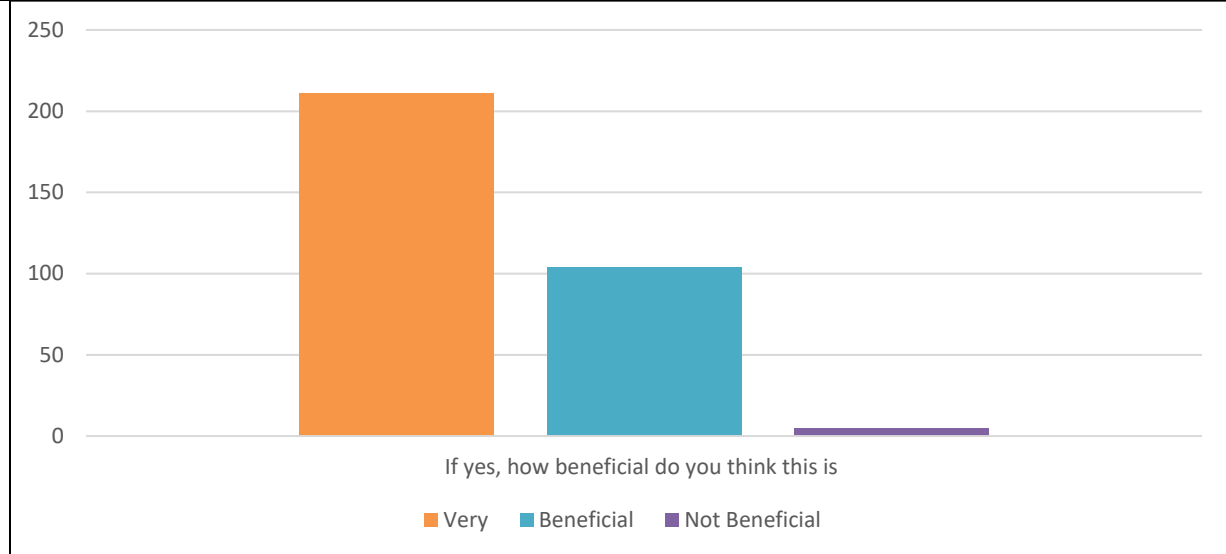
**E2 – successful engagement with parents and the local community**

<p>Mulberry UTC Consultation events x 4</p>	<p>Engaged with the local community, business and education leaders as part of the statutory consultation for the Mulberry UTC. Two of these events were held at the BFI and Goldsmiths' University which views from members outside the Tower Hamlets community were considered.</p>	<p>January to February 2016</p>
<p>Mulberry School Website</p>	<p>The proposals for the Mulberry Family of Schools were posted on the Mulberry School for Girls. This reached out to the wider community and the parents who were unable to attend any of the events. This website gets about 1500 hits a month. This also supported the word of mouth marketing.</p>	<p>November to December 2015</p>

From all of the strategies demonstrated above, we have reached out to approximately 2000 people. 320 took part in the survey we conducted to find out the demand for a Nursery and Primary School run by Mulberry School for Girls. The responses were extremely positive and we found out that there is a great demand for this proposed school in Tower Hamlets. The quantitative results are summarised below:



## E2 – successful engagement with parents and the local community



93% felt that this proposed primary school will be beneficial in Tower Hamlets and within this percentage 65% expressed that the primary school would be very beneficial. A small percentage 1.5% of the public interviewed felt that the primary school will not be beneficial and 5.5% were not sure.

83% of those interviewed said they would like a Mulberry Nursery and Primary and have young children. 2% said no and 15% said maybe. This reflects the requests that the Headteacher of Mulberry School for Girls receives from a number of parents who would like Mulberry School for Girls to expand its provision in Tower Hamlets.

35% of those interviewed felt that there were enough primary schools in Tower Hamlets, 59% disagreed and felt that there were not enough and 6% were unsure.

We have also gathered qualitative data and asked members of the local community about what the need and benefit of this proposed school will bring. The majority of the people interviewed support the ethos of the primary school and have expressed that they would select it as the first choice for their son/daughter. Many of them would be able to start in the first two years of opening and all live within a reasonable distance from the proposed site. Below is a summary of the comments they made:

- The benefit that came up the most in responses is community empowerment through the ethos that will be instilled in primary school.
- A number of parents raised concerns about current primary schools in Tower Hamlets and that they felt like they did not have much 'choice'.
- The community feel that the type of education in the proposed school would improve children's confidence, motivation and engagement and enriching their 'life experience'.

