



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

HARROW BILINGUAL PRIMARY SCHOOL

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Application checklist

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

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

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

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

| | | |
|--|---|--------------------------|
| Section I of your application | | |
| <p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by ‘Recorded Signed For’ post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p> | ✓ | <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' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

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

✓

Section A: Applicant details

Please see the Excel application form.

Section B: Outline of the school

Please see the Excel application form.

Section C: Education vision

Rationale for Harrow Bilingual Primary School

Harrow Bilingual Primary School (HBPS) is planned as a 2fe Church of England free school opening in Harrow in September 2015. The proposal is a three-way partnership between local parents, the London Diocesan Board for Schools and Holy Trinity Church of England Primary School, Northwood.

1. Harrow Bilingual Primary School will help meet basic need

The data indicates that the small 2013/14 deficit will continue to increase for the foreseeable future, from -2.09% to -23.32% in 2021/22. The deficit place percentage is calculated from the projected pupil number and the places available.

Demographic Information, School Roll Projections 2014-2022, LBH, Nov 2013)

The London Borough of Harrow (LBH) faces an extreme shortage of primary school places and supports our proposal to help to address this basic need. In the report quoted above, LBH quantifies the additional need resulting from increased birth rates and immigration as equating to 17fe in Reception in September 2015, eventually rising to 22fe. The majority of schools in Harrow are successful but they are also very heavily oversubscribed, and increasing numbers of children (173 children for September 2014 entry) do not secure any of their choices and are placed by LBH in the few schools with spaces – these are by definition the least popular schools. These points are addressed further in Section E.

I am writing in support of the proposal to establish Harrow Bilingual Primary School as a free school within Harrow... Two rounds of permanent expansions of primary schools have been undertaken and a third phase of primary school expansions is being planned and will be needed even if your application is successful. The Belmont / Kenton area spans the North East and South East Primary Planning Areas which are both under existing pressure and are projected to need additional forms of entry to meet demand."

 07/05/14

2. Harrow Bilingual Primary School will enhance diversity and choice

There is only one Church of England school in London Borough of Harrow and it has been oversubscribed for many years. Church of England schools have an enduring popularity with parents, as open Church of England free schools in London have shown (St Mary's School 4 x, William Perkin School 5 x, and St Luke's School 7 x oversubscribed for 2014 entry). There is

strong evidence of demand (see Section E) that many parents from the Christian faith, other faiths and no faith would greatly value the choice of a Church of England school.

A bilingual primary school will be unique in LBH: no other opportunity exists for children to benefit from bilingual educational provision within the state sector. The inclusion of MFL in the EBACC, and their formal introduction at KS2, is based on recognition of the economic, social and cognitive benefits of fluency in two languages. However, consultation with local parents echoes research findings that one or two hours of teaching each week at Key Stage 2 is too little and too late for children to develop a natural fluency.

Parents are looking for primary schools that will equip their children socially and academically for the future. There is strong evidence of demand (see Section E) that parents from mono-lingual and a range of bilingual backgrounds would greatly value the choice of a bilingual school.

The remediation strategy LBH to the place shortage has been to increase the PAN number at up to 12 schools in the local area. Increasing numbers of primary schools admit 120 children to Reception each year. Parents we have spoken to have voiced concern that may not be in the best educational interest of primary school children and would value the choice of a smaller school where the child and family are well known to the whole community.

3. A bilingual approach can improve academic achievement for all pupils, especially those who speak English as an Additional Language

LBH is one of the most diverse boroughs in the country. Based on current DfE performance tables 59.4% of LBH primary school pupils have a first language other than English, compared to 17.3% nationally. We anticipate a cohort that reflects this local community.

Traditionally this presents a significant challenge to schools attempting to teach children the fundamentals of English literacy and numeracy. EAL pupils underperform at all Key Stages and most prominently at the Early Years Foundation Stage. According to the National Association for Language Development in the Curriculum (2013) the proportion of EAL pupils who make good progress in the EYFS is well below their peers who speak English as a first language (44% vs 54%).

We believe all children, including those with EAL and SEN and other recognised barriers to learning such as deprived home circumstances, will benefit significantly from a bilingual learning environment and show all-round progress greater than that of their monolingual peers. Increasing evidence indicates that bilingual education, rather than hindering development or proving an obstacle for the learning development of young children, has significant pedagogical benefits. Dr Napoleon Katsos from Cambridge University's Department of Theoretical and Applied Linguistics points to an increasing amount of research showing

“... that children who speak more than one language are multiply advantaged over their monolingual playmates – in communication, cognition and social interaction ... Studies show that a bilingual child is better able to cope with tasks that involve attention, memory and concentration. The mental gymnastics needed to constantly manage two or more linguistic systems increases cognitive flexibility and makes learning easier.”

Source: <http://www.cam.ac.uk/research/news/bilingualism-is-good-for-learning>

A key benefit of an explicitly bilingual education is that EAL pupils are amongst those most likely to benefit and whose academic attainment will be raised. EAL pupils are already exposed to different languages in their home setting and in this sense are already being exposed to a bilingual

environment. Research has shown that brain structure in bilingual individuals is different to those of monolinguals; brain scans of bilingual individuals found greater gray-matter density in the inferior parietal cortex an area in the brain's language-dominant left hemisphere. The same research showed that brain density was most pronounced in people very proficient in a second language and in those who learned a second language before the age of five. This finding suggests that being bilingual from an early age significantly alters the brain's structure. (Mechelli A., et al. *Nature*. Oct. 14; 431:757 (2004))

A high proportion of EAL students will be an advantage in learning a modern language and in overall achievement. Although French will effectively be a third language for some (in addition to their native language and English), research has shown that bilingual children not only find it easier to learn a third language (*University of Haifa*. "Bilinguals find it easier to learn a third language." *ScienceDaily*) but they learn two native languages as easily as they learn one (*Ithaca College*. "Bilingual children have a two-tracked mind." *ScienceDaily*). The fact that pupils may speak English as an additional language is not an obstacle for them to learn French and, given the right educational environment, the evidence is that EAL attainment across the curriculum can be raised to match and even exceed that of monolingual peers.

4. A bilingual approach supports cultural understanding and societal integration

Harrow's significant ethnic diversity is characterised by a community whereby minority ethnic groups live alongside each other but may find it hard to fully integrate into society. Research indicates that bilingual children demonstrate a higher level of cultural awareness and interdependence than their monolingual counterparts. A bilingual curriculum will explicitly provide pupils with exposure to cultures and history other than their own. By drawing similarities and differences pupils will develop a better understanding of people they perceive to be different to themselves and a greater self awareness of their own heritage and identity.

"... research has also shown that ... Children exposed to different languages become more aware of different cultures, other people and other points of view. But they also tend to be better than monolinguals at 'multitasking' and focusing attention, they often are more precocious readers, and generally find it easier to learn other languages. Bilingualism gives children much more than two languages!"

Source: <http://www.bilingualism-matters.org.uk>

The environment pupils experience at school has a significant impact on the formation of character. We want the pupils at HBPS to learn to appreciate the differences that exist between different cultures and to view them not as something which separates but as an aspect of London life which adds great richness and provides mutually enriching opportunities for learning, through the appropriation of another person's language, fostering pupils' social cohesion and integration and raising cultural awareness.

5. Harrow Bilingual Primary School will be a successful school

This proposal brings together a diverse team to establish a unique school. It will be: driven by a passionate and well informed local parent group who are well connected with local parent networks; founded on the experience of the LDBS with a track record for opening and running excellent new schools; led by [REDACTED] whose leadership is 'outstanding' and who has a long-standing interest in bilingual education; benefitting from educational partnerships with Holy Trinity School, Harrow School and several London bilingual schools; and supported by world renowned bilingual experts to ensure development is informed

by, and effectiveness measured against, not only against national benchmarks but academic research including comparisons against the best international examples.

Recognising the increasing importance of modern foreign languages in primary schools, the London Diocesan Board for Schools sees the potential for a successful HBPS to support the development of MFL provision across its 150 or so Church of England primary schools. The proposers believe that this approach will significantly improve the quality of local education provision and long-term outcomes for pupils in Harrow and beyond.

The Vision for Harrow Bilingual Primary School

Our vision is to provide an outstanding primary school education through an inspiring curriculum and learning environment with a significant focus on verbal and written communication in both English and French. Children's achievement will be outstanding in all aspects of the English National Curriculum. High expectations of pupils and an outstanding quality of teaching will be the norm, achieved through a relentless focus on the acquisition of effective language skills and by maximising the capacity of learners to absorb and use language in a range of contexts. Our vision is to extend the opportunity for an excellent bilingual education, often available only in the independent sector, to local children irrespective of social or economic background.

Our vision is to empower and encourage children to love and respect each other, to foster a sense of belonging and to prioritise the values for a well-functioning society and community. We believe every child should have the opportunity to discover and develop new talents and interests and our teachers will encourage and support them on their journey. Children's academic and pastoral needs will be met to ensure nobody is left behind. A pedagogy based on Building Learning Power will support the development of a learning environment that allows all children to develop and thrive as learners, as reflective and resourceful individuals who find learning enjoyable and stimulating, and as Year 6 leavers who are personally, socially and academically equipped for a successful future.

The Christian ethos of Harrow Bilingual Primary School

The Christian faith provides many guiding principles and core values that can shape a holistic approach to education. We believe that a Christian ethos and a multi-cultural, multi-lingual approach go hand in hand. Our ethos will promote integration amongst all people of all different cultures and backgrounds, both within the school and in the wider community. Our bilingual approach to teaching will straightaway afford children a second way in which to see the world and help develop them as global citizens who value and respect one another. The culture we will strive to establish can be summarised in this verse from the Bible:

The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body. The eye cannot say to the hand, "I don't need you!" And the head cannot say to the feet, "I don't need you! On the contrary, those parts of the body that seem to be weaker are indispensable,"

1 Corinthians 12:20-23

Every individual, though different, is equally important. Although each child can achieve individual success, we can achieve far more as a community by working as a unit where each person is valued for their unique contribution.

Within the Christian ethos of the school, the beliefs and practices of other faiths will be valued and respected. Religious Education will be taught as a core subject and will reflect the diversity of the local community. The admission policy will be inclusive; parents of all faiths or none with an interest in bilingual education are welcome and encouraged to send their children to our school. The aim is that all parents and pupils, irrespective of belief, will find the school a welcoming and inclusive community.

HBPS will be designated as a Church of England School and will have a Christian ethos but will be open to children of all faiths and none. This Christian ethos will manifest itself in everyday school life through the espousal of the key values of compassion, responsibility, humility, trust and service. School values are promoted, embedded in school life, underpinning day-to-day activities and understood by all stakeholders as the focus for a shared ethos. Section D illustrates how this is achieved through the PSHCE curriculum.

Aspirations and Outcomes

Our aspirations for each individual child will follow from a successful delivery of the vision for the school as set out in the Education Plan. They are listed here and worked through in more detail in Section D. We believe there are many different outcomes of a successful education, some being academic, others creative, physical, moral or spiritual. Children who leave HBPS for secondary school will:

- have achieved high academic standards and made excellent progress across the curriculum from their starting points so they are ready for the academic challenges and opportunities of secondary school.
- have a high proficiency in speaking, reading and writing in both English and French
- understand how they learn effectively and how to use technology and resources to enhance their learning
- be curious and creative in their way of thinking and understanding the world
- care about others and the world
- be confident about their own identity and feel connected to the local, national and international community to which they belong.

Whole school aspirations, set out in overview below and worked through in more detail in Section D, are intended to serve the pupil outcomes.

1. High Academic Standards

HBPS will fully deliver the requirements specified by the English National Curriculum, and will prioritise the development of language and communication skills in English and French. HBPS will continually benchmark our performance against other schools, both locally and nationally. We will set targets for achievement and progress in the top 5% of schools nationally.

Achievements in French will always be achieved alongside the attainment of other academic goals, never at their expense. Language will naturally form a significant part of our focus in our bilingual primary school with emphasis on effective communication, both spoken and written. Every child will achieve the DELF (Diplôme d'Etudes en Langue Française) commensurate with level A1 in the Common European Framework of Reference for Languages (CEFR) by the end of Year 4. 40% will achieve this in Year 3.

2. Outstanding leadership of learning and teaching

Leaders and governors will effectively communicate a culture of high expectations for all children and through effective monitoring and educational partnerships will ensure that HBPS achieves its ambitious vision. High quality teaching will be provided by well-supported and motivated qualified teachers who are, where possible, native speakers of the language in which they are teaching. Teachers will be encouraged to adopt a creative and dynamic approach in order to engage the children. Children will learn how to be effective learners and will be encouraged to become 'powerful learners'. Effective links with other schools will provide opportunities for the highest quality CPD and sharing of best practice.

3. Digital Technology to enhance learning

Technology will be harnessed to motivate, support and challenge all children to make rapid and sustained progress. Children and families will be able to access a significant amount of digital learning content materials online. This will include, for example, downloadable phonics resources so that parents can support their children as they learn to read and audio files of vocabulary the children have learnt in French. We will also look to use technology to facilitate communication with schools across the world.

4. A high level of engagement with parents and the wider community

HBPS will actively encourage a pupil's language learning through parental involvement and parents will be invited to learn alongside their children. HBPS aims to have 100% of parents signed up to receive online performance reports and accessing them at least monthly (with alternative arrangements made for any family who do not have online access from home).

5. High expectations of pupil behaviour

We believe pupils rise to the expectations placed upon them. As we build an environment which places high importance on respect for each other and oneself, we will set high expectations for behaviour including attendance levels in the top 5% nationally. There will be no exclusions and observations and reports from parents, staff and children will consistently identify very low levels of bullying and many examples of positive learning behaviours. Pupils will be self-aware and able to monitor their own behaviours. They will report high levels of happiness around attending school and positive feelings towards learning.

One of our key objectives is to foster a life-long love of learning and independent thought, rather than simply preparing our prospective pupils to sit examinations. We believe that the result of this culture will manifest itself in exemplary academic achievements and behaviours.

Section D: Education plan – part 1

| | Current number of pupils (if applicable) | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|---------------|--|------|------|------|------|------|------|------|------|
| Reception | | 60 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 1 | | 30 | 60 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 2 | | | 30 | 60 | 60 | 60 | 60 | 60 | 60 |
| Year 3 | | | | 30 | 60 | 60 | 60 | 60 | 60 |
| Year 4 | | | | | 30 | 60 | 60 | 60 | 60 |
| Year 5 | | | | | | 30 | 60 | 60 | 60 |
| Year 6 | | | | | | | 30 | 60 | 60 |
| Totals | 0 | 90 | 150 | 210 | 270 | 330 | 390 | 420 | 420 |

Section D: Education plan – part 2

Please Note: The table below providing details about each subject and any enrichment/out-of-hours activities in the planned curriculum has been embedded in the body of Section D1 and has been separated so as to show the division of hours for KS1 and KS2 separately.

Section D1

Expected Pupil Intake

Analysis of the current evidence of demand (Section E) indicates that the parental demand that has been established for the HBPS mainly draws upon three groups, all of which are representative of the wider community:

- Families attracted by the idea of a new local school with a close ethos and support system for the community and clear, relevant values. These families are drawn from a wide range of faith social and ethnic backgrounds which reflect the demographics of the local community. Pupils will have similar learning needs to those of the wider community.
- Families attracted by a school founded on Christian principles: The Christian community is diverse in Harrow and is representative of the wider community in its ethnic, social and economic composition and includes families from Francophone countries. Pupils will have similar learning needs to those of the wider community and there will be a strong expectation from parents for collective worship and RE to have an outstanding impact on the Spiritual, Moral, Social and Cultural development of their children.

- Families who are bi or multi-lingual and who want to send their children to a school where this is understood, valued, and supported and who want to provide their children with the opportunity to develop fluency in both English and French. Historically, bilingual education in the UK has been the preserve of those who could afford for their children to attend fee paying specialist schools. The imperative to provide the highest quality educational opportunities to all children and families irrespective of economic or social status is fundamental to the Christian vision of the school and reflects the origin of the Church of England's involvement in education.

Harrow is the 7th most ethnically diverse Borough in England, with 53.4% of the population stemming from Black Asian Minority ethnic groups. Harrow is a borough rich in ethnic and linguistic diversity with 55.2% of its residents born in approximately 203 different countries, compared to 247 different countries recorded in the whole of London. There are at least 88 different languages spoken in Harrow (*Census 2011*).

In 2013 the percentage of primary school pupils in Harrow whose first language was known or believed to be other than English was 59.4% compared to 17.3% nationally (*DfE performances tables 2013*). With such a high proportion of EAL pupils and such a wide range of languages, HBPS will place language learning and proficiency in literacy and communication at the core of its curriculum and ethos. Poor written and spoken English and limited comprehension seriously impacts progress across the curriculum and eventually lead to poor long-term outcomes.

EAL pupils are by definition being raised bilingually with English as their second language. The additional modern language that will be taught to pupils at HBPS represents a third language for EAL pupils and research highlighted in Section C highlights the benefits for this group.

In Harrow primary schools, the average number of pupils entitled to Free School Meals is 17.3% compared to the national average in England of 19.2% (DfE performance tables 2013).

An Education Plan to meet our vision

The vision for HBPS is to provide an outstanding Church of England Primary School that enables children to achieve exceptionally well in all areas of the English National Curriculum and in addition, to develop a high level of fluency in an additional European language (French). The school will develop as a centre of excellence for the teaching of language and communication skills and this will ensure that all children, including those with English as an additional language, make rapid and sustained progress in literacy skills. The development of the school will be grounded and engaged in research (at an international level) into the most effective pedagogy for language teaching to raise standards. We aim to contribute both locally and nationally to raising standards in education, particularly in English Literacy, bilingualism and the teaching of Modern Foreign Languages to primary school age children.

HBPS will be an outward looking school that is a centre of excellence in primary school modern language provision, seeking to actively support, enrich and resource other schools locally. We believe that the introduction of compulsory language learning at KS2 in other primary schools will require significant support and we would be in a position to provide outreach and inspiration to other local schools.

HBPS will be a Church of England Primary School with a strong Christian ethos. In addition to providing a rigorous and challenging academic education HBPS will provide outstanding opportunities for children to develop spiritually, morally, socially and culturally. Children will experience living and learning in an inclusive and welcoming Christian community in which staff will model the school's explicit Christian values and all members of the school community will be expected to uphold them too. The curriculum will be linked to the school's Christian values and will enable the children to be inspired and passionate learners who are keen to find out more about the world around them. Through high quality collective worship and outstanding RE teaching, children will be encouraged to reflect deeply about themselves and how they relate with others in order that they may develop as thoughtful, caring and responsible citizens who are ready to make a positive contribution to the wider community.

Curriculum and Education Principles at HBPS

1. A flexible approach to curriculum delivery and pedagogy that adapts and evolves to meet the needs of children as determined by rigorous assessment and monitoring

It is our view that outstanding learning and teaching must be grounded in a clear vision of high aspirations for every child and practice that is highly responsive to the needs of children. The Executive Headteacher, senior leaders and governors working in partnership with expert advisors (such as experienced school improvement advisors at the LDBS and expert researchers in the field of bilingual education) will continually review the quality of education the school provides and the standards of achievement of the children. Assessment and monitoring will inform curriculum delivery and this will be particularly important in deciding on the optimum balance between teaching and learning in English and French in order that children reach the highest standards of attainment in all aspects of the National Curriculum.