## **E2 – successful engagement with parents and the local community**

- A large number of parents of Year 7 students at Mulberry School for girls spoke about the benefits the Mulberry Nursery and Primary would have on Year 6 students in making the big transition to Year 7 and how it will make the process smoother and more effective.
- Many parents were excited by the Extended Learning and Global Education work which Mulberry School for Girls leads on which will be a huge benefit to the primary school.
- Almost all of the members consulted were highly supportive of our plans to open this new school.
- Parents were extremely supportive of the plans for the strong academic focus on literacy and numeracy as well as the enrichment offer.
- The majority of the students of Mulberry School for Girls were excited that their younger siblings could attend a primary school within the Family of Schools.

In summary, we have gathered extensive evidence of demand by successfully engaging with parents and members of the local community which demonstrates the demand for the Mulberry Nursery and Primary School. The majority of the people we consulted were comforted to know that this proposed school will be part of the Mulberry Family of Schools and it is not a just a free school being set up by a group of people who are unknown to the community. Members of the community also felt reassured that the strong track record of Mulberry School for Girls will ensure that this proposed school is successful.

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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.



[REDACTED]	London	Yes – voluntary	[REDACTED]	[REDACTED]	10
[REDACTED] ley	London	Yes – voluntary	[REDACTED]	[REDACTED]	5

				<p>[REDACTED]</p> <p>[REDACTED] [REDACTED] [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]ley</p>	London/Oxford	Yes – Voluntary	[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> <p>[REDACTED]</p> <p>[REDACTED]</p>	3 - 5
[REDACTED]	London	Yes – Voluntary	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	3

				[REDACTED]	
[REDACTED] [REDACTED]	London	Yes – Voluntary	[REDACTED]	[REDACTED]	10

[Add lines as appropriate]

## **F1 (a) Skills and experience of your team**

### **Strong Governance**

The headteacher and governors of Mulberry School for Girls and the shadow governors of Mulberry UTC are a highly skilled and experienced group of people whose range of skills cover all areas of expertise required. We are currently forming a MAT board called The Mulberry Schools Trust from amongst this group of people and the individuals named above are at present the proposed members and trustees for the MAT board. The trust is already incorporated by the first 3 members and trustees listed above – [REDACTED]. The remaining people named below in section F2 are proposed as the trustees and 2 additional independent members of the MAT trust and this will be ratified by the governing body of Mulberry School for Girls in the forthcoming governing body meeting on 17<sup>th</sup> March 2016. The CVs and Suitability and Declarations forms for the first 3 members and additional 3 confirmed trustees of the MAT board are included with this application. As agreed with [REDACTED], all other forms will follow on 17<sup>th</sup> March once the governing body has ratified the place of all other trustees and governors for the local governing bodies of Mulberry School for Girls and Mulberry UTC.

Plans for governance are set out in more detail in section F2.

### **Leadership – the role of the CEO and Principals of School**

The CEO will be the [REDACTED]. She has a track record of success in school effectiveness and improvement in some of the most challenging schools in London which, prior to Mulberry School for Girls, were all [REDACTED]. She is [REDACTED] and as such, has supported a number of schools in difficulty. She has successfully [REDACTED] to apply for and open a UTC in Tower Hamlets since October 2012, lobbying politicians and others successfully for a site which was eventually found in April 2015 – it is now in the pre-opening stage with a Principal designate and a fabulous building plan. The UTC is due to open in September 2017. D [REDACTED] [REDACTED] during this period, overseeing the work of the Principal designate and an Associate Principal at Mulberry School for Girls with a view to appointing a new principal there once transition is secure.

If successful in our application to open Mulberry School for Boys, [REDACTED] will as CEO oversee the [REDACTED] of the projects to establish these 2 free schools. We will appoint a Principal designate of the boys' school who will work with the CEO to execute the plan contained in these documents.

### **Access to Consultants**

We have gathered around us several consultants who are working with us on the MAT set up. They work directly to [REDACTED] and Mulberry School for Girls to

## F1 (a) Skills and experience of your team

establish the systems and processes for the MAT and the conversion of Mulberry School for Girls and so they are listed here as examples of the people we work with. At the present time, it is not envisaged that we will need external consultancy for the establishment of the free schools with the exception of the primary school. The expertise will be contained in the MAT board which we are constructing. In the meantime, [REDACTED] [REDACTED] should we need it.

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

### Support for the MAT and the Free School Applications from the RSC and SOS

Governors have already approached the former Secretary of State Rt. Hon. Nicky Morgan and the Regional Schools Commissioner to discuss our plans for growth through the creation of the Mulberry Family of Schools. We have received a letter of support from the Secretary of State for Education with the following comments:

*“I was very interested to read your vision for the future of your school. This is exactly the type of venture that I want to encourage and I would recommend that you continue to progress your plan. My intention is for schools that have developed an excellent level of provision, such as yours, to expand and, eventually, run a range of different schools. I am positive that the formation of a multi-academy trust (MAT), with Mulberry School for Girls as the lead school, would provide a practical and flexible means of realising your vision as well as my department’s objectives.” Nicky Morgan, Former Secretary of State for Education.*

The Regional Commissioner of Schools has also written to support the governors’ plans.

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
<p>The Mulberry Schools Trust have a wealth of expertise in secondary education and whilst the Educationalists on the board who will lead this project have many years of experience in education. Whilst there experience in primary education, we will enhance the project delivery team by engaging and working with [REDACTED] [REDACTED] which was judged Outstanding by Ofsted.</p>		



<b>Skills/experience missing</b>	<b>Where is the gap?</b> i.e. pre-opening team, trustees, local governing body	<b>How and when do you plan to fill the gap</b>

[Add more lines as appropriate]

## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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

#### Leadership of the family

For the first four years of the life of the Mulberry Family of Schools, planned growth will be led by Mulberry School for Girls, under the direction of 'The Mulberry Schools Trust'.

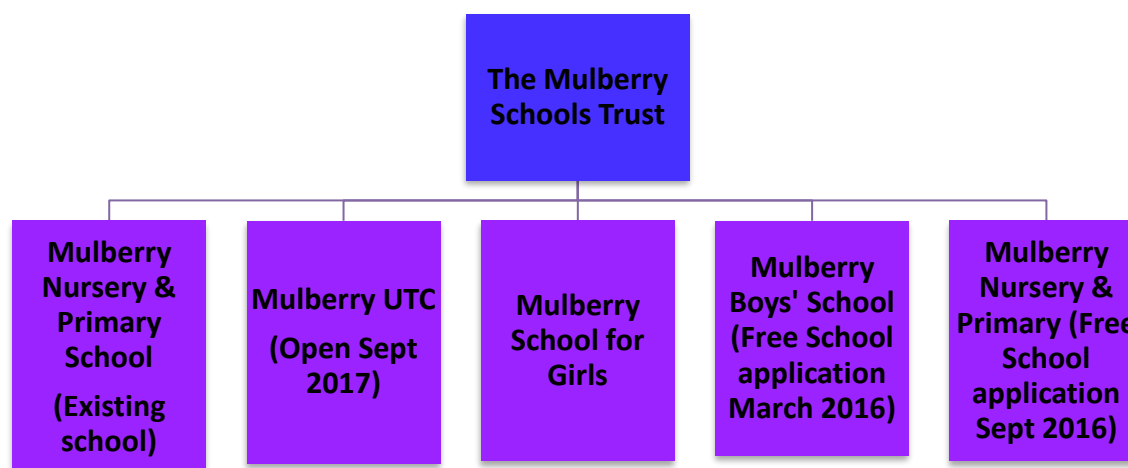


Figure 1

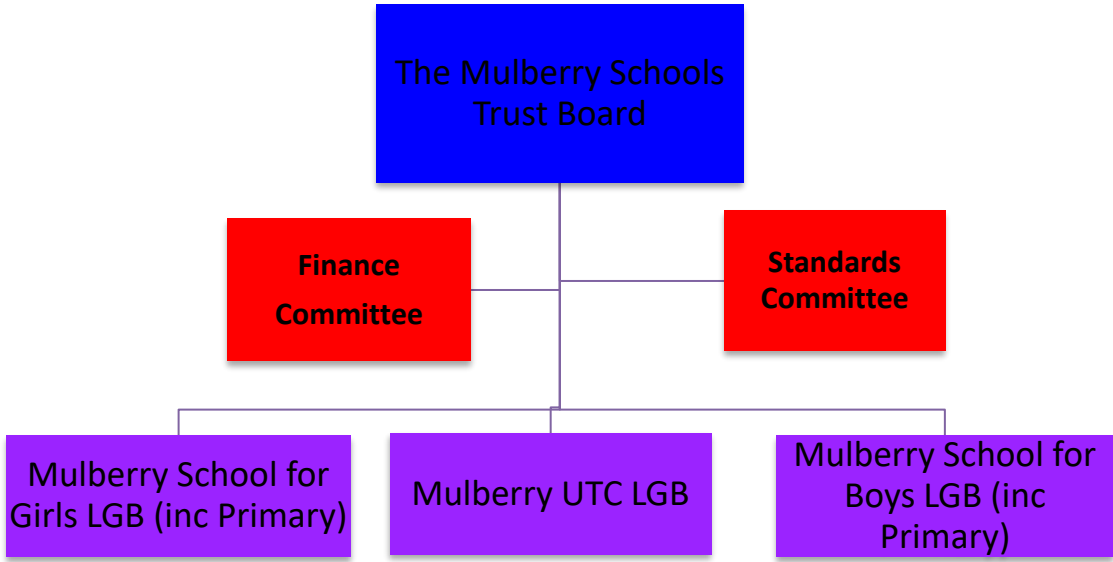
The Trust will establish schools as shown above: there will be two free school applications in 2016 – a boys' school in March and a primary school in Sept – and it is hoped that Mulberry School for Girls and Mulberry UTC will be joined by one other existing provision that wishes to join the Mulberry Family. The organisation of the Mulberry Family is shown above in **Figure 1**. This is provisional as we continue to receive approaches to join the family of schools.