2. High standards through effective partnerships

HBPS will partner with a range of experts and institutions to ensure that its ambitious vision and education plan is delivered. Our partnership with Holy Trinity School and the expertise of our Executive Headteacher will ensure that we build on the existing success of an effective Church of England school with outstanding leadership and management from the beginning. Our partnership with Holy Trinity and with other bilingual primary schools (such as Ecole de Wix and Bromley Bilingual) will ensure that we can learn and share best practice, and collaborate to develop effective and innovative practice in a bilingual context. Our partnership with [REDACTED] — will enable the development of our school to be both grounded in, and a context for, research. [REDACTED]. Our educational partnership with Harrow School will enable HBPS to receive support in lessons and during the enrichment programme from boys at Harrow. It will enable HBPS to offer fun enrichment activities connected to the range of languages on offer at Harrow School and provide positive role models for our pupils.

3. Language and communication skills at the heart of the curriculum

Our curriculum will have a very strong and relentless focus on the acquisition and development of outstanding language and communication skills. Our priority will be to ensure that all pupils meet or exceed national expectations in English speaking, listening, reading and writing in EYFS, Key Stage 1 and Key Stage 2. Excellent progress in English will form the basis for high achievement across the curriculum and a foundation on which the pupils will develop a good level of fluency in French and in later years, will have the opportunity to learn Spanish. It is the intention that every lesson and enrichment learning opportunity at HBPS will have both a language and content objective to ensure that every opportunity is taken to develop excellence in language. For example, a history lesson about the Tudors may also include key objectives related to English grammar and the use of time connectives and an Art lesson about landscapes may also provide an opportunity to use geographical vocabulary and adjectives for description in French.

4. A bilingual learning environment and experience.

*“Children who speak more than one language are multiply advantaged over their monolingual playmates – in **communication, cognition and social interaction** ... Studies show that a bilingual child is better able to cope with tasks that involve **attention, memory and concentration**. The mental gymnastics needed to constantly manage two or more linguistic systems increases cognitive flexibility and **makes learning easier**.”*
Dr Napoleon Katsos, Cambridge University’s Department of Theoretical and Applied Linguistics

HBPS will provide an early partial immersion learning experience where children will have the opportunity to learn and communicate actively in both English and French. Classroom learning environments will reflect both the English and French languages and all signage and communication in communal areas will be in English and French. Staff will model the use of English and French so that children become familiar with the use of both languages for communication. Classrooms and the school library will include books and resources in both English and French. There will be opportunities for the explicit teaching of language and for the development and application of language through cross-curricular learning and additional optional enrichment. The routines of school life, for example collective worship, lunch and play times, will provide planned opportunities for the use of both English and French for children to communicate in real and meaningful contexts. The school website will contain a wide range of digital learning materials that will enable children and their families to access learning resources in both English and French in the home. There will be regular opportunities for children to communicate with French native speakers through the use of video-conferencing and email, visitors, links with other bilingual schools and through residential visits to France.

This language dimension is anticipated to bring many benefits to HBPS pupils:

- Psycholinguistic research shows that executive functions – those that control attention, memory and cognitive flexibility – are enhanced in children brought up learning more than one language. (*Bialystok E (2001). Bilingualism in development. New York: Cambridge University Press*)
- Scientists now believe learning a second language makes the brain grow denser, with the region dealing with language packing in more grey matter in direct proportion to the number of years spent studying. The discovery that bilingual people's brains have denser grey matter in an area linked with verbal fluency confirms that the earlier a language is taught the better. (*Dr A. Mechelli (UCL), Journal of Nature, October 2004*)
- Studies have shown that children need certain preparatory skills in order to learn to read. These include metalinguistic (loosely defined as thinking about and reflecting on the nature and

functions of language) awareness. Learning a second language has been shown to enhance children's metalinguistic awareness and thereby their reading readiness (Yelland, G., J. Pollard and A. Mercuri (1993), *Psycholinguistics 14*: 423-444.)

Our approach to introducing bilingualism at HBPS has been planned with the assistance of a number of existing bilingual schools and through partnership with pre-eminent researchers in the field of bilingual education design and implementation. These partnerships will continue.

5. A cross-curricular and thematic curriculum linked to the School's Christian Values

HBPS will meet all of the requirements and regulations of the Statutory Framework for the Early Years Foundation Stage. Creative learning opportunities will be planned to enable the children to fulfill all aspects of the Prime and Specific Areas of learning and learn through playing and exploring, active learning and creating and thinking critically. Every opportunity will be taken to develop learning through child-led and initiated play and through carefully planned focused tasks and challenges. Opportunities will be planned for children to learn inside and outside the classroom and progress in learning will be rigorously monitored through frequent observations and assessments of children. Teaching and leadership in EYFS at Holy Trinity is 'outstanding' (Ofsted 2012). The Assistant Headteacher at Holy Trinity School is an EYFS specialist and will provide guidance and support in the establishment of the EYFS at HBPS by mentoring new staff at HBPS, leading staff training and monitoring the quality of learning and teaching

In Key Stages 1 and 2 HBPS will teach the Primary National Curriculum for England, which we believe will provide our children with a broad and balanced curriculum experience to prepare them well for their secondary education.

HBPS will draw from the cross curricular thematic planning linked to Christian values that has been tried and tested at our partner school Holy Trinity and will have the benefit of the work that the school will be doing to bring these plans in line with the new Primary National Curriculum in September 2014. Subject leaders from Holy Trinity School will provide advice and support in creating the curriculum at HBPS and ensuring that it is fully and appropriately resourced. This will enable the teaching staff at HBPS to focus on the development of the bilingual aspect of the curriculum and in ensuring the curriculum provides significant opportunities for the development of language in both English and French.

In November 2012, Ofsted made the following comments about the curriculum at Holy Trinity School:

'The curriculum is rich and vibrant with opportunities for the pupils to learn new information and develop skills, as well as practice ways to work together and develop caring relationships'

'The curriculum provides a wealth of interesting topics and very good links to make the most of pupils' skills in order to reinforce learning. Extra-curricular activities add to the extremely strong spiritual, moral, social and cultural dimension that lessons provide.'

The intention behind including cross-curricular themes in the curriculum lies not only in the manner it can be used to make learning meaningful and exciting, but also in its benefit in helping children to understand the links between subject areas, as well as providing opportunities for the application of English, French and mathematics across the curriculum. The child's ability to link and see relationships across curriculum subjects mirrors and helps support the linguistic

development they experience as their brain forms linkages between words of the same meaning across English and their Additional Language(s).

6. A strong learning focused culture and outstanding teaching that develops learners who are resilient, resourceful, reflective and reciprocal

Our partner school Holy Trinity is currently working with Professor Guy Claxton and the Wren Academy (Ofsted 'Outstanding') to embed the Building Learning Power (BLP) approach to learning across the school and increase the proportion of outstanding teaching. The BLP approach was used to develop the learning culture of the Wren Academy when it opened and its success led to Ofsted describing the quality of its teaching as 'stunning' in 2011. BLP will also be incorporated into the learning and teaching approach at HBPS in order to develop outstanding teaching from the very beginning.

The BLP approach is about helping young people to become better learners, both in school and out. It is about creating a culture in classrooms - and in the school more widely - that systematically cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively. Children who are more confident of their own learning ability learn faster and learn better. They concentrate more, think harder and find learning more enjoyable. They do better in their tests and external examinations. And they are easier and more satisfying to teach. The outcomes of BLP fit very well and are supported by the pedagogical benefits of bilingual education, as outlined in (4), above.

- Building Learning Power is based on three fundamental beliefs: BLP believes that the core purpose of education is to prepare young people for life after school; helping them to build up the mental, emotional, social and strategic resources to enjoy challenge and cope well with uncertainty and complexity
- BLP believes that this purpose for education is valuable for all young people and involves helping them to discover the things that they would really love to be great at, and strengthening their will and skill to pursue them.
- BLP believes that confidence, capability and passion can be developed since real-world intelligence is something that people can be helped to build up.

This whole school approach to learning has already provided staff at Holy Trinity with a shared understanding about what outstanding learning and teaching looks like in classrooms and has encouraged the children to take increased ownership for their own learning. Lesson planning at Holy Trinity now considers how key learning capacities are being explicitly taught and how teachers can actively support children to become more effective learners.

7. Learning and teaching enhanced by the use of technology

Our partner school, Holy Trinity, was the first primary school in the local area to pioneer the innovative use of Apple technology for the benefit of children's learning and we will fully draw on this expertise and continue to develop the use of technology to enhance and accelerate learning. It is vital to teach children to use new technology safely, wisely and responsibly to improve and enhance their learning. The use of mobile technology at HBPS will enable children to learn in every part of the school; to capture and share their learning creatively with others.

8. Learning beyond the classroom and strong links with parents

We believe that at HBPS we are educating children in partnership with their parents and it is our expectation that children will be inspired by the learning they are doing in school and will want to extend this at home. We will provide high quality support and guidance for parents with regular parent workshops and high quality resources on the school website.

The Curriculum Plan

This section contains a description of how the curriculum will be delivered in each phase. Subjects where there is no significant phase specific difference in delivery (e.g. RE, PSHCE) are described at the end of the section.

1. Early Years Foundation Stage

The priority in EYFS will be to ensure that all children settle into school and make excellent progress in every area of the EYFS curriculum. A particular priority is that children make rapid progress in English language and literacy skills whilst having the opportunity to develop their French language skills.

We recognise that children entering the school will be at differing stages of development, may speak a wide range of languages at differing levels and most will have begun the EYFS in another setting. As is the practice at Holy Trinity School each family will receive a home visit prior to admission in which teaching staff will ascertain levels of development, language(s) the child speaks at home and begin to build a positive working relationship with the family. Information gained during the home visit will enable staff to effectively plan for learning and ensure a smooth transition into the school. As the school grows and expands and is more aware of the specific needs of its cohorts it is expected that such visits will be offered to families in other local community languages if required. It is the intention to always value and celebrate home languages whilst prioritising the formal development of English and French.

On entry to reception children will be assessed so that a benchmark can be established and teachers and key workers will carefully track progress against the Development Matters Framework for the EYFS to ensure that any children who are not making expected progress are given additional support.

It is important from the children's first day to develop positive behaviour and attitudes to learning and this is developed by the careful establishment of effective classroom routines and setting high expectations. Children in EYFS will be introduced to the school's Christian values through stories and teaching in collective worship. The story of the Good Samaritan, for example, will be used to teach the children about compassion as the children are taught to 'love their neighbour'. A guide to the school's Christian values and using these at home will be produced to provide parents with ideas of how to reinforce the values at home. Children will receive special awards for demonstrating the school values in the classroom and will be encouraged to report when others have been compassionate, told the truth or taken responsibility. A simple charter of rights linked the UN Convention on the Rights of the Child will be established in each classroom and the school's ethos of responsible behaviour will be based on the responsibility of each person in the school to uphold the rights of everyone else. Newly appointed staff at HBPS will be invited to visit our partner school Holy Trinity, to see how this is done effectively and will receive training from the UNICEF Rights Respecting School Team. Holy Trinity School achieved the Rights Respecting

School Award in 2011. The school values and class charter will be on display in the classroom in English and French.

The EYFS classrooms at HBPS will be creative and language-rich environments that provide opportunities for imaginative role-play, early reading, mark-making and writing. They will celebrate a wide range of languages including home languages but will primarily provide strong opportunities for the development of English and French. There will be a selection of high quality texts in both English and French and role-play areas will include opportunities for using English and French. For example, a role-play shop environment will be used to enable children to buy and sell items using English and French.

Children will learn functional classroom language and instructions in both English and French and we will adopt the One Person One Language (OPOL) model so that children will become familiar with initiating spontaneous conversation in both English and French. Staff will play alongside children providing high quality models of English and French. Whole class and small group taught sessions will be led by staff in their agreed language. There will be a story in English and French each day. Children will learn to count and name 2D shapes in English and French. Children will sing songs with actions and say short prayers in English and French. Children will be taught simple games in French that they can play at play time and lunchtime. Children will hear adults conversing in both English and French.

The EYFS curriculum will provide both child-initiated, play-based learning opportunities and adult-led, focused tasks in all the areas of learning. Opportunities will be identified by staff for learning in French and to include elements of French culture. For example, children will learn about French national days and celebrations, which will often link to work in RE and support the Christian ethos of the school (La Fete des Rois (Epiphany), La Chandeleur (Candlemas), Mardi Gras (Shrove Tuesday), Paques (Easter), Noel (Christmas). They will learn to name fruits and vegetables that are eaten at snack time. In the topic 'People who help us' the children will be introduced to the equivalent emergency services in France (e.g. Sapeurs-pompiers, gendarmes).

Staff will monitor children's engagement and progress through regular observations and will use handheld mobile devices to photograph or record evidence of progress and achievement electronically. We will use the Speech, Language and Communication Progress Tools developed by The Communication Trust to track children's progress in speaking and listening in English. These tools aim to provide a relatively quick way of determining where children are against where they should be for their age and provide more information about how these vital skills are progressing. Children who need additional English support will undertake proportionally more focused tasks in this area and receive additional support. The most able children who are making excellent progress will be provided with additional opportunities for learning in French.

We will provide rigorous daily English phonics teaching throughout EYFS and KS1 (and beyond if necessary) following the DfE approved Letters and Sounds programme. We will use the expertise of Holy Trinity, which already delivers small vertical group phonics teaching across EYFS and Key Stage 1 by phonic stage of development, and where at least 97% of children annually achieve the required standard in Year 1. Regular assessment and tracking of progress will inform groupings that will be fluid to enable children to progress at the most appropriate rate. The vertical grouping in EYFS and KS1 will also enable children who are new to the school to be quickly assessed and placed in the correct group or to be placed in a group to consolidate learning or ensure that any learning gaps are plugged.

Children’s progress in reading will be closely monitored and children will receive regular reading assessments that will inform their groupings for guided reading (explicit teaching of reading by staff) and their placement in the independent and home reading scheme. We will replicate the success of the ‘story sack’ initiative at Holy Trinity School that has effectively engaged families in supporting their child’s reading by encouraging them to talk about the story and act it out or retell it using props. We will provide guidance for parents and carers and offer workshops for families in how to effectively support their child’s language development at home.

Children will be introduced to the BLP approach through listening to stories about characters that show resilience, reciprocity, resourcefulness and reflectiveness and these aspects will be incorporated into learning challenges across the areas of learning.

It expected that all children will be enabled to achieve at least a Good Level of Development in all areas of the EYFS curriculum by the time they leave Reception and that they will have developed the ability to communicate in French.

2. Key Stage 1

Learning and teaching in Key Stage 1 will build on the foundations laid in the EYFS and the transition from Reception to Year 1 will be carefully managed (see transition section). Classrooms will continue to be bilingual in nature as described for the EYFS.

The table outlines the approximate allocation of curriculum time in Key Stage 1. This would be reviewed and adapted according to the children’s needs. All subjects are mandatory except for the optional enrichment activities.

| | Approx hrs per week | Comments |
|----------------------------|----------------------------|---|
| English | 6 | Taught in English and includes small group phonics teaching |
| French | 2 | Taught in French |
| Mathematics | 5 | Taught in English |
| Science | 1.5 | Taught in English |
| Religious Education | 1 | Taught in English |
| History | 3 | Delivered through integrated cross-curricular topics with opportunities to learn in English and French and links to other subject where appropriate (thus extending time available for the topic) |
| Geography | | |
| Art | | |
| DT | | |

| | | |
|---------------------------------------|---------|--|
| Computing | | |
| Music | 0.75 | Taught in English |
| PSHCE | 0.5 | Taught in English and French |
| PE | 2 | Taught in French |
| Total hours per week | 21.75 | |
| Additional optional enrichment | Up to 5 | Full range on offer, to include up to one hour each day of curricular extension, support and enrichment in maths, science, RE and music, delivered in French |

Developing high standards in English Literacy

It is envisaged, at this stage, that teaching of core subjects (English, Mathematics, Science and RE) will be delivered in English in order that there is a strong focus on developing high standards in English that will prepare children to achieve highly in national tests at the end of Key Stage 1 and prepare them for the challenges of Key Stage 2.

Children's progress in reading will be closely monitored and children will receive regular reading assessments that will inform their groupings for guided reading (explicit teaching of reading by staff) and their placement in the independent and home reading scheme. Any child who does not make sufficient progress will receive additional support (e.g. FFT Wave 2) or will be offered the Reading Recovery Programme. Holy Trinity School has demonstrated that effective early intervention to accelerate progress can ensure that no child leaves KS1 below national curriculum level 2b and this will also be the target at HBPS.

The Sutton Report Toolkit 2012 states that when class size is reduced to 20 or below there is evidence of improvements in attitudes and behaviour as well as gains in the relevant subject area. To enable focused literacy teaching across the school, strong positive modelling from adults and the meeting of individual need, class sizes will be reduced for literacy lessons in English across Key Stage 1, with elements of teaching by national curriculum stage not age and rapid intervention by trained teachers for any child whose progress falls below expected levels. This is made possible through the appointment of specialist literacy support teachers and careful planning and design of the learning space to enable three teaching spaces per year group. This approach has been highly effective at Holy Trinity in accelerating the rate of progress of classes.

At Holy Trinity, this approach has been shown to enable:

- teachers to plan targeted activities more precisely to meet all children's needs and accelerate progress
- the lowest attaining group to benefit most from the strong language role model provided by the teacher
- the highest attaining group to forge ahead with more sophisticated reading and writing strategies to secure their own rapid progress

In addition we will seek to train a team of volunteers who will read with pupils needing extra support on a one-on-one basis. This could include students from our educational partner, Harrow School.

Developing high standards in French Literacy

There will be a daily French lesson of approximately 25 minutes that will focus on the development of vocabulary and speaking and listening skills and begin to introduce children to the 36 phonic sounds of the French language enabling them to begin linking phonemes and graphemes. These sessions will be active and multi-sensory and will include action songs, mime, drama, role-play and games. Where possible and appropriate the content of French lessons will be linked to other learning across the curriculum. For example, when the class is learning to tell the time and solve time problems in Mathematics this will be reinforced with the vocabulary needed to communicate the time in French. Staff will identify such opportunities at the beginning of each term when collaborating on long-term curriculum plans. It is believed that this will benefit and reinforce the learning in the curriculum subject in the same way that incorporating English and Mathematics across the curriculum has been proven to raise standards.

There will also be the following additional opportunities for the development of the French Language:

- During the daily act of worship there will be opportunities for children to hear and speak in French and to learn songs and say the Lord's Prayer and other prayers in French.
- Games requiring French language at playtimes and lunchtimes and the opportunity to watch cartoons and films in French during wet playtimes
- As children move through the school there will be an increasing expectation that they will support the development of language of younger children. For example, older children will lead playground games in French or read stories to younger children.
- A daily opportunity for children to extend their learning in the core subjects through an optional curriculum enrichment session in French. Such sessions will provide reinforcement activities in French that will compliment the learning in English.