#### Governance of The Mulberry Schools Trust

The Mulberry Schools Trust will be governed by a board of trustees / directors (for the purposes of this education provision they will be known as trustees throughout all documents) and this board of trustees will set the vision, values, ethos and work of all schools under its designation. It will set the scheme of delegation for all schools that belong to The Mulberry Schools Trust and it will appoint all governors on any local governing body that exists to govern the separate schools within the Mulberry Family.

**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**

Whilst the chart here shows five separate schools initially, it is envisaged that there will only ever be a maximum of three Local Governing Bodies (LGB) reporting to the MAT board: Mulberry School for Girls already has its own LGB which will take on a primary school under the same LGB; Mulberry UTC has its own LGB; Mulberry School for Boys will have a LGB which takes on a primary school. All pupils at both primary schools will be entitled to feed into Mulberry School for Girls or Boys. **See Figure 2.**



**Figure 2**

The Mulberry Schools Trust will comprise five founding members and a board of up to thirteen trustees, three of whom will be also founding members. The **founding members** of the Trust will be:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The trustees of The Mulberry Schools Trust board are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
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**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**

[REDACTED]

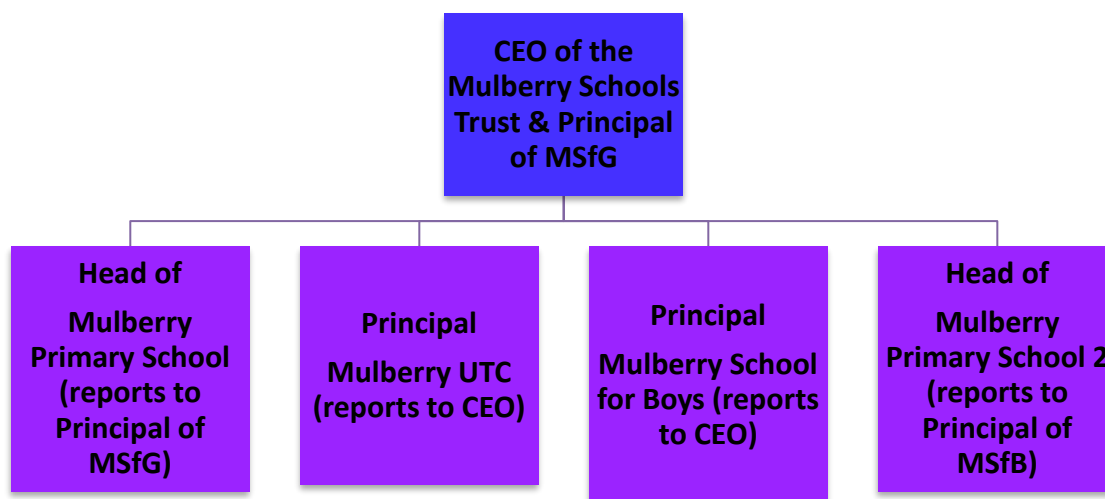
In its first years, the board will draw in additional financial and educational expertise from two [REDACTED]. The Mulberry Schools Trust board will meet four times a year to discuss matters of performance, finance, audit, provision and growth. The board will have a finance committee and a standards committee that will be chaired by a member of the Trust board. It will be through these two committees that meet three times yearly that the trust's board will analyse finance, business development and student progress across all schools amongst the Mulberry Family and report back to the board so that trustees can exercise their statutory responsibilities. It is through these two committees and the trust's board that the leadership of the Mulberry Family of schools will be held accountable.

**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**

There will be school and UTC Local Governing Bodies (LGB) which will meet three times annually and report back to The Mulberry Schools Trust board at each board meeting. The Chair of Governors of each LGB will sit on The Mulberry Schools Trust board – as a trustee. To begin with, the Chair of the Mulberry Schools Trust board will be the Chair of Governors of Mulberry School for Girls. The Chair of Governors of Mulberry UTC will be a board member and trustee of The Mulberry Schools Trust.

All Local Governing Bodies (LGBs) attached to The Mulberry Schools Trust will have governors made up of co-opted governors, parents and staff or, in the case of the UTC, employer sponsors, university sponsor, co-opted governor, staff governor and parent governor. LGBs for the schools will be constituted of eleven governors.