Cross-curricular learning in English and French grounded in the school's Christian ethos and values

The following example seeks to illustrate the potential learning opportunities within our approach to cross-curricular learning that is grounded in the school's Christian ethos. One of the topics to be studied in KS1 over a half term will be entitled 'Food Glorious Food' and it will encourage children:

- To be thankful to God for the harvest, for those who have grown, produced or prepared our food and to celebrate and enjoy the food we eat in all its rich variety. To take responsibility for not wasting food and sharing what we have with those who do not have so much. To find out what it means when a food product is Fairtrade. The importance of the Eucharist meal for Christians and the Passover Meal for Jews. To reflect on why Jesus said, 'I am the Bread of Life' (School values, ethos, SMSC and RE)
- To discover where the food we eat is grown or produced and locate these places on a world map. To find out how food is transported to the UK by land, air and sea. To find out what kinds of food are produced in England, France and other Francophone countries (Geography and French language and culture)

- To find out differences between food and meals in France and England and design restaurant menus using desk-top publishing (Computing and French language and culture)
- To learn about different kinds of farming and food production in the UK and France (Geography, DT and French language and culture)
- To find out about Louis Pasteur (Science and French language and culture)
- To make observations of still life drawings and paintings of fruit and vegetables in the style of Vincent Van Gogh and to describe them in French (Art and French language and culture)
- To consider what people ate in the past, how this might be different from today and how this was affected by significant inventions (e.g. fridge freezer), or significant events such as a war (History)
- To consider the importance of a healthy balanced diet and the choices we make for a healthy lifestyle (PSHCE and Science)
- To prepare food safely (Design Technology)

As at Holy Trinity, in Key Stage 1, children at HBPS will reflect on what makes an effective learner and how they learn best and most effectively. All lessons will be planned to teach an aspect of learning capability and the children will develop a shared vocabulary for talking about their learning. At the end of lessons or projects children will evaluate the skills and knowledge they have learned, how they did this, how effective it was and how they could do it even better next time. Children will record and reflect on their learning in learning journals and will set themselves personal targets to improve their learning. Teachers will use the wide range of materials that accompany the BLP approach to ensure this is integrated across the curriculum.

3. Key Stage 2

HBPS teachers and senior leaders will monitor the progress of every child and it is expected that some more able children may be able to begin aspects of the Key Stage 2 programme of study (particularly in French literacy) whilst still in Key Stage 1 and this will be achieved with careful differentiation of learning activities and opportunities for extension and enrichment.

The following table outlines the approximate allocation of curriculum time in Key Stage 2. This would be reviewed and adapted according to the children's needs.

| | Approx hrs per week | Comments |
|----------------------------|----------------------------|------------------------------|
| English | 5 | Taught in English |
| French | 3 | Taught in French |
| Spanish | 1.5 | Taught in Spanish |
| Mathematics | 5 | Taught in English and French |
| Science | 2 | Taught in English and French |
| Religious Education | 1 | Taught in English |

| | | |
|---------------------------------------|--------------|---|
| History | 3 | Delivered through integrated cross-curricular topics with opportunities to learn in English and French and links to other subject where appropriate (thus extending time available for the topic) |
| Geography | | |
| Art | | |
| DT | | |
| Computing | | |
| Music | 0.75 | Taught in English |
| PSHCE | 0.5 | Taught in English and French |
| PE | 2 | Taught in English and French |
| Total hours per week | 23.75 | |
| Additional optional enrichment | Up to 5 | Full range on offer, to include up to one hour each day of curricular extension, support and enrichment in maths, science, RE and music, delivered in French |

It is the aspiration of HBPS that national curriculum content will increasingly be delivered bilingually for those children who are making excellent progress in English and French, This is not a fixed position and would be reviewed as children progress through the school and the evidence of their rapid progress is confirmed by our action research. It is anticipated that in a two form entry school it will be possible to provide different proportions of English and French to different groups if necessary including accommodating any children who arrive as beginners in either language.

Having developed a functional level of French vocabulary and gained confidence in listening and speaking, children will begin a more formal study of the French language in KS2 (3 hours per week). This will include speaking, listening, reading, writing, spelling and grammar. Children will have a reading book in French and home learning tasks in French. Children will have access to a wide range of learning resources and multi-media resources in French. There will be regular opportunities to video conference and email with native French speakers in France and other Francophone countries and a residential visit to France will be planned. Additional opportunities for developing French will include for example:

- Performing in a play/ drama in French and leading worship in French
- Joining an optional enrichment book group to read and discuss more challenging texts in French
- Writing and illustrating French picture book stories for younger children
- Teaching French lessons to younger children and to children in other schools
- Taking part in the production of the school French newspaper and or TV channel by writing and editing articles and producing podcasts and films

Children will increasingly use ICT as they develop independence in their learning and will undertake extended projects and learn digitally. For example our teachers will design their own online learning pathways using iTunesU and will create digital learning resources and textbooks that include animations, audio files and podcasts. Children will purchase educational apps to support achieving their individual targets and will update online learning portfolios and blogs. These methods have been successfully developed at Holy Trinity School, resulting in increased motivation, engagement and independence in learning.

In Key Stage 2 children will build on the firm foundation of understanding themselves as a learner that they have gained in Key Stage 1 and will continue to seek to develop the capabilities of an effective learner. Children will become familiar with such concepts as noticing, imagining, questioning, reasoning, making links, listening, revising, capitalizing, collaborating, distilling, planning and reasoning. Teachers will plan opportunities for children to develop these independent learning capacities and they will reflect on these in their learning journals. In Key Stage 2 children will be involved in delivering learning activities for younger children and coaching and mentoring them in becoming effective learners.

4. RE, Worship and Christian Ethos

Our partner school Holy Trinity is an SIAMS (Statutory Inspection of Anglican and Methodist Schools) 'Outstanding' Church of England School, and our proposed Executive Headteacher an experienced SIAMS inspector. Holy Trinity School was the first school in the Diocese to achieve the RE Quality Mark Gold Award. We believe this provides the capacity for HBPS to quickly develop this important area of school life and we would intend to be judged as Outstanding in our first SIAMS inspection.

As a Church of England school, RE will be a core subject that will be inspected as part of the schools SIAMS Inspection. Local Clergy will be encouraged to work collaboratively with the teaching staff to enrich the RE provision in both RE and collective worship.

Harrow enjoys strong inter-faith relations and children at HBPS will learn about all the major world religions. The school's RE subject leader will be encouraged to take an active role in the Harrow Standing Advisory Council for Religious Education (SACRE) and this will enable HBPS to foster positive relationships with other faith and community leaders. As part of the community of Harrow, our children will have the opportunity to gain an knowledge and understanding of other religions, and to practice tolerance and respect towards people of all faiths and no faith by welcoming visitors to the school and to visit places of worship, such as the Hindu Temple (Neasden), Mosque (Wealdstone), and Synagogue (Stanmore and Canons Park) and order Children from a wide range of faith backgrounds will attend HBPS. Within this ethos of respectful and thoughtful study, children will be encouraged to develop and grow in their own identity and share aspects of their own faith to support the learning of others.

Daily Collective Worship will further enhance knowledge and understanding of Christian faith and practice. Children will be given opportunities to worship, pray and reflect. It will be a time for singing and music, celebration of achievement, learning about contemporary events and just being together. It will be a spiritual experience.

HBPS will benefit from ongoing work between Holy Trinity School and [REDACTED], [REDACTED]. The Diocese of London's Centre for Children's Spiritual Development and for Godly Play training is at Holy Trinity School. Godly Play

is a method of reflective story telling using objects that encourages children to reflect deeply on biblical stories. Godly Play exists in a number of French speaking countries and this will provide further opportunities to integrate language into the spiritual life of the school and into collective worship.

One of the intended outcomes of the school is to foster in the children the values set at the centre of the school's Christian ethos, including compassion, responsibility, service, humility and trust. The time of Assembly and Collective Worship will be an important time for this to take place at a whole school or whole Key Stage level. Worship in the school will draw from the richness of Christianity as a global faith and will include language and practices from the French speaking world. For example we will introduce the children to Taize chants in French and other languages.

Collective Worship will be based on LDBS guidelines and accessible and appropriate to all, regardless of background. At Holy Trinity School, as at the vast majority of Church of England primary schools in London, there are no children withdrawn from Collective Worship. However, this remains a statutory right and any children who are withdrawn will be provided with a suitable activity and supervision in the classroom.

5. The Creative and Performing Arts

Creative activities lend themselves well to allowing children to be adventurous with their learning and to develop into resourceful and resilient learners. Activities available to pupils at HBPS will range from blind portrait drawing to musical improvisation. HBPS will provide the opportunity for children to join a choir, which will sing songs in both English and French. Joining a choir provides opportunities for teamwork of a different kind and reinforces literacy and communication skills taught during the school day. The outdoor curriculum lends itself well to sculpture and creative environmental projects to develop creativity.

In Art lessons, children will encounter and experience a wide range of creative arts, which will excite and inspire them. Holy Trinity School has a full time artist in residence and is linked with the Royal Academy of Art who will support the development of art and design in HBPS and ensure that it is 'inspirational' as commented in Holy Trinity's Ofsted report in 2012. There will be a particular focus on artists from English and French speaking countries in particular, and effective links will be made between art and faith during RE and Collective Worship. Children will also be expected to produce artwork related to the cultural events planned for that term where they will be displayed to parent attendees.

We believe that music is an additional international language that our children will use to communicate. Singing and music will play an important role in the teaching of the bilingual curriculum with children learning songs and raps in French. There will be opportunities to learn musical instruments through the curriculum and then to extend these experiences through optional enrichment activities from Year 3. During their time at the school all children will have the opportunity for whole class instrumental tuition. Holy Trinity School employs a specialist music teacher trained at the Royal Academy of Music who will support the development of the musical life of HBPS.

It is intended that the school will achieve the Arts Mark Gold Award for its commitment to excellence in the Arts.

6. Physical Education

The prevalence of overweight and obese children in Harrow in Year 6 is 34.2% and 20.4% respectively. Though similar to the national levels (33.3% and 18.9%) this is a matter of concern for Harrow as well as the UK as a whole and appropriate education and awareness-raising at the primary school level might prove an important gate keeper to halt the obesity epidemic.

It will be our aim to support the development of better physical health in this community through careful education in PSHCE as well as PE lessons. The school will use the Sports Premium funding effectively to ensure high quality PE and games and will report this to parents on the school website.

Children will be encouraged to take part in a wide variety of sports and physical exercise – from competitive team games to dance, movement, gymnastics and swimming. Through our educational partnership with Harrow School we will seek to make use of the sports facilities made possible by the John Lyon charity.

Physical activities will be part of the planned day and also part extension activities and clubs. Once the school is fully subscribed there will be a sports activity offered at least three times a week as part of the enrichment programme. There will be an annual sports festival that will include a range of competitive and non-competitive sports activities.

7. PSHCE

The Christian values and ethos underpinning HBPS are directly relevant for successful learning and responsible citizenship in the 21st century and through the PSHCE programme children will have opportunities to develop a wise outlook on life and a hopeful approach to their futures.

We will seek to help children to recognise their own abilities and to equally value those of others through regular opportunities for reflection and discussion and providing opportunities for older children to mentor younger children.

PSHCE is an important area of the curriculum in which the intended non-academic outcomes of the school will be overtly addressed. The Christian values of the school will influence the PSHCE curriculum. For example:

'Compassion' is much more than simply feeling sorry for someone, it is suffering with someone. It is the feeling of empathy for others and leads to a desire to act or put oneself in someone else's shoes. Bruce D. Perry (leading child psychiatrist & neuroscientist) believes compassion is essential to both human happiness and a functioning society. Instilling empathy in young children will help them grow into adults who are more empathetic, accepting and inclusive, who will care more for their environment and for others. In daily school life, compassion will be used as a tool to support the resolution of disputes and to enable children and teachers to 'move on' once an issue has been properly dealt with and to seek and find forgiveness. In Collective Worship we will explore the teachings of Jesus around what it means to 'love my neighbour'. Class charters will emphasise responsibilities and the upholding of others rights alongside the rights of the individual. We will also encourage the values of compassion and service by establishing links in our local community and by providing opportunities for children to be involved, for example, with local care homes and or winter shelter activities and the Harrow Food Bank. These links will support our intention to develop learners who are also engaged citizens.

'Trust' is essential to human life and lies at the heart of all relationships. Trust involves revealing our vulnerability to others and putting ourselves in their hands. Trust is central to civilised society, to living together in harmony. The journey of rebuilding trust in a mistrusting society begins with us acknowledging that we are all vulnerable, but that by coming together and trusting in each other we are stronger collectively than we could ever have been as individuals. An example of rebuilding trust could be the reconciliation process after WW2 or any other historically relevant events.

The PSHCE curriculum will enable children to explore issues of democracy at a National, European and International level. Children will meet with MPs and MEPs, and learn about the role of local and national government and local, national and international institutions. They will be encouraged to take an active role in civic life and will visit the Council Chambers and the Houses of Parliament. There will be opportunities for public speaking and debating in both lessons and through extracurricular clubs.

Provision will be made for children to learn about keeping themselves safe including water safety, road and public transport safety and we will work in partnership with TfL and the Metropolitan Police Force. There will be opportunities for children to undertake cycling proficiency training. The PSHCE programme will include teaching about equality, human rights and will engage children in discussions about the impact of racism and bullying.

There will be an active school council/parliament that will enable children's voices to be heard and give them an opportunity to take an active role in the leadership of their school and the local community. Children will be involved in fundraising for local, national and international charities. Children will learn about the environment and the impact of our actions on it - there will be an eco-school council that will take responsibility for recycling, monitoring energy use and seeking to reduce the carbon footprint of the school. It is anticipated that the school will achieve the eco-schools award. The school will be a 'Fairtrade' school and children will learn about the importance of fairness and justice.

An appropriate provision of Sex and Relationships Education will be established in consultation with parents and following guidance from the LDBS.

Children will learn about the dangers of drug and substance misuse and the importance of eating a healthy and balanced diet. The school will support the Walk to School initiative and will seek to achieve Healthy School Status.

The School will seek to become a UNICEF Rights Respecting School and each class will negotiate a charter of rights and responsibilities each year for classroom behaviour that will be linked to the UNCRC.

8. Assessment and Pupil Progress

HBPS will use a system for tracking pupil progress that has proved highly successful at Holy Trinity (where it was described as "excellent" by Ofsted) which ensures that monitoring of progress and achievement is robust and can be used to inform learning and teaching and the strategic deployment of resources to raise standards.

Ofsted made the following comments in November 2012 about the systems in place at Holy Trinity:

*'There are **excellent systems** to track the progress of pupils. One example of how effectively this has been used is in checking the difference made to pupils' **achievement of pupil premium** funding. This is carefully targeted to provide pupils with access to additional small group sessions and one to one sessions. As a result pupils who receive this premium **do as well or better than those who do not**. This is an example of how the school **promotes equality and tackles any discrimination robustly**.'*

*'There is **no gap in attainment between** different groups of pupils, for example those entitled to **free school meals and those that are not**. Pupils get very good help when they need to improve quickly.'*

We will ensure that all children who enter HBPS undertake a baseline assessment on entry, and that these assessments will be moderated externally and with experienced staff at Holy Trinity. The initial baseline or end of previous year assessment will be used to set challenging progress targets (termly, annually and for the end of the key stage) that will be reviewed each half term. We will make reference to the predictions by FFT and will set targets for performance in the top 5% of schools nationally.

All children will be formally assessed in speaking, listening, reading, writing and mathematics half termly and class teachers will moderate their assessment judgments internally with colleagues and senior leaders and we will also arrange for periodic external moderation. Assessments will use a range of methods and will be informed by reviewing a range of children's work samples against the APP (Assessing Pupil Progress) level descriptors and by the occasional use of formal tests in Key Stage 2. Assessment data is entered into the Primary Progress Toolkit which provides useful pre-programmed useful tools for analysing achievement and progress and produces a number of highly supportive charts that enable teachers to quickly identify any issues.

Senior leaders will hold pupil progress meetings with each class teacher each half term to discuss progress, strategies for raising achievement and any concerns (including pastoral matters and issues relating to attendance or safeguarding). The percentage of children on track to achieve their targets will be reviewed and any children who are deemed to be making limited or slow progress will be discussed in order that appropriate action can be taken. If it is felt that a child would benefit from additional support and a short-term specific intervention to accelerate progress this will be arranged. All interventions will be regularly reviewed for their effectiveness in raising standards. Attainment will be measured at the beginning and end of the intervention to ascertain how much progress was made and this will be compared against the cost of the intervention in order to ensure value for money.

Class teachers will set termly targets with children who will be involved in monitoring their own progress and achievement. Staff will provide regular, high quality oral and written feedback when marking and assessing, and it will be the expectation that all marking and feedback clearly indicates the next steps for learning. It is expected that every child in the school will be able to describe the progress that they have made and what they need to do next to improve. For example, a child may be able to describe how they have mastered the use of full stops and capital letters and how they are now focusing on punctuating direct speech correctly.

Senior leaders will work with class teachers and subject leaders to analyse the performance of each class and year group in each subject and will compare the achievement of any significant pupil groups (e.g. EAL, SEND, Boys, Girls, Ethnicity, FSM, vulnerable children etc.). Class, group and individual progress targets will be reviewed and priorities for raising achievement will be identified. These priorities will be incorporated into the annual School Development Plan and will inform decisions relating to staff deployment and the school budget. Pupil progress targets will be incorporated into teachers and support staff appraisal targets and all relevant staff will be held to

account for the progress that children are making. Senior leaders will report progress to governors who will in turn hold senior leaders to account and provide robust challenge.

9. Inclusion Provision

Children sometimes have exceptional needs and will be working either at a significantly higher or lower level than their peers because of a Special Educational Need. We will base our approach to inclusion on the good practice that has been established at our partner school Holy Trinity.

Others may have educational needs relating to a disability or medical condition e.g. an autistic child who needs additional support developing social interaction skills, or a child with Cerebral Palsy who needs additional support with a physiotherapy and occupational therapy programme.

Others may have various barriers to learning, such as speaking a language other than English or French at home, or living in deprived circumstances.

The development and management of inclusive provision will be the responsibility of the Inclusion Leader who also takes the role of SENDCo.

Where children need a specific intervention to meet an exceptional need the school will use teachers, rather than teaching assistants, for carefully targeted support insofar as is possible within the school budget. The aim for any intervention will be set out before it begins, and the impact of interventions will be carefully monitored.

Three principles will be balanced when considering any need for additional interventions:

- the child receives the special educational provision which their learning difficulty calls for
- an efficient education is provided for the children with whom they are educated
- the overall use of resources in the school is efficient

If a child has not made good progress for two successive half terms and despite the actions taken then an Individual Education Plan will be established following guidelines in the Code of Practice and involving parents and, as far as possible, the child. The school's policies and procedures are expected to develop over time and will always reflect the legislative framework of the time.

In the case of a child with a medical condition or disability, the Inclusion Leader will support the class teacher in following advice given by external professionals who are already working with the child or from whom the school may decide to seek additional support and advice.

a. Children whose first language is not English

The school anticipates that many children joining HBPS will be learning English as an Additional Language. Some will not hear English spoken in the home or immediate community. Some parents may not have been educated in the UK and form a hard-to-reach group. Even parents who value education highly and want to support their children to succeed in school might have difficulty supporting their children's reading and writing if they do not speak English or French themselves. Our approach to teaching languages is intended to address these issues and enable children to flourish.

The issue has been given careful thought as how best to take a whole-school approach, for example:

- additional teaching support to create smaller teaching groups
- some teaching by stage not age for targeted lessons
- creating a language-saturated environment
- careful planning, provision of vocabulary lists and differentiated activities, and the use of a bilingual speaking dictionary with pictures on an iPad
- using teaching assistants: to help with appropriate vocabulary for lessons across the curriculum, to develop understanding of ideas and concepts as well as content, and to pre-teach vocabulary
- using trained volunteers to ensure children are reading aloud regularly
- working with parents on how they can read with their children at home
- providing adult English language classes
- respecting the first language and culture of children in order to help them to flourish e.g. through an 'expert(s) of the month' display focused on one language and one or more children who speak the language at home
- ensuring that parents teach new vocabulary in their first language and keep the language alive so that the child understands and develops a language for thinking and conceptual learning alongside English
- encouraging parents to come to the school as often as possible to be confident in what the child is learning and to seek help

By way of example, suppose a child enters the school at the earliest stages of learning English, with parents who do not speak English. The child would immediately begin learning phonics in a focused small group led by a specialist teacher with children at a similar stage. The child would be a priority for daily reading aloud with volunteer helpers, first reading individual sounds and then words and books. A parent or carer would be invited to join a workshop and potentially a short course to improve their own English language skills.

By creating the classroom as a language rich environment, each learning area will be well-labelled with relevant vocabulary displayed. For example, the words associated with a water area will include labels (e.g. water, boat, cup) and concepts (e.g. more, less, pour, float, sink). The teacher and support staff will support the child's play based learning through strong language modelling and use of the relevant vocabulary. Clear visual prompts such as a pictorial timetable will also support the development of language associated with classroom routines. There will be positive reinforcement using the whole class and school reward system for progress as the child begins to use the language accurately.

The child would be involved in setting and monitoring progress towards individual language-related targets.

Suppose by the end of the Reception year the child has made a good level of progress but is still attaining at a below average level. On entry to Year 1 the child will be matched with a small group of children at a similar level. The children with the greatest need will be in the smallest learning group. They will receive their language teaching and additional support from a teacher in a small group. The teacher will use a Wave 3 literacy programme to systematically teach the basic skills they need. A parent or carer would be invited to join the child at a book group as part of the enrichment programme.

The cross-curricular approach will provide opportunities for reinforcement of language skills across the curriculum. Drama and the Arts provide opportunities to develop confidence in communication and presentation skills. The humanities provide opportunities for developing reading and writing

skills. The Inclusion Leader may suggest further strategies for the class teacher to use to support the development of literacy skills across the curriculum, to scaffold activities for an individual child, for example, through the use of a writing frame to enable the child to focus on the key vocabulary. It will be important for this same vocabulary to be displayed and used around the classroom.

There may be small numbers of children who, despite this whole-school approach, still make slow progress in language acquisition. If necessary these children will receive additional, more intensive, support from a specialist teacher. The nature of this intervention will depend on the need. For example, if the child has been slow to develop phonic skills then the programme will focus on certain phonemes that are proving difficult with a range of aural activities and listening games such as sound bingo and phonic snap. Children will be encouraged to take these games home to play with their parents and have daily opportunities for practice within school, including with peers as well as teachers.

b. Children from deprived backgrounds

Children in receipt of the Pupil Premium will be encouraged to join in the activities offered in the extended day. Pupil Premium Funding will be used to tackle inequalities in achievement and progress of Pupil Premium children and a self-evaluation and action plan published on the school website. Staff will be aware of any particular needs and be sensitive towards them. Financial considerations will not hinder these children from taking part in the full range of school activities. If needed, families will be supported to make sure children wear correct school uniform, which itself will be simple but smart, to minimise any feeling of social exclusion.

The locally based curriculum, with regular trips out of school and visits from local experts and volunteers, will ensure a breadth of experiences to inspire children whose families may themselves have narrow horizons and who may otherwise not be aware of the range and quality of opportunities in their area. These will usually be inexpensive but significantly enriching trips.

c. Children who are in care

Children in care or who have recently been adopted will be given priority in oversubscription criteria and all staff should be aware of them and their particular needs. Good communication with their carers will be important. The school will liaise with the Virtual Headteacher with responsibility for looked-after children in the London Borough of Harrow and adjacent Boroughs, seeking advice and working to find solutions where needed.

The Head of School will be the Designated Child Protection Officer and the person responsible for Looked After children. It is considered important for the CPO to be a member of the Senior Leadership Team to ensure that whole school strategy reflects the needs of this very important group of children. The right support for Looked After children is often absolutely vital to ensure a placement is successful and so the Head of School will take the lead in liaising with carers and the Virtual Headteacher and will take a special interest in the progress (social and academic) that any Looked After child is making.

It does not necessarily follow that children in care have Special Educational Needs but there are often barriers to learning and sometimes additional Special Educational Needs. The Head of School will therefore work closely with the Inclusion Coordinator to ensure that the child is able to fully access the full range of school life and, where appropriate, provided with the necessary support to enable learning and progress.

d. Children with a special educational need or disability

Pupils with SEN and /or disabilities may come to the school with a Statement of Special Educational Needs, or this may be identified at a later stage within the school. The children will be supported through the stages of the Code of Practice appropriate to their needs (the Class teacher, School Action, School Action Plus, Referral and Statutory Assessment) and the Code of Practice will be followed.

Strategies that the school will use to meet needs include:

Working with Parents: There will be regular reviews with parents/ carers who will also be involved in target setting, identification of suitable interventions and any decision about the child's needs. They will be kept informed by the child's individual provision map or education plan (IEP). When the school opens in 2015 the Executive Headteacher and Head of School will be appointed to help parents of children with an Education and Health Plan (EHCP) manage their personal budget, should they choose this option. Eventually this role will be taken over by the Inclusion Leader.

Staff Training: It is the responsibility of the Inclusion Leader to ensure that at least one adult in the school has a very clear understanding of the condition and issues for learning, attending relevant CPD where needed. Information and implications will be cascaded to other staff.

Seeking external support and advice: Where needed additional advice and support will be used, for example from the Speech and Language or Educational Psychology Service. Additionally Resourced Provisions will also be used where appropriate. The Inclusion coordinator will work with the class teacher to implement suggestions.

Avoiding prejudice: Through education and adult awareness we would expect to tackle any previous prejudice and ensure that there is no discrimination or harassment.

Appointing additional adult support within the classroom: Where the needs are physical a classroom assistant may be appointed for that child.

Supporting within the classroom wherever possible: As a principle, children will learn with their peers and be supported by them in order to enhance their mutual self-esteem and confidence. They may have differentiated activities that will enable them to learn, achieve and make progress. For example:

- highly structured tasks;
- the use of writing frames;
- the use of practical apparatus to support conceptual learning;
- the use of practical activities to support learning across the curriculum;
- the use of photographs to record outcomes so that tasks can be tailored to children's needs without over-reliance on worksheets as a way for children to demonstrate understanding;
- the use of ICT to support recording and organising material.

Withdrawal may sometimes be appropriate. A short programme of intervention and withdrawal might be appropriate to address a particular area of difficulty. Through the use of provision maps and ongoing assessment the school will ensure interventions have high impact resulting in good progress. The specific time in the week that the withdrawal activity will take place will depend on

its nature and the other needs of the child. It will be for the class teacher to determine, within timetabling constraints, when this happens.

For example, a child with cerebral palsy may have specific difficulties with activities involving ordering and time. These are crucial concepts across a range of curriculum areas so it may be appropriate for the child to receive one-to-one withdrawal support playing a range of time games and developing sequencing and ordering skills. At the same time, the class teacher may use additional strategies within the classroom such as a visual timetable to support the application of the skills being learned.

For example, an Autistic child may be frightened by the change of environment and noise level during PE, accompanied by difficulties with the change of routine at those times and a dislike of getting changed out of a familiar school uniform. In this situation the child may be withdrawn for a short period by a teaching assistant and then introduced to the activity gradually, perhaps doing PE in school uniform initially and then joining the rest of the class to get changed and joining fully with PE within a few weeks.

e. Gifted and Talented children

Holy Trinity School has an experienced lead teacher who manages provision for gifted and talented children and we would expect to draw on this expertise.

The needs of gifted and talented children will be met by:

- Planning for the achievement of Level 6 at Year 6 as an expectation for the most able children and ensuring teachers plan with this in mind from Reception onwards and when setting targets and reviewing progress.
- Teachers will challenge and stretch the most able children in each lesson, through planning work, individually if appropriate, at the right level and through their careful use of questions.
- In keeping with the approach to differentiation taken throughout the school, the aim of additional challenge for the most able children will be to encourage higher order thinking and deeper understanding rather than to accelerate progress through the curriculum.
- For example, if the majority of the class are working on number bonds to 10 there could be a group of children working on number bonds to 20 and two children working on number bonds to 100. The same kinds of activities are available within the classroom but the most able children are stretched through working with more challenging numbers.
- For example, if the majority of the class are studying 'life for Victorian children', one child could be engaged in an independent research project, developing resourcefulness and a range of more mature study skills while others are learning early research skills. The aim for some children may be to understand how life has changed for children since the Victorian times but the most able child may be expected to show a greater level of empathy and deeper understanding of Victorian life, or to identify more sophisticated links between the experience for Victorian children with the transportation or science discoveries of the time.
- With a topical approach to the curriculum that makes the most of the local environment there will be many opportunities for the most able to develop and use more sophisticated and more independent research and presentation skills as well as learning much more deeply than others of their age.
- Optional enrichment activities can be tailored to the particular talents of some children who will excel for example in music or sports.
- Activities to develop Higher Order Thinking Skills will also be planned into the school day e.g.

the school could adopt Philosophy for Children as part of the PSHCE programme. Chess will be included in the curriculum enrichment as an excellent way to develop Higher Order Thinking Skills in children regardless of their level of English language learning.

- Support for class teachers from the Inclusion Leader in developing strategies to meet needs.

10. Learning Enrichment

We believe that children appreciate and learn from a broad curriculum, and the compulsory curriculum available during the school day will serve this purpose and provide all pupils with the opportunities they need to flourish. HBPS will also offer an optional after-school enrichment programme to serve a number of purposes:

- to extend and deepen learning which will especially benefit the most able, especially with respect to learning the French language
- to provide additional opportunities for children to flourish in the creative and performing arts or in sport
- to offer additional activities which support the aims and values of the school and develop its Christian ethos
- to provide a safe place for children to complete home learning tasks which includes access to ICT and other relevant resources and additional support for those who would benefit
- to support working families and provide consistency for children in this situation

In Key Stage 1 there will be the following options:

- A daily after school French language enrichment club that will build upon and extend learning in the core subjects. The club will be based on the principle of 'content and language integrated learning'. By integrating language learning with other key subjects in the curriculum, children acquire language familiarity and relevant vocabulary in natural situations.
- A before school multi-skills sports club
- A programme of optional lunchtime clubs that will be decided by the School Council but will be likely to include: ICT, Art, Recorder, Choir, Lego, Chess, Drama

In Key Stage 2 there will be the following options:

- Two times a week a French language enrichment club that will build upon and extend learning in the core subjects, based on the CLIL principle.
- Choir, Orchestra, Recorder Ensemble
- Drama, Public Speaking and Debating
- Art
- Chess
- Football, Netball, Hockey, Cricket, Tennis, Gymnastic or Athletics (according to the season)
- French book club, Newspaper and TV Channel
- Home Learning Club

In addition, there will be a range of instrumental music tuition that will be arranged in partnership with the Harrow Music Service. Some of these lessons may take place in the school day.

Each teacher and teaching assistant will be expected to deliver one hour of enrichment activities each week within the academy contract of employment, so the precise range of activities on offer will vary over time and depend on the skills and interests of the individuals. Volunteers from the community will lead some activities. Every volunteer will be expected to fill out an application form and be assessed for suitability, including a DBS check. Every group run by a volunteer will have a paid member of staff supporting and retaining overall responsibility for behaviour and First Aid. Where appropriate this staff member will also feedback to children's own class teachers on any matters related to progress. Professional tutors, including specialist sports coaches and music tutors, will lead some activities.

Some enrichment activities will be free of charge and for some there will be a small charge to cover costs. Wherever possible, funding will be secured from charitable organisations or other funding sources. Charging is particularly necessary where there is a cost for materials and/or where external qualified coaches or instructors lead groups. Children for whom the school is in receipt of the Pupil Premium will be able to attend one paid activity each week free of charge.

11. Breakfast and Afterschool Club

HBPS will offer a Breakfast Club from 8.00am and an afterschool club until 6:00pm for children of all ages each day. This will open as soon as there is sufficient demand, primarily to support working parents. The running of the club will be separate to but in the control of the school and parents will pay to cover running costs. The Club will be mixed age with children from Reception to Year 6. Staff will be trained in their obligations to support the learning of children in the EYFS for Reception children who attend and there will be close liaison between the club leadership and Reception Class teachers. The mixture of ages will enable older children to take some responsibility for supporting younger children, and younger children to learn from the behaviour and habits of older children. There will be a healthy breakfast and afternoon snack and staff will support.

If there is sufficient parental demand it may be possible for HBPS to provide holiday clubs to support parents and provide high quality enrichment and learning activities for children during the school holidays.

12. Learning opportunities for families

HBPS will, based on parental demand, aim to organise English, French and other language courses for parents to attend. These courses will be scheduled at times suitable for parents and teachers. There will also be a significant range of resources available online on the school's website including downloadable sound files to support correct English and French pronunciation and the teaching of phonics.

13. Pastoral Care

The vision at HBPS is for a strong pastoral system based on Christian values to provide the vehicle for the education of the whole child and to help children to develop a secure identity that will equip them for life in the 21st century.

One of the advantages of a relatively small school is that every adult can often get to know every child in the school. With the priority at HBPS for investment in teachers to ensure the highest standards of teaching and learning, children will often be taught by more than one teacher in the

course of the week. However, without a clear system for managing pastoral care this could mean that no one takes overall responsibility for a child's pastoral care or for developing a relationship with the family.

At HBPS, the main designated class teacher will be responsible for the pastoral care of the children in the class. This means that:

- If another staff member (e.g. a play leader, PPA teacher, or literacy teacher) has a concern or observes something pertinent to the child's learning journey or social development it should be fed back to the class teacher
- Contact with the family should in the first instance always be through the class teacher. If a parent should raise an issue with another teacher, they should be advised to speak to the class teacher in the first instance and the Headteacher only if the issue cannot be resolved
- If a class teacher has identified that a child has particular social or emotional needs, it is the responsibility of that teacher to develop an approach for supporting that child and, if necessary, their family. If needed they would seek advice from the Inclusion Leader
- Once an approach has been developed, it is the responsibility of the class teacher to share the approach with other adults who have regular contact with the child. Any rewards, sanctions and interventions should be applied consistently. The class teacher will need to decide how much to tell colleagues about a confidential pastoral situation, again seeking advice from the Inclusion Leader if needed. Colleagues should be told what is necessary for the child to be treated consistently.

The Christian ethos means that time will be invested by the class teacher in getting to know the families of the children in the class so that, when necessary and appropriate, the school can respond to individual needs. Christian affirmation of family life and a recognition of the complexities of modern life means that parents, grandparents and other carers will be welcome partners in the enrichment and extension of school life. Carers will have termly, or more frequently by appointment, meetings with class teachers so that they can hear and share concerns, understand their child's progress and support learning; and to develop trust between school and family.

Through opportunities built into the school week, such as in PSHCE, pupils will be encouraged to reflect on their own situations and taught strategies for managing complex lives to enable them to become resilient adults.

14. Safeguarding

The school will comply fully with all national requirements for safeguarding and the Executive Headteacher and the designated governor for Safeguarding will monitor this area closely. The Head of School will be the Designated Child Protection Officer and another senior member of staff will act as the Deputy to ensure that safeguarding best practice influences every area of school life. Once the school is open the LDBS will undertake a rigorous safeguarding audit of all procedures, which is especially important for a new school in a new building with new procedures.

The Head of School will be responsible for reviewing the safeguarding policy and procedures with governors and ensuring that all staff know them and receive training. They will respond to safeguarding-related incidents and will co-ordinate liaison with external agencies such as social services. Where there are long-term issues which impact on the way the child is included in school or the progress that the child is making, the Head of School will involve the Inclusion Leader.

The school will select its ICT support, hardware and software carefully to ensure there are always appropriate filters and that neither pupils nor teachers can access inappropriate material from school. This aspect of the safeguarding policy will also cover the taking of and use of photographs.

School safeguarding procedures will also cover the safe use of medication and the circumstances under which it can be administered in school, including epi-pens, processes for minimising risk on school trips, and guidance on best practice in the rare situation that there may need to be manual handling of children, for example if a child was presenting an immediate or urgent danger to themselves or someone else.

This important area will be monitored by a named member of the governing body who will undertake safer recruitment training and who will lead annual reviews of the impact of the policy. There will always be a 'safer recruitment' trained member on any recruitment panel and the school will follow best practice for DBS checks and the single central register.

A part of equipping children for life is equipping them to stay safe and to make wise and mature decisions even in difficult or complex situations, to know their rights and to seek to uphold the rights of others. By identifying clear non-academic targets for the school and a PSHCE curriculum to develop resourcefulness, reflectiveness, strong relationships and resilience the intention is that pupils are empowered to keep safe and to know how to respond if they are ever put in an inappropriate situation at school, at home or elsewhere.

15. Behaviour

The school's approach to developing positive learning behaviour will be informed by the school's Christian vision and distinctive Christian values. We believe that they provide a solid framework in which a community can live together. We will build on the excellent practice established in our partner school Holy Trinity where behaviour was deemed to be 'Outstanding' by Ofsted in 2012. The Executive Headteacher, senior leaders and governors will develop and monitor the school's behaviour policy to ensure that it is effective and consistently applied.

Individual class teachers are responsible for both the pastoral care and learning of children in their class. Behaviour is a major factor in both of these areas. As with other pastoral issues, the class teacher will usually be the person to identify issues and to apply sanctions and rewards. If an issue is serious this would be escalated to a more senior member of staff and parents might be involved.

Each class will negotiate a charter of rights and responsibilities and there will also be a whole school charter and lunchtime charter. Staff will use the language of rights and responsibilities alongside our school's Christian values when discussing behaviour and conduct with children. Research by UNICEF indicates that this approach can have a significantly positive impact on the standards of behaviour in a school.