**Leadership Group of Mulberry Family of Schools 2016 – 2020**



**Figure 3**

During the first four years of growth to establish the quality of provision and ensure that strength and capacity are built, leadership will be closely directed by Mulberry School for Girls on behalf of the Mulberry Schools Trust.

The Mulberry Schools Trust will appoint the current headteacher of Mulberry School for Girls as Chief Executive Officer (CEO) and she will remain Principal of Mulberry School for Girls for this period. As CEO, she will oversee the leadership of all schools in the family.

An Associate Principal at Mulberry School will assist her for Girls who will lead that school in partnership with her. A principal will be appointed for Mulberry UTC and another for Mulberry College for Boys.

The primary schools will each have a Head of Primary reporting to the Principal of Mulberry College for Boys and a Head of Primary reporting to Mulberry School for Girls.

## **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**

The CEO and Principal of Mulberry School for Girls will lead and line manage: the Associate Principal of MSfG (who line manages the Head of Primary); the Principal of Mulberry UTC and the Principal of MSfB (who line manages the Head of Primary). **See Figure 3 above.**

Thereafter, over the following six years after 2020, the Mulberry Schools Trust will develop the family to include up to (and no more than) another all-through school from nursery through to secondary, a co-educational sixth form to match Mulberry UTC and provision for young people with special educational needs. We will provide for young people with SEN between 18 and 25 for whom there is currently a lack of provision in Tower Hamlets.

As the MAT grows and develops, the governance structure will evolve slightly to include one more Local Governing Body. This LGB will govern one more secondary and primary school. Thus, when at full capacity, there will be four LGBs reporting to The Mulberry Schools Trust board governing three schools that include a nursery, primary, secondary and special provision and one UTC, post-16 college and 18 – 25 SEN provision. The Mulberry Schools Trust board will oversee all four LGBs and ensure that financial planning is rigorous through the finance committee and that educational standards are upheld through the standards committee.

**There will be tight management of the four LGBs by the board and there will be no further growth.**

In the same way that the governance structure will alter to support growth, so will the leadership structure. The CEO will continue to lead the executive teaching team which comprise four principals of school and a director of education who will lead Mulberry College of Teaching and Leadership (which provides professional development for teaching and support staff alike) as well as the enrichment programmes offered across all schools in the family, in particular the arts programmes, youth conferences and women's education conferences as well as links to sponsors and employers. Mulberry College of Teaching and Learning is the name of Mulberry's Teaching School and it will house the SCITT that Mulberry is currently developing with its City Excellence in Teaching partners – eight secondary schools and a special school in Tower Hamlets.

It is envisaged that over ten years, a leadership structure for education support services for the MAT will develop commencing with the appointment of a Chief Operating Officer with a finance specialism in the early stages of growth, a clerk to the governors and an Executive Assistant to the CEO with responsibility for marketing and public face. This executive support service structure will be paid for through top-slicing school budgets and will be led by the Chief Operating Officer reporting to the CEO. **See Figure 4.**

The Mulberry Schools Trust board will meet four times a year to discuss matters of performance, finance, audit, provision and growth. The board will have a finance committee and a standards committee that will be chaired by a member of the Trust board. It will be through these two committees that meet three times yearly that the trust's board will analyse finance, business development and student progress across all schools amongst the Mulberry Family and report back to the board so that trustees can exercise their statutory responsibilities. It is through these two committees and the trust's board that the leadership of the Mulberry Family of schools will be held accountable.

There will be school and UTC Local Governing Bodies (LGB) which will meet three times annually and report back to The Mulberry Schools Trust board at each board meeting. The Chair of Governors of each LGB will sit on The Mulberry Schools Trust board – as a trustee. To begin with, the Chair of the Mulberry Schools Trust board will be the Chair of Governors of Mulberry School for Girls. The Chair of Governors of Mulberry UTC will be a board member and trustee of The Mulberry Schools Trust.