It is our expectation that a stimulating curriculum, well-paced lessons and an environment that is conducive to learning will minimise incidences of poor behaviour. However, it is important to have a clear range of rewards and sanctions that are understood by children, parents and staff and which are consistently applied.

Sanctions will be used fairly and firmly where necessary. They will be age-appropriate and graduated. The class teacher will always be the point of contact for the child to provide consistency and so that they know there is one person who is aware of their behaviour throughout

the school. Where sanctions become a frequent occurrence, a broader strategy for behaviour modification will be developed which addresses the child's particular situation and which will involve the Inclusion Leader and the parents/carers. The school behaviour policy will include a carefully constructed ladder of sanctions so that every child knows the consequences for poor behaviour and repeated poor behaviour. Clear sanctions will be consistently reinforced by all adults working in the school and staff will receive regular training in this important area.

Major breaches of discipline (such as discriminatory behaviour, deliberate physical assault or damage to property, bullying, foul or abusive language, stealing, refusal to work) are generally rare. They would always be reported to the Executive Headteacher and Head of School and parents will be involved in all such cases.

Physical restraint (positive application of force with the intention of protecting the child from harming him/herself or others or seriously damaging property) will only be used in emergency situations and as a last resort and a policy will be developed by the school to ensure the parameters for physical restraint are very clear.

Only in cases where the combination of rewards and sanctions has been absolutely exhausted, or where there is clear danger to other members of the school, will exclusions (internal or external, temporary or permanent) be considered. The aim of the school is never to need to resort to a permanent exclusion but it remains as the ultimate sanction.

16. Attendance

Research shows that missing even small amounts of school can have a significant impact on outcomes for children. Overall school targets and aspirations will be missed if attendance levels are less than excellent. Children will want to attend school if the learning and teaching are outstanding. Our vision is to inspire them with a love for learning in a school where they feel safe, happy, accepted and included.

Class teachers will register a child at the start of the morning and afternoon sessions. Any child arriving late to school will be registered by the school administrator. Lateness of more than twenty minutes will be recorded as an unauthorised absence.

Parents/ carers will be expected to notify the school if their child is absent and give the reason on the morning of the absence. A first day rule will apply and a phone call will be made before 10am on the first day if the reason for absence is unknown. Parents will know that there is an expectation that every child will attend every day unless they are ill or have an unavoidable appointment. It will be expected that routine appointments such as dental appointments should be made for outside school hours.

Absence in term time will not usually be authorised unless there is a genuinely exceptional reason e.g. a family bereavement or an urgent medical need. Any requests must be made in advance and will not be guaranteed to be authorised. Governors will be informed of any such absence.

If any pupil has an urgent need for prolonged or regular term time absence (e.g. because of a need for long-term regular medical care) this may present a potential barrier to learning for the child. As such, the need would be managed in the same way as pupils with other barriers to learning. If progress were to fall below expected levels then the school would apply the same

creative approach to developing strategies to support learning as would be expected for a child with any other barrier to learning.

In an area where so many have extended families abroad there can sometimes be an unspoken expectation that families can take children out of school during term time for trips home. We will counter this in a pre-emptive way by making expectations clear at every opportunity including at parents meetings. We will also explain to parents the well-documented negative impact upon outcomes when children miss school.

If a child's absence drops below 95% in any given half term for any reason other than illness the class teacher will talk to the parent. If there is no improvement in the next half term then there will be a more formal meeting involving a senior member of staff and an Educational Welfare Officer. We will work hard together to resolve any issue that the child has which may be causing the problem. If there is a family issue we will work with the parent to offer support. In a small school where relationships are strong, engagement at this level often has a positive impact.

High levels of attendance are an expectation therefore the Head of School will be responsible for monitoring overall attendance and any patterns of absence. The Head of School will be expected to report this data regularly to Governors.

17. Pupil Transition

Transition: from pre-school settings to HBPS

It will be important to provide as smooth a transition into the Reception Class as possible and some strategies are already set out in the 'EYFS' section above. The proposers have good relationships already with most of the local nurseries, children's centres, pre-schools and playgroups. The Reception teachers will arrange visits to see the children in their familiar settings as well as making home visits. The school will arrange a welcome meeting for new parents to talk to them about the school, the pattern of the day for the children, the things they need to know and how they can help their children prepare for the change. The school will be there to answer parents' questions, as this can be an anxious time, and provide written information which will be available in Gujarati, Polish, Tamil and Romanian alongside the English text as necessary. We will invite children to spend some time at the school, play, talk, meet the teaching staff and become familiar with the new surroundings prior to starting school.

Transition: within HBPS

A smooth transition from Key Stage 1 to Key Stage 2 is essential to ensure the children are happy and confident and experience continuity in their learning. The school will ensure children will meet their new teachers and learning support staff early on. Transition staff meetings will be held for the teachers, where overall class dynamics and individual pupils can be discussed between KS1 and KS2 teachers.

The school will arrange a meeting for all parents to explain about the key aspects of the transition and how they can support their children in the process.

Transition: to secondary schools

It is anticipated that children from HBPS will transfer to a wide range of schools. A broad primary curriculum, our strong programme of PSHCE and pastoral care, and high academic outcomes will

ensure children are ready to succeed at secondary level. We are actively seeking to engage and negotiate with local secondary schools about the potential of a continuum of bilingual education for our pupils because they are anticipated to leave HBPS with fluent modern language skills and it is important to ensure that their linguistic attainment can be maintained and built upon once they leave HBPS. Although discussions with local secondary schools are ongoing, there is scope for HBPS to remain involved in a pupil's modern language development once they have left HBPS through the provision of language summer schools and Saturday classes.

As at Holy Trinity School, Children will be encouraged to make a return visit to HBPS towards the end of their Year 7 year to share their experiences of Secondary School and feedback will be sought as to how well-prepared they felt for the transition and how it could be improved in the future.

18. Timetable, Organisation and Calendar

The school will broadly follow the London Borough of Harrow Guidelines, to support parents with children in other Borough Schools. The core school day is compulsory and runs from 8.45am to 3.15pm. These times are chosen to help to stagger traffic in the area. The optional enrichment programme runs for a further one hour at the beginning or end of each school day. Wrap-around care for children with working parents is managed by an external provider following the successful Holy Trinity model.

The school year will be divided into three terms, which will be as equal as possible, with a half term-break. Children will attend school for 190 days and teachers up to 195 to allow for additional CPD activities. Academy freedoms will be used to extend CPD up to a maximum of 200 days where there is a compelling reason. This could include involvement by HBPS staff in international research projects around bilingual education, for example.

Once the school is full there will be fourteen classes of 30 children, two forms of entry from Reception to Y6. By admitting 30 children to each class the viability of the school will be secured. Aside from literacy lessons, children will be taught in classes according to their age. The class teacher will have overall responsibility for the pastoral care and educational progress of the 30 children in his/her class.

Section D2

Academic Achievement

The targets set out below are initial, high level targets based on current measures. Once the school is open it will make reference to the predictions by FFT and set annual targets for performance in the top 5% of schools nationally.

Achievement

The achievement of pupils will be graded as outstanding by OFSTED.

Attainment in the core curriculum will be outstanding.

- EYFS: Every child will achieve at least a Good Level of Development in all areas of the EYFS curriculum.

- KS1: Every child will achieve at least national curriculum level 2b in the core subjects.
- KS2: Every child will achieve at least national curriculum level 4 in the core subjects. 40% will achieve level 5. Some will achieve level 6.

Progress in the core curriculum will be outstanding.

- 100% of children will make at least expected progress between KS1 and KS2.

Attainment in French will be outstanding.

- Every child will achieve the DELF (Diplôme d'Etudes en Langue Française) commensurate with level A1 in the Common European Framework of Reference for Languages (CEFR) by the end of Year 4. 40% will achieve this in Year 3.

This will be achieved and supported by robust monitoring systems that are closely based on those already used at Holy Trinity, as set out in D1.

Baseline data: We will ensure that all children who enter HBPS undertake a baseline assessment on entry, and that these assessments will be moderated externally and with experienced staff at Holy Trinity. The initial baseline or end of previous year assessment will be used to set challenging progress targets (termly, annually and for the end of the key stage) that will be reviewed each half term.

Ongoing regular assessment: All children will be formally assessed in speaking, listening, reading, writing and mathematics half termly and class teachers will moderate their assessment judgments internally with colleagues and senior leaders and we will also arrange for periodic external moderation. All other areas will be monitored termly. Assessments will use a range of methods and will be informed by reviewing a range of children's work samples against the APP (Assessing Pupil Progress) level descriptors and by the occasional use of formal tests in Key Stage 2.

Data analysis: Assessment data is entered into the Primary Progress Toolkit which provides useful pre-programmed useful tools for analysing achievement and progress and produces a number of highly supportive charts that enable teachers to quickly identify any issues.

Senior leaders will hold pupil progress meetings with each class teacher each half term to discuss progress, strategies for raising achievement and any concerns (including pastoral matters and issues relating to attendance or safeguarding). The percentage of children on track to achieve their targets will be reviewed and any children who are deemed to be making limited or slow progress will be discussed in order that appropriate action can be taken.

Target setting: Class teachers will set termly targets with children who will be involved in monitoring their own progress and achievement, based on prior achievements. Staff will provide regular, high quality oral and written feedback when marking and assessing, and it will be the expectation that all marking and feedback clearly indicates the next steps for learning. It is expected that every child in the school will be able to describe the progress that they have made and what they need to do next to improve. For example, a child may be able to describe how they have mastered the use of full stops and capital letters and how they are now focusing on punctuating direct speech correctly.

Intervention: Any child who is making less than expected progress will be discussed with the class teacher at half-termly pupil progress meetings and a summary of actions to raise standards

will be agreed and minuted. Parents will be involved at this stage. Attainment will be measured at the beginning and end of the intervention to ascertain how much progress was made and this will be compared against the cost of the intervention in order to ensure value for money.

Whole school monitoring: ICT, including the school's MIS, is an essential tool for understanding whole school and group trends. Senior leaders will work with class teachers and subject leaders to analyse the performance of each class and year group in each subject and for any significant pupil groups (e.g. EAL, SEND, Boys, Girls, Ethnicity, FSM, vulnerable children etc.). Class, group and individual progress targets will be reviewed and priorities for raising achievement will be identified. Trends will be correlated with individual and small group actions and interventions, incorporated into the annual School Development Plan, and used to inform decisions relating to staff deployment and the school budget.

Bilingual curriculum: The impact and effectiveness of the bilingual curriculum will be evaluated by senior leaders and governors and externally by internationally regarded expert in the field, Peeter Mehisto. This will determine its future development and particularly the optimum balance of teaching in each language to achieve the highest standards. In this way HBPS will respond to the needs of its children and be informed by research. Such a process worked very successfully at WIX Primary School.

Accountability: Pupil progress targets will be incorporated into teachers and support staff appraisal targets and all relevant staff will be held to account for the progress that children are making. Senior leaders will report progress to governors who will in turn hold senior leaders to account and provide robust challenge.

Moderation: Annually, the school's teacher assessment judgments will be moderated with Holy Trinity School and verified by an external moderator (experienced SIP or HMI) to ensure that assessment of attainment and progress are accurate and consistent across the school. The school will also use optional national curriculum tests each year to support assessment judgments.

The Executive Headteacher will report data to governors each term together with any interventions or developments that will be needed to raise standards or accelerate progress. Governors will use the school's own data and, as the school grows, RaiseOnline, OFSTED Data Dashboard and Fischer Family Trust Governor Dashboard to ask challenging questions and hold school leaders to account. The school will benchmark itself against other schools both locally and nationally.

Quality of Teaching

Teaching will be inspirational and will enable all children to achieve exceptionally well. Teaching will be judged to be outstanding by Ofsted. This will be supported by strong systems:

Accurate self-assessment: Senior leaders and core subject leaders will monitor the quality of learning and teaching over time by observing lessons, talking with pupils, reviewing pupil work samples and monitoring performance data. All senior staff will be trained to make judgments based on the OFSTED Evaluation Schedule and the quality of their judgments will be moderated internally and externally by experienced SIPs and HMIs.

Inclusion in the review cycle: A clear vision and a climate of self-evaluation and continuous professional development from school leaders must be consistently reinforced by school leaders. Quality of teaching and areas for development within this will be recorded in the school's self-

evaluation summary and reflected in the School Development Plan (SDP). The Executive Headteacher will report to governors the quality of teaching and progress towards targets in the SDP each term and the effectiveness and impact of the pay policy including the proportion of teachers who have received performance related pay increases. The efficacy of governors' monitoring will be assessed through external review including by Ofsted.

Support for teachers to increase the proportion of outstanding teaching: The outcomes of performance monitoring (including outcomes of lesson observations, pupil and parent feedback) will be the basis for an assessment of effectiveness to inform individual appraisal targets. Pay progression will be linked to performance.

All staff will receive high quality developmental feedback to support improvements in practice, regular peer coaching, and access to inspiring CPD that is linked to appraisal targets e.g. teachers may join the Outstanding Teacher Programme to move from good to outstanding.

Behaviour

Ofsted and SIAMS will judge that the behaviour and safety of pupils is outstanding.

Monitoring of teaching will indicate that behaviour is consistently outstanding.

Pupils are happy and inspired to learn, measured through pupil questionnaires and attendance levels that will be in the top 5% nationally, with no exclusions.

There is no bullying, measured by reported incidents in the Behaviour Log and pupil questionnaires, which indicate that pupils consider school to be a safe place.

The school will achieve the UNICEF Rights Respecting School Award within three years of opening, and the assessment report will include reference to the impact of rights and responsibilities on the exemplary standards of behaviour in the school.

Visitors from the local community will be aware and comment on the positive behaviour, and the care, support, trust and friendliness that staff and children extend towards each other. This will be demonstrated through letters to the school, comments in the school visitor book and regular monitoring visits by governors.

There will be evidence of care towards families going through a difficult time or with a specific problem. Parents will know that teachers and the Executive Headteacher and Head of School will listen to their problems and find ways to support or help if needed.

This will be achieved and supported by monitoring systems:

- Behaviour will be monitored by frequent (at least half-termly) 'learning walks' by senior leaders and frequent drop-in visits to classrooms. Lesson observations will also routinely evaluate behaviour.
- There will be an annual questionnaire to parents, staff and children and this will triangulate views on behaviour. The results of these surveys will be presented to governors by the Executive Headteacher.

- All behaviour incidents will be logged on the school MIS and these will be analysed on a termly basis by the Head of School in order to establish if there are any common patterns or issues that need to be addressed.
- The school will complete a self-evaluation audit prior to the Rights Respecting School Award Assessment day (one day external assessor inspection). This is an excellent framework for reviewing behaviour and school ethos.
- The governor with lead responsibility for behaviour will visit the school to review the impact of the behaviour policy at least once each year.

Attendance

HBPS will achieve its annual attendance target of 97% attendance and there will be no pupils who are persistently absent.

The school will have case studies with strong evidence of how it has improved the attendance of any children who have been persistently absent.

This will be supported by careful monitoring:

- The school's attendance policy will be reviewed annually by governors and distributed to all parents.
- The use of electronic registration will enable office staff, the school attendance officer (admin officer) and senior leaders to know who is on site at any time and enable school staff to identify any concerning patterns in attendance data immediately and take action.
- The [REDACTED] will be employed to visit the school regularly to review registers and any pupils causing concern. If necessary parents will be invited to an attendance panel and may be required to produce evidence to substantiate absence.
- All late arrivals or early departures or withdrawals for appointments will be required to sign in and or out and state the reason. These sign in/ out records will be reviewed by the attendance officer absence and any concerns shared with the Head of School for further action.
- Parents will be able to access their child's attendance record online and will be sent a printed copy and email copy each term.
- Attendance figures will be reported to governors each term.

Effectiveness as a Church of England School

HBPS will be an outstanding Church of England School. Meeting the needs of all learners, impact of collective worship, quality of Religious Education and leadership and management (the 4 judgments in the SIAMS framework) will all be confirmed as outstanding during the SIAMS inspection within two years of opening.

HBPS will achieve the RE Quality Mark Gold Award for its outstanding commitment to excellence in Religious Education.

All children, parents and staff members will know the names and meanings of the school values and be able to give examples of how they shape school life and the lives of individual children.

This will be carefully monitored:

- A committee comprising the Executive Headteacher, [REDACTED] and representatives of the school community (governors, staff, parents and KS2 children) will meet half-termly to monitor the school's Christian Ethos and undertake monitoring activities to complete the schools SIAMS self-evaluation summary.
- Elected RE ambassadors from each class will support the RE subject leader in the development and self-evaluation of RE in the school.
- The RE subject leader will evaluate the quality of learning and teaching in RE through observing lessons, talking with pupils, reviewing pupil work samples and monitoring performance data.
- Stakeholder surveys will include questions about the school's Christian ethos, RE and Worship.
- The LDBS attached advisor for the school will provide external moderation and advice about how to develop the ethos further.

Pupil and Parent Voice

Pupil and parent surveys indicate that the overwhelming majority of pupils and parents are happy with HBPS and would recommend the school to others.

Parents report that HBPS seeks their views and acts on the feedback they offer.

This will be carefully monitored:

- The Executive Headteacher will report the results of the annual parent and pupil surveys to governors, with any implications and key actions required.
- The suggestion box in the school reception is regularly checked and developments that have been acted upon are reported in the Friday News Bulletin.
- Leaders and governors will keep parents informed and consult them about any important changes. HBPS may establish a parent forum or council.
- Letters of complaint or making suggestions will be acknowledged and filed and reviewed by governors.
- The Executive Headteacher will attend meetings of the school council and minutes of the meetings will be reviewed.

Staff Morale, Development and Retention

Staff mobility rates are low, staff attendance high and staff report in annual surveys that they feel well supported and are happy at work.

This will be carefully monitored:

- Staff will be provided with an annual survey to allow them to provide their feedback on aspects of the school they believed worked well and those that could be improved, and also express their overall morale. The Executive Headteacher will analyse and present the findings of this annual staff survey to staff and governors.
- The staff well-being programme will be regularly reviewed for its effectiveness and impact.
- The governor with lead responsibility for staffing will visit HBPS regularly at least annually to talk with staff and hear their views or concerns.

The School Development Plan

Governors will ensure that the one-year and five-year School Development Plans are written and drive the strategic development of the school. The impact of school policies will be assessed against progress in these priority areas. Active engagement by governors as the overall progress is assessed and priorities are determined means that governor involvement in the rest of school life and even in the Performance Management of the Executive Headteacher will be from a well-informed basis.

Once agreed, the School Development Plan will be a vital document to the school, which drives other elements of monitoring and accountability. The Executive Headteacher and Head of School's appraisal targets will be based on the overall school priorities with a robust appraisal process to hold senior staff to account. Governors will expect a termly report from the Executive Headteacher which reviews progress, strengths and weaknesses against these priorities.

The Executive Headteacher will be expected to use the same School Development priorities when setting the individual development priorities and appraisal targets for other staff, and when determining CPD needs. In turn, individual staff members will be responsible for monitoring the progress of the children in their class against these priority areas. School administrative staff will support by providing ready access to data through careful use of the MIS system.