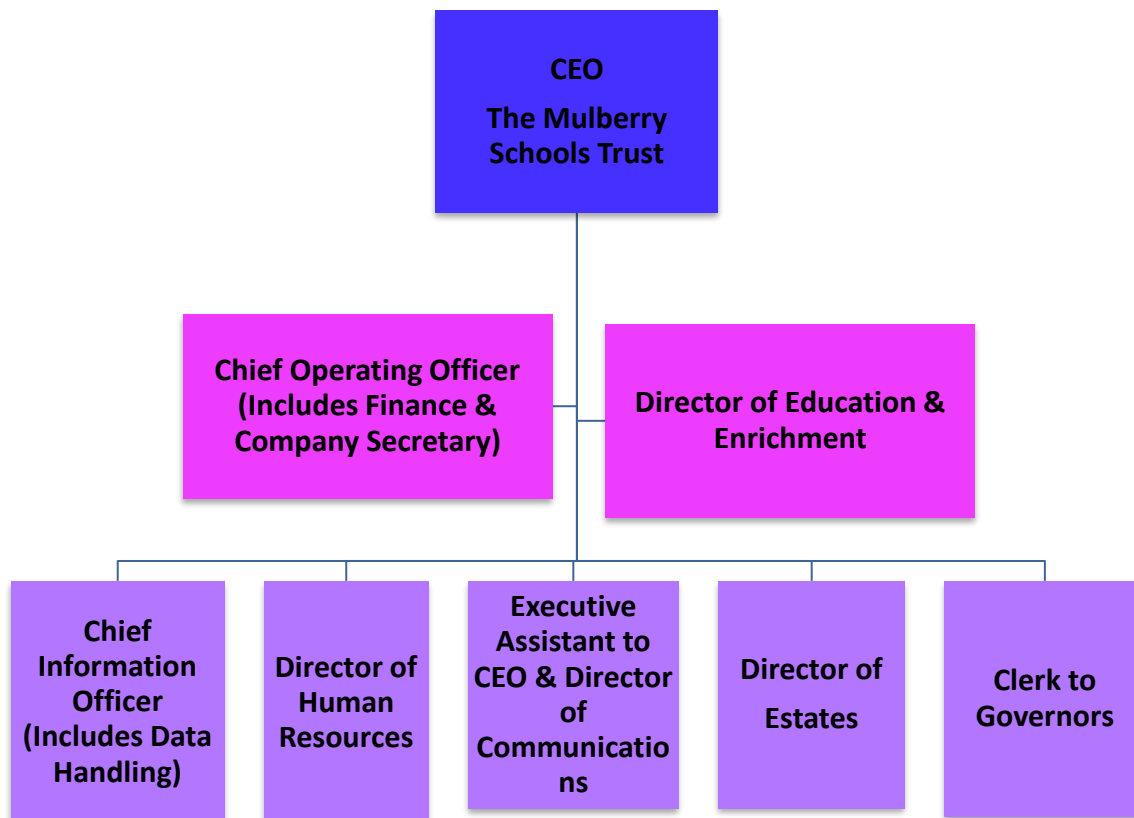
**F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school**

All Local Governing Bodies (LGBs) attached to The Mulberry Schools Trust will have governors made up of co-opted governors, parents and staff or, in the case of the UTC, employer sponsors, university sponsor, co-opted governor, staff governor and parent governor.

The Mulberry Schools Trust will work with the sponsoring organisations of Mulberry UTC and ensure at least one (as well as the Chair of the LGB) will be on The Mulberry Schools Trust board. The sponsors of the Mulberry UTC are: Bank of America Merrill Lynch, the British Film Institute, Goldsmith’s University, the National Theatre and Barts Health NHS Trust. The UTC will have an employer steering group, a parent voice group and a student voice group that will feed views into the LGB and facilitate communication. These three groups are important channels for the UTC’s self-evaluation in its early stages as it develops.

Terms of office for all trustees of The Mulberry Schools Trust Board and governors of the Local Governing Bodies of each school will be four years. The terms of office for the Chair and Vice Chair of the MAT board as well as the Chairs and Vice Chairs of the LGBs will be two years and these positions will be elected as necessary following procedures set out in the terms of reference. Elections from staff and parent bodies will be held for each parent and staff governor on LGBs as set out in the terms of reference.

**Executive Education Support Staff Group 2016 – 2026**



**Figure 4**

**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**

There will be a Mulberry Schools Foundation that will be an associated charity for fund-raising purposes. This foundation will hold money in trust for the purposes of:

- Grants to students within the Mulberry family of schools for study travel, access to further learning or training or books
- Hardship grants for uniform, school trips and visits or other resources they do not have access to which form part of their education
- Education research which fits with the ethos and values of The Mulberry Schools Trust, for example on gender in education, disadvantage and school improvement, raising standards in education
- Funding an annual education lecture
- Funding student conferences such as the Women’s Education Conference, the Youth Conference and Global Classrooms
- Funding arts activities which fit with the ethos of The Mulberry Schools Trust, for example the Edinburgh Fringe programme
- Funding parent learning classes and other beneficial educational activity for parents
- Political lobbying for change in education policy that fits with the ethos of The Mulberry Schools Trust

It is proposed that a high profile supporter be invited to be patron of The Mulberry Schools Foundation and that trustees of the Foundation include three board representatives and two others.

**For a more extensive outline of our plans, please see the attached copy of the MAT sponsor application and its financial modelling in the annexes which was approved in March 2016.**

**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 [how to apply to set up a free school guidance and the criteria for assessment](#) 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

<b>F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector</b>
[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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

<b>F5 – Independent schools have an appropriate, well-maintained, and secure site</b>
[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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

### G1 – budget planning and affordability

Mulberry Schools Trust will seek to minimise risk and the impact of change or new, unforeseen, events taking place in opening Mulberry Free Primary School. We will apply a prudent, risk-aware model of budget management. Mulberry Schools Trust will top slice 5% for all school budget shares within the Trust and this will be allocated on the basis of need across the Trust on an annual basis. However, because of the initial high costs of opening a small primary school, the Trust will not seek a top slice from Mulberry Free Primary School in its first two years. Whilst the Trust will retain central control and oversight of all budget setting and financial management, the setting of budgets locally to match the priorities and needs of each school will be driven by a bottom-up approach. In this way a resilient model open to challenge and adjustment will be taken forward on an annual basis.

#### Flexibility in budgeting:

Initially, Mulberry Free Primary School's budget will be small compared to that of Mulberry School for Girls. However, it will benefit from the existing structures within the Trust for sound financial management as well as centralisation of premises, IT and HR management. Given the need to take account of possible lower levels of funding in future years and frontloading of senior staff, we are being prudent in our resource modelling to ensure the build-up of surpluses. Initially, some functions will be provided through existing capacity within the Trust e.g. finance, HR and premises to ensure best use of resources and also to ensure that processes are secure. From September 2019 onwards the school will be expected to contribute 5% of its budget share to the Trust, but will continue to benefit from central activities.

It is understood that the biggest operational risk for the school, after recruitment of pupils, will be the implementation of the proposed staffing model and recruitment of the best possible teaching and support staff. Initially the headteacher designate with the support of the Trust will seek to recruit staff capable of covering elements of more than one post in the proposed staffing structure; enabling the school to remain within budgetary

## **G1 – budget planning and affordability**

parameters. There may be adjustments to the proposed recruitment of staff reflecting success in recruitment and changes to budget parameters.

Opening a new school in a different phase requires a model that ensures strong leadership from the start. As Mulberry Free Primary School grows in size we will appoint leaders prior to the beginning of each new Stage entry point. We will offset their higher costs by appointing a range of main grade teachers who can be mentored and nurtured by more experienced members of staff. Through professional development we will grow them into the middle management roles as the school expands. Keeping a flexible approach to the recruitment and salaries of class teachers enables us to have greater flexibility in a changing labour market. It means that initially the school will face relatively high incremental progression costs and this is built into the funding model.

We are also aware that government proposals for implementing a national funding formula may have adverse effects upon school funding in Inner London. Potentially Mulberry Free Primary School could lose up to 1.5% of its budget share each year. This on top of a reduction in real terms of existing funding per pupil which affects all school in the country. In addition, there are increasing concerns with converter academies that on conversion some are expected to pay significantly higher contributions to cover deficits within existing local government pension schemes. It therefore makes sense to us to ensure that we have a sizeable planned surplus after the first four years so that we do not overcommit our resources. Should this approach be seen to be too cautious, we can release funding to those areas where we can make the biggest impact for our pupils.

### **The process of benchmarking and Baseline Cost Build up:**

Whilst each school will have some uniqueness in how they spend their money, in constructing our budget plan we have benchmarked our budget against available financial data for comparable schools and academies.

Firstly, we have looked at the average spend for 35 two-form entry primary schools located in Inner London. Information has been taken from the Schools Financial Benchmarking Website. Their average spend in 2014-15 was ██████████; close to our forecasted school budget share of ██████████ when at full capacity. Apart from forecasting income from commissioning fees for HNLI pupils and for income from catering, we have not assumed any other income e.g. from premises. At the moment we do not have information on the site that the school will occupy and the opportunities this may bring.

Secondly, we have used the Academies Benchmark Report 2015 (Kreston UK) recently published in January 2016 which provides a wealth of information on spend patterns across primary academies and multi-academy trusts.

As Mulberry Free Primary School will be part of the Mulberry Family of Schools, some costs will initially be picked up by the Trust and these are referred to in the budget plan.

## **G1 – budget planning and affordability**

### **Assumptions made in modelling the budget**

The Mulberry Academy Trust applies a 5% top slice to all schools within the Trust and the contribution from Mulberry Free Primary School is shown in line 143. No contribution will be made in the first two years of the school. The Trust will determine each year how funding is allocated but the expected areas include:

- HR support both operational and legal
- Governance
- Audit and financial strategic and operational support
- Centralised IT support
- School improvement services and Trust-wide inset and staff development events
- Legal and risk management services
- Admissions and admission appeals

In its early years, not having to make provision for these services means that we can devote more staffing and educational resources to meet the needs of the pupils at the school.

Depreciation of FF&E and ICT learning resources has been included as replacement costs within Building Maintenance and ICT learning resources.