Governors will work with the senior leadership team to carry out a self-assessment at the end of the academic year. This will take the form of a review of the School Development Plan. If the school has exceeded its targets, governors and the senior leadership team will seek to understand why the school has performed well. The success can be rightly celebrated alongside an assessment about the areas of weakness (or relative weakness) of the school, to identify priority areas for future development. These areas will form the focus of the next School Development Plan.

Sharing and Celebrating Success

The Education Plan sets out a number of ways in which HBPS will seek to develop relationships with parents who are traditionally hard-to-reach, to engage them in school life and in supporting their child's education. Sharing their child's successes is a vital part of this overall approach. Just as the measures of success are varied and go beyond academic measures, so the school will share children's successes across the range of measures and in a range of ways, including:

- A written report at the end of the year (available in other languages alongside English if necessary), which includes comments and data for all the areas of the National Curriculum.
- A formal teacher-parent consultation meeting each term.
- A weekly Friday News Bulletin where individual children can be acknowledged for their achievements.
- A termly 'Celebrating our Successes' newsletter and photographs and films of school events on the website.
- A 'Star of the Week' certificate and sticker in each class to celebrate the progress and achievement of a child.
- A 'Reading Champion Certificate' awarded to one pupil in the school each week to celebrate progress in reading.

- Awards for excellence in French.
- Awards for demonstrating the school values.
- Two-way 'WOW' notes where parents and school staff can make a note of any particular achievement to share with each other.
- Certificates for 100% attendance and punctuality.
- Parents invited once each half-term to a celebration assembly where children from one class share work and the skills they have been learning.

Section D3

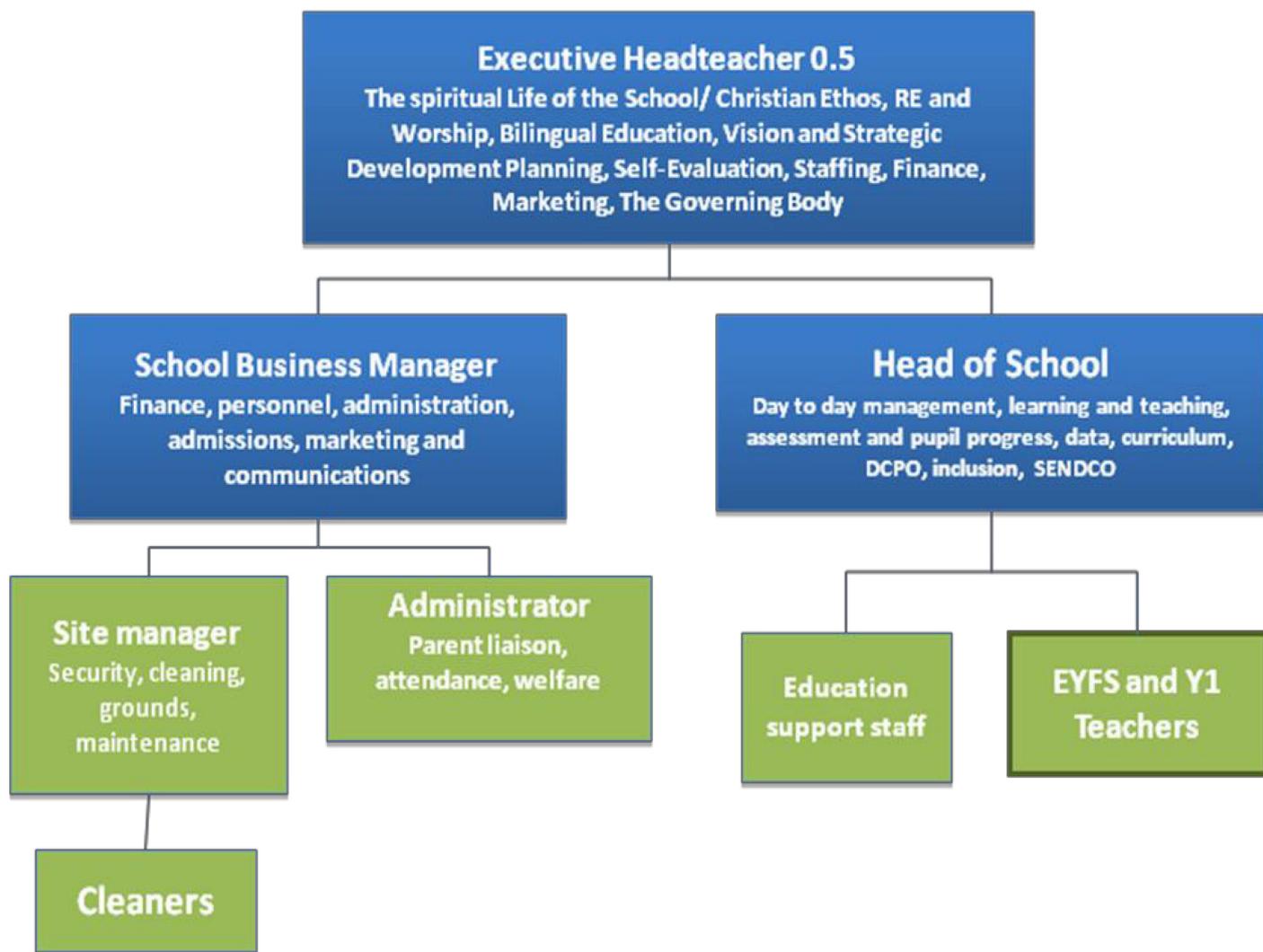
| | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | Comments |
|--|-------|-------|-------|-------|-------|-------|-------|-------|---|
| Senior Leadership Team | | | | | | | | | |
| Executive Headteacher | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | Long-term arrangement, rationale set out in Sec F |
| Head of School | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | Teaches 0.5fte in Y1-3 and 0.3fte thereafter. SENDCO Y1-3 |
| Deputy Headteacher EYFS, KS1 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | Teaches 0.5fte |
| Deputy Headteacher KS2 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | Teaches 0.5fte |
| Business Manager | 0.2 | 0.2 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | Secondment from Holy Trinity Y1&2 |
| Teaching staff | | | | | | | | | |
| Reception | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | |
| Year 1 Teaching | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | |
| Year 2 Teaching | | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | |
| Year 3 Teaching | | | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | |
| Year 4 Teaching | | | | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | |
| Year 5 Teaching | | | | | 1.0 | 2.0 | 2.0 | 2.0 | |
| Year 6 Teaching | | | | | | 1.0 | 2.0 | 2.0 | |
| Additional classroom teachers | 1.0 | 2.0 | 2.0 | 3.0 | 3.0 | 4.0 | 5.0 | 5.0 | Rationale in text |
| Reading Recovery Teacher | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| Teaching support staff | | | | | | | | | |
| EYFS HLTA | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | All support staff on 40 week contracts so shown on budget as 0.8fte |
| HLTA KS1 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| HLTA KS2 | | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| T.A. KS1 | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| T.A. KS2 | | | | 1.0 | 2.0 | 3.0 | 3.0 | 3.0 | |
| Administration and Operations Staff | | | | | | | | | |
| Administrator | 1.0 | 1.0 | 1.0 | 1.0 | 1.5 | 1.5 | 1.5 | 1.5 | |
| Site manager | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| Cleaner | 0.3 | 0.6 | 0.6 | 0.9 | 0.9 | 1.2 | 1.2 | 1.2 | |

This section sets out a staffing plan which is affordable within the projected budget (Section G).

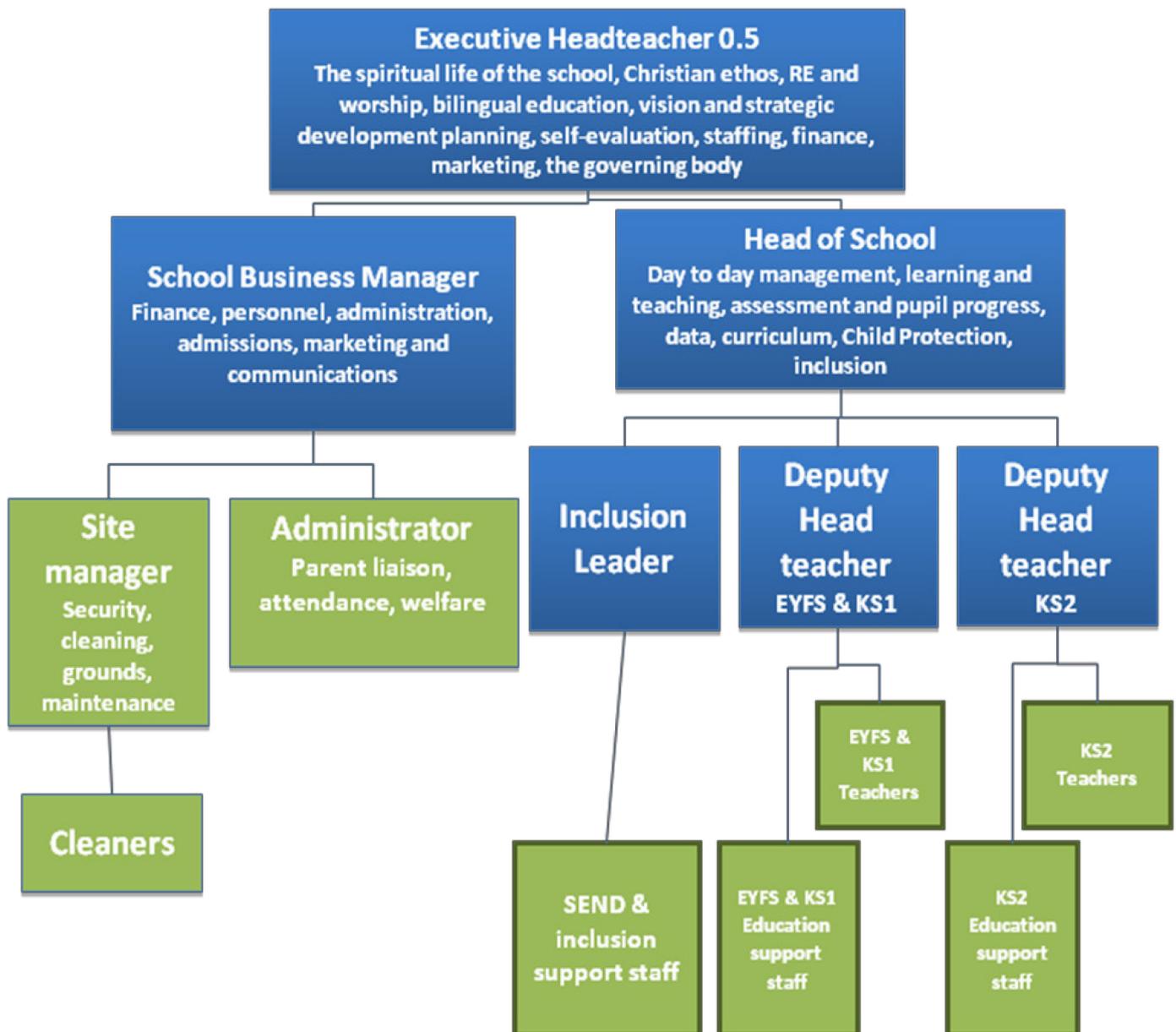
HBPS will adopt the Holy Trinity School pay policy, which follows national STP&C and rewards successful appraisal with movement up agreed pay scales within pre-agreed limits. The budget in Section G identified indicative 'grades' for posts based on these scales.

The diagrams below illustrate the line management responsibilities in the first year of operation of the school and the ultimate structure.

Staffing Plan in Year 1



Staffing Plan at capacity



Senior Leadership Team

In a new school a successful staffing structure requires staff to grow with their roles and all staff, especially those with leadership responsibilities, to contribute to the development of their posts. Strong leadership is essential.

The proposed leadership structure is relatively large for a 2fe primary school. This enables capacity to be built and all aspects of the school to be confidently and competently led from the start. All staff members, with the exception of the Executive Headteacher, will be expected to teach regularly. This ensures that children benefit from the teaching skills of the most experienced teachers. Depending on their own skills, members of the SLT will either provide specialist teaching while class teachers have PPA time, run small group interventions for children whose progress

has not been rapid enough (ensuring that these children are taught by the strongest teachers), or teach one group when classes divide into smaller stage-not-age teaching groups.

1. The Executive Headteacher (EHT)

The EHT will have overall responsibility for the day-to-day running of the school (although much of the practical delivery will be delegated to the Head of School) and accountability to governors for the performance of the school. Initially this will include delivery of the vision set out in the bid. As the school develops it will include delivery of the objectives and targets set out in the School Development Plan. Specific responsibilities will include the development of the bilingual approach, monitoring of standards and overall curriculum development. The EHT line manages the Head of School and the Business Manager.

2. The Head of School (HoS)

The HoS is responsible for the day-to-day running of the school, data, monitoring and tracking progress, inclusion (including the role of SENDCO until the Inclusion Leader is appointed), DCPO, behaviour, and engagement with parents. The HoS has appraisal responsibilities for the two Deputy Headteachers, the Inclusion Leader, and the teachers with curricular responsibilities for core subjects.

Initially, the HoS also has appraisal responsibility for all of the teaching and education support staff. This will enable the school to set high expectations for teaching assistants and ensure they support teaching and learning.

In the first year the HoS will have a teaching responsibility of 0.5fte, dropping to 0.3fte thereafter. This will enable them to get to know the children in the school well and to be immersed in the specific needs of the cohort. Regular time in the classroom will also highlight where new routines need further work, and ensure consistency of application of school protocols, which is so important in any new school.

The school will seek a Head of School with strong experience in EYFS / KS1 because the Head of School will lead these phases until the appointment of the second deputy headteacher.

3. The Deputy Headteachers (DHT)

A DHT will be appointed in the third year of operation to be responsible for the development of KS2.

Initially the Head of School will be responsible for the development of the EYFS and KS1. As the school grows the Head of School will need to spend increasing amounts of time working with parents and dealing with the increasingly complex day-to-day running of the school. Therefore a second DHT will be appointed in the fifth year to lead the ongoing development of the EYFS and KS1. Holy Trinity School has an excellent record for developing staff which HBPS will emulate. As the school grows, it is possible that some of the staff who are appointed first will be ready for promotion within the school e.g. to the second Deputy Headship, although the school will always advertise posts nationally.

At the EHT's discretion, the DHTs will take further areas of whole school responsibility. These will depend in part on the priorities within the School Development Plan and in part to the skills of the members of the Senior Leadership Team already appointed. The DHTs will manage education support staff in each phase and ensure they are trained and equipped to support teachers

effectively.

The DHTs will teach 0.5fte to support the priorities of the school in raising standards in teaching and learning and supporting pupils to make excellent progress.

4. Business Manager

A Business Manager is employed from the first year, albeit at 0.2 fte. Experience at other LDBS free schools indicates this is an appropriate level. Together with the EHT and HoS they will form a leadership team right from the first year. It is proposed to second the Business Manager from Holy Trinity School, Northwood, for the first two years of opening. This arrangement has been discussed with the partner school and will represent a cost saving for HBPS as well as creating a connection between HBPS and another school in the same deanery, which has a similar vision. The Business Manager will provide line-management and appraisal of non-education support staff and ensure robust management of the Academy finances.

The Business Manager is also expected to ensure that the site is well maintained, safe and fit-for-purpose for delivering the intended outcomes, and to develop and manage lettings.

Even after the initial two year secondment ends, the Business Manager is planned to be a part-time post. The school could appoint a part-time member of staff, and Holy Trinity are keen to explore a permanent shared arrangement. When the Business Manager is not on site the Head of School will deal with urgent personnel or management issues.

As the school grows, the Business Manager will be responsible for the ongoing development of the smooth running of the school office and management of the support staff. By appointing the Business Manager to the Senior Leadership Team it can be ensured that the office systems and Management Information System develop to serve the needs of the school.

Teaching Staff

Over time the school aims to employ a balanced cohort of staff, with some NQTs and other more experienced members of staff. Each class is taught by a qualified teacher. The budget assumes a well balanced team with a range of experience and an average salary of M6, which includes possible TLR opportunities for some who take on phase or subject leadership.

As the number of teaching staff grows, the Executive Headteacher, in consultation with the Head of School, will determine how staff job descriptions should develop to ensure they continue to meet the needs of the school, and how the more senior staff can be best utilised to support the ongoing development of less experienced staff.

The appointment of a reading recovery teacher from the first year will help ensure literacy targets are met and give the school capacity to respond quickly and in a planned, skilled and intensive way whenever a child is not making the expected progress.

This early appointment means that the aspiration to ensure rapid progress in literacy can be delivered. It also means that the school is building additional teaching capacity from the start, to enable peer development, planning and feedback. It opens a range of possibilities for staff development that will be important if the school is to provide outstanding teaching to its pupils.

The intention to employ qualified teachers rather than teaching assistants wherever possible is in line with recommendations of the Sutton Report 2012 and a desire to ensure the children with greatest needs are supported by well qualified staff who deliver as well as devise programmes. Thus the focus is on ensuring that no pupil falls behind. The additional expertise that qualified teachers bring combined with careful monitoring of the impact of programmes will ensure this arrangement represents value for money for the school. Such an intervention will always be specific to a particular learning objective, high intensity but time limited.

To this end, five additional members of teaching staff will eventually be appointed. The aim is to appoint all of these teachers to specialist posts. Some will teach literacy or numeracy to enable smaller teaching groups across the school. Others will provide specialist tuition e.g. in French, music or PE across the school. This approach ensures that, during PPA times for class teachers, the children's learning is enriched by specialist provision.

The appointment of additional teachers also builds capacity on the staff team to enable shared planning, peer observation and other opportunities for driving standards of teaching. It will be for the HoS to determine which specialist subject area should be sought.

Teaching staff will be expected to lead an after-school enrichment activity for one hour each week, in line with the academy contract of employment.

Shared staff CPD opportunities with Holy Trinity and support for the development of an outstanding curriculum will ensure that teachers have the support that they need to develop their own skills and to deliver an outstanding curriculum to meet the needs of pupils.

Appointment of Teachers

We are aware that we will need to recruit high calibre teachers with a unique range of skills. We will expect all our staff to be in sympathy with our Christian ethos. We expect that the vast majority of our teachers will be 'qualified' but are open to the gifts and talents of staff that are yet or have strong potential to be qualified and will not exclude such teachers when shortlisting for posts. In order to deliver our vision for children to be fluent French speakers by the time they leave we envisage recruiting teachers in the following categories:

1. Bilingual teachers

- UK trained primary class teachers who are themselves fluent in French (at least A Level grade B standard) and may have experience living and or working in a French-speaking country or teaching in an international or bilingual school. We would support such staff to maintain and develop further their language skills and gain accreditation where possible in France - through Masters Level programmes such as the French Maitrise FLE.
- Overseas qualified and experienced primary teachers from a French-speaking country who have an excellent command of written and spoken English, and have some teaching experience in the UK. With training and support from native English speakers such teachers would take responsibility for the learning and teaching of an entire class in French and English. We expect to support such teachers and enable them to achieve UK QTS.
- Strong graduates (MFL or other) with French fluency who after significant experience in a school (paid or voluntary) wish to train to teach in a bilingual context on the School Direct Programme in partnership with the LDBS SCITT. We would support such teachers through their training to QTS and beyond. (This will not be available in the first year of opening.)

- UK trained and qualified secondary MFL specialist teachers who are bilingual and fluent in a language taught at HBPS and wish to develop as Key Stage 2 generalists. We would provide additional training and support for them working in partnership with the LDBS and our partner school Holy Trinity C E Primary School.

2. Monolingual teachers

- UK trained generalist primary teachers who actively support the school's ethos who add significant skills to the staff team and are willing to teach in more than one class. Such teachers will be actively encouraged to learn some French and would be supported to do so by other native speaking teachers in the school.

Teachers to be appointed in the bilingual category will be required to deliver a presentation and be interviewed in both languages and must expect to be observed teaching in both languages. In the pre-opening phases interviews will be held at Holy Trinity School and at one of our partner bilingual schools in the London area. Teachers who are successfully appointed will receive a bilingual teacher contract which will require them to take a significant role in the development of bilingualism in the school and such teachers may qualify for an additional TLR language specialism award (to recognise the role in training and supporting other staff).

All teachers will have to demonstrate that they have the right to work in the UK, provide original copies of their qualifications with official translations or documents to prove equivalence for non UK awards. We are aware of a number of teachers in the categories above who may be interested in making an application to HBPS. Furthermore, [REDACTED] from Bromley Bilingual School has confirmed that he received 20 applicants for his first advertised posts. All were native French speakers with UK training.

The budget includes a generous allowance for staff development to ensure the best possible learning and teaching at HBPS. Where possible all cover will be done internally in order that the unique ethos of the school is not compromised.

Support Staff

The appointment of a HLTA to work in each Reception class will give additional flexibility especially in the first year and support the school aim of providing outstanding teaching. HLTA-led sessions with small groups will be expected to show pupil progress just as those delivered by the teacher. The HLTA will, when needed, take the whole Reception class for a short period, for example to allow the Reception class teachers and Head of School to plan together. This capacity will be very useful when the school is small.

HLTAs will lead an after-school enrichment activity for one hour each week. HLTAs will lead lunchtime supervision and ensure that the school values apply equally to play and lunchtimes.

Other teaching assistants are shared by Key Stages to support teaching, children's welfare, resources and ICT.

Additional teaching assistants may be appointed who are not included in the budget or on the staffing plan may, where additional funds are available to meet the specific individual needs of children with an individual Education and Health Care Plan.

Sometimes there may be good reason to appoint a Classteacher whose own French is not the main strength. In this situation a native French speaking HLTA will be an asset to the class.

A full-time administrator working daily from 08:00-16:30 enables the school office to be staffed for the extended school day. As the school grows, a part-time office assistant is also employed on a part-time basis.

The Site Manager is assumed to take on cleaning responsibilities for the first year alongside a part time cleaner. As the school grows the school envisages the gradual on-boarding of one additional cleaner each year until the team of cleaners grows to four who will take responsibility for school cleaning responsibilities, overseen by the Site Manager.

Ensuring high standards of teaching from the start The staffing plan has been developed so that even from the start when the school is at its smallest there is scope for staff to be released for CPD, training and development. This will be provided externally through the use of professional partners but more often means internal support and development opportunities.

HBPS will make links with ITT providers that are offering primary MFL specialism and placements and will work in partnership with them so that the most promising graduate teachers who have language skills will be attracted to the school. An MFL specialism will be developed with the LDBS SCITT.

Every opportunity will be taken to enable staff at HBPS to work with colleagues at Holy Trinity School so that expertise can be shared and the cost of CPD opportunities reduced. This will be a mutually beneficial partnership that will enable staff and children in both schools to grow and flourish.

Use of volunteers

As part of the educational partnership with Harrow School, we anticipate opportunities for Harrow boys to providing support in lessons and during the enrichment programme. This will enable Harrow School to continue to develop their community outreach programme and the boys to work towards their D of E or Shaftesbury Enterprise. It will also provide opportunities for the practical use of language skills for students preparing for languages GCSE and A-levels.

St Anselm's Parish Church, Belmont, is also likely to provide volunteers, alongside the parents/carers, a number of whom are eager to offer their expertise to provide activities and to assist groups and individuals. This would include visiting the school to support literacy by hearing children read, as well as people with particular careers or skills to demonstrate. A carefully worded volunteer policy will set out clear standards and boundaries to ensure that staff and volunteers have shared expectations about the role.

Section D4

Providing for the needs of all children

As a Church of England school, HBPS will provide a primary education rooted in Christian principles. The local demographic of families represents a wide range of faith backgrounds and HBPS will be fully inclusive in its intake as we seek to serve an accurate, diverse representation of our local community.

Our aim is that all parents will be drawn to the school because of our emphasis on character development through an outward-looking and holistic bilingual education underpinned by Christian foundations. These complimentary aspects provide an attractive emphasis on a family-orientated ethos and spiritual alertness relevant to, and popular with, people all faiths. The curriculum allows children to explore their position in the local area and wider global community, with a modern, relevant and rational respect for everybody and their local environment.

The success of Church of England schools across London and their enduring popularity with all kinds of families give us confidence that this approach will benefit all children. The evidence set out in Section E highlights support for this proposal from across the community, and in particular Hindu and Muslim families.

A commitment to inclusion will be demonstrated practically by:

1. The provisions: practical aspects of organisation and routine
2. The admissions policy

1. The Provisions

Every aspect of the curriculum plan is appropriate and relevant to children irrespective of their faith background, and built on best practice from other Church of England schools. The Christian faith is essential to the character of the school and indivisible from it. The pedagogy set out in Section D aims to stimulate and inspire our children to be inquisitive and investigative as they are encouraged to explore healthy and positive relationships promoted through Christian principles. Our children will be encouraged to explore and enquire.

All children will benefit from learning French to a high standard in addition to meeting the requirements of the National Curriculum however by teaching the core subjects in English no child will be disadvantaged if this is not a priority for the family.

Governance: The Members will appoint the majority of governors and nominations are sought from across the community. Governors must support the vision for the school and bring relevant skills, but no individual or group is prevented from applying because of any aspect of their background.

School staff: As a Church of England school an Executive Headteacher will be sought who can demonstrate a commitment both to the Christian ethos of the school and to the bilingual aspect. Other staff will need to be committed to support both of these central elements of the school but are expected to bring ethnic and religious diversity to the school.

Management systems: Progress and attainment will be tracked by group as well as by individual and by cohort. This means that governors and senior leaders will be quick to identify any group of children whose progress is slow, and any gaps that are emerging. In this situation the school will look at underlying causes or any barriers to learning explicit or implicit with a view to implementing specific strategies to ensure equality of opportunity for all.

School uniform: The school will have a uniform policy. The uniform will be simple and readily available to ensure that every child, even those living in deprived circumstances, can be dressed

smartly for school. The uniform will include an option for Muslim girls to wear a headscarf and Sikh boys to wear a Patka, if they are in the correct uniform colour, and one item of religious jewellery. Any necklace or bracelet will usually be worn under clothes and therefore not visible. Students may be asked to cover, tape up or remove such items for health and safety reasons e.g. in a PE lesson.

School meals: It is our intention to ensure freshly cooked hot meals are available from the first day of operation of the school. We consider this very important in Harrow where health and healthy eating are a known concern, sometimes along ethnic lines. One of the requirements for the menus will be the need to provide food which is acceptable to school families, and that includes children who for religious reasons do not eat particular foods. We will look for a supplier who is willing to provide a vegetarian option each day.

Any parent will also have the option of sending their child to school with a packed lunch if they would prefer to provide food themselves. The school will develop a policy to be strictly applied to ensure that children are only able to bring to school healthy packed lunches if their family chooses this option.

Children and staff will eat together at school mealtimes as an important expression of the character of the school. Mealtimes provide an excellent opportunity to build community and reinforce core values as well as developing French and English conversation skills.

Collective Worship: There will be a daily act of Collective Worship which will be Christian in character. This will be inclusive and sensitive to the needs of children of all faiths and none and will not make assumptions about children's beliefs. Children will be taught to approach Collective Worship with thought and respect. Worship will provide children with a time to reflect and develop their own spiritual identity and beliefs.

RE Curriculum: One hour each week will be allocated for RE. This is typical of Church of England Schools and we consider this will give enough time to teach the full range of the curriculum.

The RE Curriculum will follow LDBS guidelines which are used by other Church of England schools in London. Around two thirds of RE teaching time is given to the study of Christianity but children are also taught about the other major World Faiths. Within lessons, people of other faiths (children, parents and other visitors) will be invited to share their customs and beliefs, bring in artefacts and talk about their festivals. Children will be taken to visit the places of worship of other World Faiths.

Right to withdrawal: In line with the law, parents will be able to withdraw their children from Collective Worship and RE. HBPS Collective Worship and RE schemes will be based on the experiences of and best practice at other LDBS schools.

There are some LDBS schools where the overwhelming majority of pupils are of another faith background and yet, because Collective Worship and RE are delivered sensitively, appropriately and thoughtfully, it is very unusual for a parent to withdraw a child. No child is withdrawn from Collective Worship at Holy Trinity School. It is our hope and expectation that no children will be withdrawn at HBPS. If a child were to be withdrawn, the child would be provided with appropriate activities and supervised in a classroom by a member of staff.

One of the aims of Collective Worship at HBPS will be to teach about, understand and reflect on the school's core values, so they become ever more embedded into school life. In this context the concept and practice of Collective Worship will be carefully explained to all new parents to the school, and parents will be welcome to join some acts of Collective Worship which we trust will allay any anxieties.

Ongoing engagement with other faith communities: The school has received expressions of support from a range of local leaders including some from faiths other than Christian.

As the proposal progresses these groups will be kept informed about developments and invited to comment at every stage, formally through the s10 consultation but informally through continued attendance by proposers at local community events.

The advice of local faith leaders would be sought if ever a difficult issue were to arise related to meeting the needs of a child from a particular faith background, especially if in relation to a sensitive area such as clothing or food.

2. The Admissions Policy

HBPS is intended to be a local school with a close family ethos and strong connections to, and learning from, the local area and environment. The proposers recognise that the bilingual aspect makes the school unusual and is therefore also of interest to families who live further afield but for whom a bilingual education is important.

It is also pertinent that HBPS will be a Church of England School, founded on Christian principles. Families in Harrow currently have limited access to a Church of England Primary School. There is one CofE primary school in Stanmore and another in Northwood (Hillingdon); both are small and are heavily oversubscribed. There are many practising and committed Christian families of different Christian denominations who live locally. There is the option of a local Hindu school (Krishna Avanti) but not a local Church of England school, yet many families would love to have this choice available for their children.

The open Church of England free schools are all heavily oversubscribed. Two (St Luke's, Hampstead and William Perkin) feature in the most recent DfE press release about the popularity of Free Schools. Similar levels of oversubscription are anticipated for HBPS.

The oversubscription criteria will be designed to meet the needs of all stakeholders and to provide access to the school for both groups of parents in a fair and transparent way. The oversubscription criteria are still developing during ongoing collaboration with local families. Governors are committed to an oversubscription policy which is balanced to meet the needs of several local stakeholder groups.

There are a small number of local families who originally conceived this proposal, who have driven the application, and who are committed to long-term involvement in the school. Given the likely popularity of the school these families wish to explore with the Secretary of State the possibility of a priority for the children of founders.

As a school intended to support family life there will be a criterion by which the siblings of pupils on roll can be admitted.

As a school that is especially attractive to Christian families who cannot access a Church of England education in any other way there may be a proportion of places reserved for practicing Christian families. The proposers are exploring admitting up to 20% of pupils on this basis; that being the difference between the proportion of Christian families who have expressed a preference for this school compared to the proportion living in the community.

There are families who live more widely who are attracted to the school for its bilingual approach. The proposers do not want to encourage a situation where these families start to move house or similar to try to secure places, therefore a lottery element is under consideration for families who live further away but for whom HBPS represents a distinctive and attractive opportunity.

Section E: Evidence of need – part 1

| | 2015 | | | | 2016 | | | |
|------------------|------|-----|---|------|------|-----|---|------|
| | A | B | C | D | A | B | C | D |
| Reception | 60 | 74 | | 123% | 60 | 68 | | 113% |
| Year 1 | 30 | 65 | | 217% | 60 | 74 | | 123% |
| Year 2 | | | | | 30 | 65 | | 217% |
| Year 3 | | | | | | | | |
| Year 4 | | | | | | | | |
| Year 5 | | | | | | | | |
| Year 6 | | | | | | | | |
| Totals | 90 | 139 | | 154% | 150 | 207 | | 138% |

Section E: Evidence of need – part 2

Section E1

1. Evidence of a Shortage of Places

In the report *Demographic Information, School Roll Projections 2014-2022 Report*, published 21 November 2013, Harrow Local Authority has identified an urgent need for new primary school places stemming from an increase in birth rates and increased inflows due to immigration. Comparing the Harrow Censuses of 2011 and 2001, there was an overall population increase of 15.6% but a staggering 32.5% increase among those aged 0-4 years.

Consequently, the primary school age population has been rising rapidly and is projected to continue to do so. This means Harrow is facing a significant shortage of primary school places which is projected to continue to worsen annually for at least 10 years. So far this has been managed by the local authority through bulge classes and some permanent expansions to existing schools. The tables below are taken from the aforementioned Demographic Information report (we have appended the box in red).

Table 6: School roll projections for Year R - 6 in all schools in Harrow

| Primary projection area: All Schools (Includes VA) | | | | |
|--|-------------------------------|-------------------|------------------|------------------------|
| Years R to 6 only | | | | |
| Year | January actual number on roll | Projected demand* | Places available | Surplus places GLA (%) |
| 05/06 | 16,633 | | 18,489 | |
| 06/07 | 16,654 | | 18,391 | |
| 07/08 | 16,686 | | 18,289 | |
| 08/09 | 16,637 | | 18,139 | |
| 09/10 | 16,920 | | 18,155 | |
| 10/11 | 17,326 | | 18,187 | |
| 11/12 | 17,860 | | 18,439 | |
| 12/13 | 18,482 | | 18,718 | |
| 13/14 | | 19,711 | 19,308 | -2.09% |
| 14/15 | | 20,548 | 19,522 | -5.26% |
| 15/16 | | 21,405 | 19,766 | -8.29% |
| 16/17 | | 22,192 | 19,860 | -11.74% |
| 17/18 | | 22,983 | 19,920 | -15.38% |
| 18/19 | | 23,149 | 19,920 | -16.21% |
| 19/20 | | 23,632 | 19,800 | -19.35% |
| 20/21 | | 23,888 | 19,530 | -22.31% |
| 21/22 | | 24,085 | 19,530 | -23.32% |

| Shortfall (No. places) |
|------------------------|
| 403 |
| 1026 |
| 1639 |
| 2332 |
| 3063 |
| 1229 |
| 3832 |
| 4358 |
| 4555 |

*Projected demand from 2013/14 to 2017/18 reflects the projections submitted via the DfE's 2013 SCAP return. Years 2018-19 to 2021/22 are the GLA 0001 projections.

The 'places available' column in 'Table 6' includes bulge classes and expansions that have either been implemented or approved. Overall the additional need equates to 17fe in Reception in September 2015, eventually rising to 22fe. HBPS will provide a permanent addition of 60 reception class places, yet even this will not come close to bridging the shortfall.

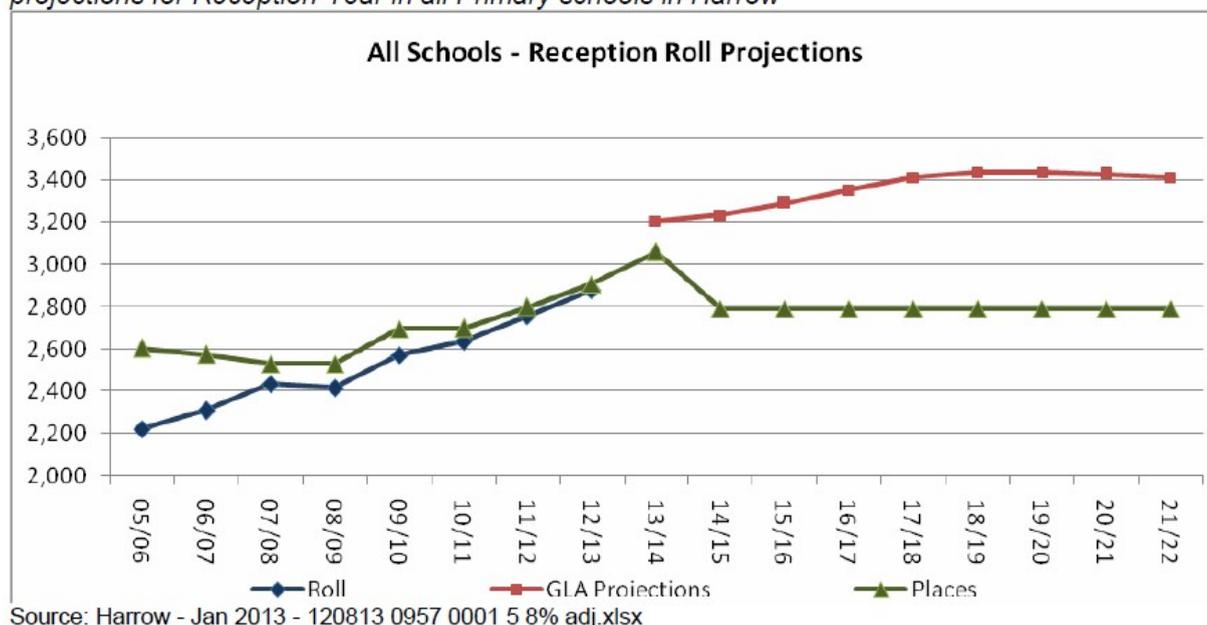
The experience of parents backs up the data because Harrow is experiencing increasing numbers of families who are not able to secure a place at any of their 'top 3' schools. For entry to Reception in September 2014, 173 children living in Harrow were not allocated any of their preferred primary schools. These children have been allocated places at schools which have spaces – which by definition are schools that few parents have not chosen and where standards are often low.

'Chart 5' shows that bulge class solutions, where they are added to schools that cannot sustain a permanent expansion, are only short-term fixes. In the long-term the number of places available in reception reverts to previous levels and the only sustainable solutions are permanent expansions to existing schools or the opening of new schools.

Many schools with space to expand have already expanded. One of the overarching themes from the recent Harrow consultation over school expansions was a concern that “new schools should be built to meet the increased demand rather than expanding existing schools that are pressed for capacity.”

Even if it were possible to further expand existing schools, expansions are not always popular because parents fear a loss of character and a loss of the close community associated with the best primary schools. Parents who have taken the HBPS survey were usually unaware of the severity of the primary school place shortage in Harrow and voiced concern that the council’s current strategy of increasing the PAN number at existing schools may not be in the best educational interest of primary school children.