We have built in 2% for incremental drift and pay progression in line 85. This is because we will seek to recruit staff who are at the lower end of main grade and develop them for middle management roles. Therefore we expect to have significant growth in average salaries over the first few years of the school.

We have also included a 2% contingency provision rather than the 1% suggested in the guidance. We do not believe in budgeting for undefined lines of expenditure and aim to get our forecasted expenditure as accurate as we can get it. However, we recognise that there will be some unforeseen elements in the budget e.g. cost of recruitment, adjustments in Pupil Premium funding and some variance in numbers on roll which can occur in areas of high mobility.

### **Financial resilience to reductions in income**

We recognise the need to demonstrate how Mulberry Nursery and Primary Free School would remain financially sustainable if actual admissions were only 70% of planned admissions. Our response is twofold:

- (a) Like other multi-academy trusts, we will be better equipped and able to address limited funding shortfalls in-year if required by drawing upon the revenue reserves of the Trust. This places Mulberry Primary Free School in a better position than other stand-alone schools. However, this can only be a temporary source of meeting an unexpected shortfall in funding.

-

**G1 – budget planning and affordability**

(b) Our prudent approach to budgeting means that we will have some flexibility in meeting a shortfall e.g. planning not to fully use the post opening grant. However, should the numbers being admitted fall short of 2 forms of entry then we will adjust our spend pattern accordingly. This is set out in the Table below which shows where we would make cost reductions to offset a 30% drop in funding.

We recognise that for 2017-18 information on pupil admission numbers may come too late to adjust some staffing appointments and therefore any remaining shortfall may have to be met by the Trust. As Mulberry Primary Free School is in a different phase to Mulberry School for Girls, the scope for sharing posts across both schools as part of efficiency savings is limited.

The shortfall in funding, if there is only a 70% recruitment, is set out in the table below and is drawn down from the financial template. Actions to reduce expenditure are set out underneath the table.

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
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*Unallocated funds, Planned Contingency and Contribution to Trust:*

We have set a cautious budget with planned underspends to build up reserves and await outcome of the potential impact on the school of the introduction of a National Funding Formula from April 2017.

**G1 – budget planning and affordability**

These reserves, along with the planned contingency and contribution to the Trust would be the first call on any shortfall in funding should recruitment fall below 100%. The percentage of a 30% shortfall in recruitment covered in this way rises from 12% in 2017-18 to 52% by 2023-24.

*Staffing:*

With staffing costs making up approximately 70% of proposed expenditure, we can make significant savings here, although as we have agreed a lean staffing model, the scope for reductions is limited. Actions identified include:

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

*Non-staff costs:*

- We would seek to costs by 25% through lower consumption of energy and other utilities and expenditure on maintenance and cleaning. Given some fixed charges it is unlikely that we could achieve a full 30% saving here
- We would reduce expenditure on educational resources, professional services and catering by 33%



## 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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.



## Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [\*how to apply to set up a free school guidance and the criteria for assessment\*](#) for what should be included in this section.



## Self-assessment form for independent schools

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

<b>Your assessment against Ofsted framework (please provide a commentary) Review outcomes - current position</b>		<b>Your self-assessed Ofsted grade (1-4)</b>	<b>Required position - risks, actions plan (including priorities identified) and timescales</b>
<b>Overall Position</b>	[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors, please delete this guidance before submitting this form]		
<b>Achievement of pupils at your school</b>	<p>[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.</p> <p>The quality of pupils work across subjects, their skills in reading, writing, communications and mathematical skills across the curriculum</p> <p>Closing the gap for all pupil groups and ensuring that SEND pupils achieve</p> <p>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.</p> <p>please delete this guidance before submitting this form]</p>		

<p><b>Quality of teaching in your school</b></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><b>Behaviour and safety of pupils</b></p>	<p>[Please refer to the Ofsted handbook and supplementary handbooks eg Keeping Children Safe in education for further guidance.</p> <p>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.</p> <p>Data on key areas such as attendance (grouped data), persistence absence, exclusions compared to national data sets</p> <p>Student questionnaires and reviews as evidence to support outcome conclusions. Parental questionnaires and where appropriate business partners.</p> <p>Pupils attitudes to learning and the creation of a positive ethos</p> <p>Mock Ofsted information on behaviour and behaviour management strategies, policies and procedures</p> <p>please delete this guidance before submitting this form]</p>		
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<p><b>Quality of leadership in, and management of, your school</b></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><b>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.</b></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><b>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.</b></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
<b>1. The roles and responsibilities of the directors/ trustees</b>	Please detail your duties as: <ul style="list-style-type: none"> <li>• company directors and charity trustees;</li> <li>• accounting officer</li> </ul> Understanding of the strengths and weaknesses of the school.  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)  Holding school leadership to account	
<b>2. Structure of the board</b>	Accountability system  Structure of decision making	

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



Department  
for Education

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