Chart 5: Current numbers on roll compared to places available compared to GLA 0001+3% projections for Reception Year in all Primary schools in Harrow



Quoting L.K., a mother of two about the council’s plans of increasing Elmgrove Primary School to a 4 Form Entry school:

In addition to the identified need for more reception places in the immediate term, it is increasingly difficult for parents to obtain places in the primary schools in the borough which are performing well. All local primary schools which are “good” or “outstanding” are already heavily oversubscribed. For example, the closest four schools to our proposed site (Priestmead, Stanburn, Whitchurch and Belmont) offer 450 places in total but for September 2014 entry they received 2089 applications.

Our proposal would extend choice and diversity in a part of the borough which needs places and where there is only one other Church of England school (which is heavily oversubscribed) and no bilingual schools.

Harrow LA is committed to supporting the development of free schools as a part of the solution for meeting the demand for places, and confirmed at a recent meeting that they are supportive of this application on that basis.

2. Evidence of standards in local schools

The overwhelming majority of schools in Harrow LA are good or outstanding. There are two schools which require improvement located within 2 miles of the proposed site for HBPS (Aylward and Weald Infants). Their combined capacity is 828 pupils, compared to 420 pupils at HBPS at capacity. Of particular concern, Aylward has been approved for permanent expansion which means that additional local places will be in a school which requires improvement.

3. Evidence of demand

We have received strong demand from local parents for HBPS. We consider there are two aspects of the proposal that make it particularly distinctive: its designation as a Church of England school with a Christian ethos; and its bilingual aspect. Both of these elements will impact the whole of school life and we considered it particularly important that parents were informed about both before registering their support.

Both aspects were popular with mono-lingual parents as well as those speaking a range of languages in the home; and with parents of all faiths and none. In two months of online marketing and one month of face-to-face meetings, the local parents on the core group gathered signatures from parents of more prospective pupils than there would be places in the first two years of opening, as shown in the table above.

In addition, many parents stated that they would transfer older children from other schools in order to benefit from a bilingual education. This high level of demand has been a factor in our decision to plan to open a Year 1 class in the first year of operation.

There are also parents with even older children said they wished to transfer their children including 21 parents whose children will enter Year 2 in 2015, not included in the table above.

We have also had high numbers of parents with younger children who have indicated that HBPS would be their first choice, including 66 children who would start reception in 2017 and 25 children who would start reception in 2018; again, not included in the table above.

4. Process of gathering evidence of parental demand

One feature of the development of this bid has been the partnership between LDBS and Holy Trinity School on the one hand with local parents on the other. This means that there has been a good deal of early consultation, with changes to the education plan as a result of engagement with and direct feedback from local families. The flyer below was used to raise awareness.

Harrow Bilingual Primary School

A New Church of England
Free School in Harrow
Planned Opening September 2015

*"If you talk to a man in a language he understands,
that goes to his head. If you talk to him in his own
language, that goes to his heart."*

Nelson Mandela



Discovering the love of learning through languages

www.harrowbilingualprimary.co.uk

harrowbilingualprimary@gmail.com



Our School

The Harrow Bilingual Primary School is a Church of England Free School with its opening planned for September 2015. It will provide your children with a unique approach to learning in two languages - English and one of French or Spanish

Our Ethos

Our school will have a Christian Ethos based on core values of kindness, compassion, humility, responsibility, trust, forgiveness and service to others. All children will be welcome at our school, irrespective of beliefs.

Why Bilingualism?

Research shows bilingual education:

- Improves brain development and memory
- Enhances communication skills
- Makes learning other languages easier
- Delays the onset of dementia in old age

Find out more about research on the benefits of bilingualism on our website.



Get Involved

Harrow has a shortage of primary school places. We are a group of parents and teachers, including an experienced head teacher (from a highly successful primary school), who are passionate about bilingual education and firmly believe in the benefits it can bring to children in Harrow. We need your support to make this school a reality - please help us!

-Tell the government that Harrow needs this school by taking our survey:
www.surveymonkey.com/s/hbps_2

-Visit our website:
www.harrowbilingualprimary.co.uk

Following the high levels of initial support for a bilingual school, any family expressing support was invited to express a preference of language from a choice of French, German and Spanish. These three languages were selected because they are the most frequently taught languages at UK secondary schools, and also amongst the top 5 languages for commerce as advised by the British Council "Languages for the Future" Report, which detailed the most important languages for British people to learn with respect to future commerce opportunities.

French and Spanish were the most popular choices. A further survey was distributed in which parents were asked whether HBPS would be their first choice. There was more information available about the likely admissions policy and further questions about an English-French and an English-Spanish language option. The website contained further information on all areas.

Parental support survey 1: Language selection

To parents of children born on 1st September 2008 or later

We are gauging the level of support for a two-form entry bilingual free school with a Christian ethos in the Local Authority of Harrow with its opening planned for 2015. We believe such a school will address the current shortage of primary school places in Harrow, provide a unique learning environment for pupils, raise educational standards and endow pupils with excellent personal, linguistic and academic foundations. The Christian Ethos defines the core principles underpinning and permeating all that our school seeks to undertake and achieve. The admission policy will be inclusive and parents of all faiths or none with an interest in bilingual education are welcome and encouraged to send their children to our school.

The proposed vision for the Harrow Bilingual Primary School and the benefits of bilingual education are outlined on our website:

www.harrowbilingualprimary.co.uk

The teaching will be based on the national curriculum taught in English and one additional language (French, German or Spanish).

In the selection of the language we want to give you a voice, by conducting this short survey. Please also leave us your email address, so we can contact you with the final parental support survey needed for the Department for Education, once the language has been decided. By the 21st of March we will select the two languages (one for each form entry) for our school.

* 1. Do you have any children born between September 1st 2008 and now?

yes

no (if no, please don't continue with this survey)

* 2. Please enter your full name, postcode and email address

First name, surname

Postcode

Email

* 3. Please indicate your level of support for the Harrow Bilingual Primary School (HBPS):

| | | |
|--|-----------------------|-----------------------|
| | yes | no |
| I would definitely consider making the HBPS the first choice for my child(ren) | <input type="radio"/> | <input type="radio"/> |

* 4. Do you have any preferences about the language you would like the curriculum to be taught in besides English (which would be either French, German or Spanish)?

yes

no (if no, go to Q6)

5. Rate each language from 1 to 3 by your level of support, where 1 indicates the highest level of support and 3 the lowest multiple answers at the same level are permitted

| | 1 | 2 | 3 | Not this language please |
|---------|-----------------------|-----------------------|-----------------------|--------------------------|
| French | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| German | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Spanish | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Parental support survey 1: Language selection

6. We need your support and help to make this school a reality. If you would like to be involved in supporting the set-up of the school, please indicate the area you would like to be involved with (e.g. helping to publicise the HBPS by handing out flyers or hosting a coffee morning, website design, primary teaching expertise, accounting, marketing, etc)

HBPS PARENTAL SUPPORT SURVEY

For parents of children born on 1st September 2008 or later

We are gauging the level of support for a two-form entry Church of England (but open to all faiths) bilingual free school in the Local Authority of Harrow with its opening planned for 2015. We believe such a school will address the current shortage of primary school places in Harrow, provide a unique learning environment for pupils, raise educational standards and endow pupils with excellent personal, linguistic and academic foundations.

The Christian Ethos defines the core principles underpinning and permeating all that our school seeks to undertake and achieve. The admission policy will be inclusive and parents of all faiths or none with an interest in bilingual education are welcome and encouraged to send their children to our school. 20% of places will be reserved for practising Christian families and the remaining will be allocated by geographical proximity and lottery.

The proposed vision for the Harrow Bilingual Primary School and the benefits of bilingual education are outlined on our website: www.harrowbilingualprimary.co.uk

The teaching will be based on the national curriculum taught in English and one additional language per class where parents will be able to choose between a FRENCH and SPANISH stream.

1. Do you have any children born between September 1st 2008 and now? (Tick one)

Yes ? No ?

2. Please enter your full name, postcode and email

Full name | Postcode | Email

3. Indicate the date of birth of your children or any child in your care born on or after September 1st 2008. (DD/MM/YYYY)

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

4. If you have any children starting school in 2015 or later (born Sep 2010 or later), please indicate your level of support for the Harrow Bilingual Primary School (HBPS). (In Question 6 you can indicate any language preferences)

I would make the HBPS my FIRST CHOICE for my child(ren) ? Not Interested ?

5. In addition to the two reception classes, we are thinking of having one class in Year 1 and one class in Year 2 upon initial opening in 2015. If you have any child(ren) who started or will start school in 2013 or 2014 please indicate your level of support for the Harrow Bilingual Primary School (HBPS). (In Question 6 you can indicate any language preferences)

I would consider moving my child(ren) to the HBPS ? Not Interested ?

6. Please indicate here if you have a language stream you would prefer your child(ren) to go to (French or Spanish):

French ? Spanish ? No preference ?

We need to know which groups of the community our supporters belong to, therefore we would like to ask you about your ethnic group, religion and language spoken at home.

7. What is your ethnic group?

White ? Asian/Asian British ? Mixed/Multiple Ethnic Groups ?
Black/African/Caribbean/Black British ? Other ? Do not wish to say ?

8. What is your religion?

Christian ? Hindu ? Jewish ? Other ?
No Religion ? Muslim ? Sikh ? Don't want to say ?

9. What are the main languages spoken in your home (more than one answer allowed)?

English ? French ? Spanish ? African Language ? Gujarati ?
German ? Tamil ? Romanian ? Polish ? Other Asian ?
Other ? Don't want to say ?

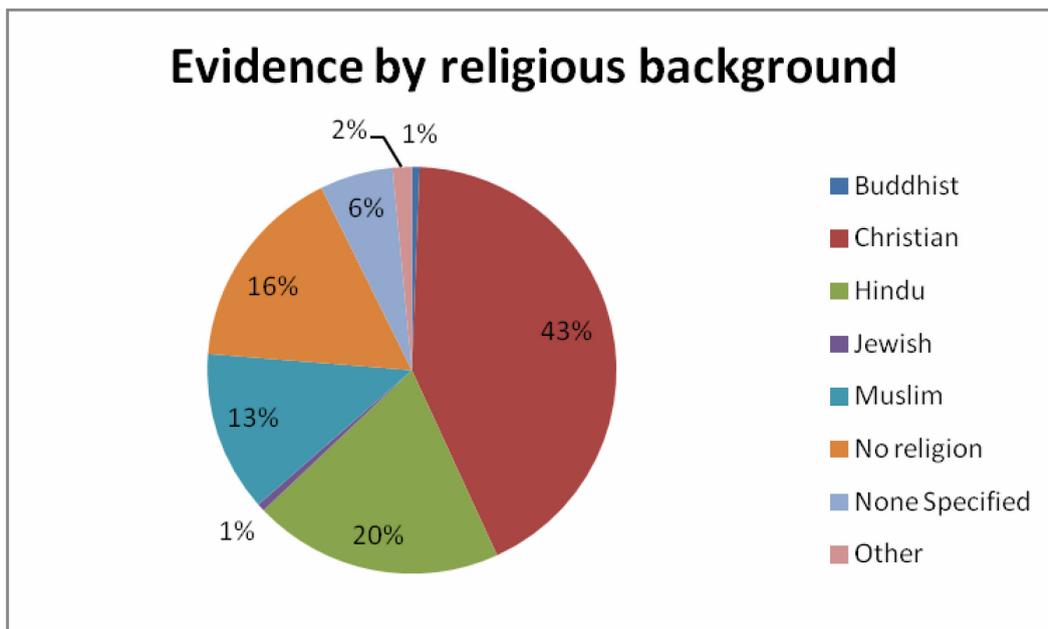
5. Bilingual aspect

From the parents completing this survey, the majority said they did not have a preference for which additional language their child was taught (118 votes). Of those who did express a preference, French was the most popular (116 votes), followed by Spanish (82). The proposers investigated the possibility of offering immersion in both of these languages but ultimately decided that this would jeopardise other aspects of the school including the importance of high standards and rapid progress in English, maths and French. Spanish will still be a part of the curriculum, as optional enrichment and with some core curriculum time in Key Stage 2. Prospective parents have been kept fully informed as the education plan has developed and will continue to be kept informed as the proposal continues to develop. There is a high level of engagement with parents:

■ [REDACTED]

6. Church of England designation and Christian ethos

Parents identifying HBPS as their first choice primary school have mixed religious backgrounds that are broadly reflective of the wider area (in the Harrow Census 2011 37.3% were Christian, 25.3% Hindu, 12.5% Muslim, 4.4% Jewish, 1.2% Sikh, 1.1% Buddhist, 2.5% Other religion, 9.6% no religion and 6.2% did not state their religion).



The map overleaf shows the home postcodes of parents who stated that HBPS will be their first choice school. The four potential sites that we have identified are also marked. It can be seen that all four sites are close to the centre of mass of the support currently gathered

[REDACTED]

Section E2

1. Engagement with parents of pupils from different backgrounds

Harrow is the 7th most ethnically diverse Borough in England, with 53.4% stemming from Black and Asian Minority ethnic groups. Harrow also has the second highest level of religious diversity of any local authority in England and Wales. HBPS is intended as a school for the whole community and to that end we engaged with the broadest range of parents using a range of approaches.

Wherever possible, face-to-face contact has been the main method of contact. This is time consuming but allows for dialogue, honest feedback and an opportunity to answer questions and make sure parents fully understand the distinctive features. The proposer group and other

volunteers involved with the project come from and reflect the community the school seeks to serve so, where appropriate people have been communicated with in their own language. For example one volunteer who speaks Polish and one who speaks Gujarati took the lead during visits to mother and toddler groups where the vast majority of parents speak Polish or Gujarati as their first language and, often, very little English. This ensured the best possible communication including with hard-to-reach groups.

We have taken special care to ensure that every person involved in marketing the school is fully informed of each aspect of the school they were likely to be asked about. At each face-to-face

interaction (see below), the entire vision for the school was presented to parents including the approach to bilingual teaching and the Christian ethos and Church of England designation. Parents could ask questions and were given an opportunity to fill out a questionnaire. Face-to-face engagements to May 2014 included:

- Local children's events e.g. Easter Egg hunt St. Peters West Harrow, 19th April 2014
- A stand in Harrow town centre, 19th April 2014 manned by six volunteers
- Visiting nurseries, toddler groups, local libraries and Children's Centres including
- Approaching parents on local playgrounds
- A stand in local grocery shops including Morrison and Tesco
- Leaving flyers and surveys in doctors and dental surgeries
- Local cafes frequently used by parents with young children

Alongside face-to-face meetings, other marketing tools have been a webpage (www.harrowbilingualprimary.co.uk) which has received 1632 unique visits in the last month (06/04/14-05/05/14), a Facebook page (<https://www.facebook.com/harrowbilingualprimaryschool>) with 130 likes, a presence on www.netmums.com and www.mumsnet.com, bi-weekly email updates to 219 parents who have signed up to our mailing list, and the flyer (above) which was given out to 500 parents in April 2014.

Parents filling out questionnaires to indicate their support for the school broadly fall into three cohorts. The first are local families from all faith backgrounds or none who consider that Harrow Bilingual Primary School would be a welcome addition to the local family of schools and one that they would choose for their children. The second are families for whom a bilingual education is something that they would actively seek out and choose. The small number of state-funded bilingual schools means that these families are often willing to travel relatively far to attend. The third is a significant group of practicing Christian families living in Harrow. They are often not Anglican but support the development of a new Church of England school because they want their children to be educated in a school that is founded on Christian principles. With so few Church of England Schools in Harrow and neighbouring authorities, and with those schools so heavily oversubscribed, this is not possible for them at present.

2. Engagement with the community

The proposers group have engaged with and been supported by the community at all levels. Those listed below have indicated their support for the HBPS:

Local Authorities, Councillors and MPs: We have spoken to and received support from The Local MP for Harrow East, Bob Blackman, The Local MP for Harrow West, Gareth Thomas, and [REDACTED], [REDACTED].

Community and faith Leaders: Meetings have been held with Church leaders from a range of Churches from different Christian denominations, and support has been received from [REDACTED], [REDACTED], t [REDACTED], and a further 16 leaders from local CofE churches and churches of other denominations. The Hindu, Muslim and Jewish community have been contacted with our proposal and we have received strong support from [REDACTED] Hindu Temple, Stanmore, who has invited HBPS pupils to visit the temple so that they may learn about the Hindu faith. The Chairs of the Harrow NCT branch have also expressed support.

Working with other schools: In addition to the LDBS and Holy Trinity School, Northwood (whose governors have voted unanimously to support this proposal), we have identified other potential educational partners and families of schools.

Harrow School is committed to working in an educational partnership with HBPS and we have identified a number of areas of mutual benefit:

- Use of facilities for meetings, away days, training and events including marketing events for prospective parents during pre-opening
- Once HBPS opens, use of language labs and sports facilities on the same charitable basis as Harrow School already make their facilities available to other local schools
- Opportunities for professional advice and support between the SLT of HBPS and the SLT and MFL department of Harrow School
- Opportunities for Harrow boys to be involved in the life of HBPS through providing support in lessons and during the enrichment programme. This will enable Harrow School to continue to develop their community outreach programme, for the boys to work towards their D of E or Shaftesbury Enterprise, and provide opportunities for practical use of language skills for students preparing for languages GCSE and A-levels. It will enable HBPS to offer language enrichment activities connected to the range of languages on offer at Harrow School.

Forest School Harrow has been contacted with information about this proposal and they are keen to explore a partnership. Forest School Harrow seeks to engage with young people in a safe but challenging outdoor setting, encouraging them to respect and care for each other and take responsibility for their local environment.

Further afield, the following bilingual schools are keen to explore potential partnership opportunities, to share good practice of bilingual education and create a network of bilingual schools in the UK:

- Judith Kerr Primary School, a German-English bilingual school in South London and their sponsor the CfBT Education Trust
- Bromley Bilingual School (a French-English primary school to open Sep 2014)
- Europa School UK in Culham (a highly successful bilingual primary school offering an English-French and an English-German stream)
- Bristol Bilingual Primary School (a group planning to submit their application in 2014)

██████████ ██████████ (██████████) has supported us in the development of the bilingual aspects of the curriculum and helped us to think through issues related to the delivery and practicalities associated with a bilingual primary school. He is willing to support the school in the future and potentially provide mentorship to the future leadership team at HBPS.

3. Future plans for engagement

A number of marketing events have been scheduled for after the submission of this application for ongoing contact with prospective parents. We hope to continue to reach new parents who may not yet have heard about the school, including those from all faith backgrounds, and we also plan to continue to engage regularly with parents who have already indicated support, to keep them fully involved and engaged as the proposal inevitably develops further.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

| Name | Member of core applicant group? | Where live | Role(s) in pre-opening | Summary of relevant expertise | Available Time |
|------------|---------------------------------|------------|------------------------|-------------------------------|-------------------|
| ██████████ | Yes | Harrow | ██████████ | ██████████ | 8 hours per week |
| ██████████ | Yes | Harrow | ██████████ | ██████████ | 8 hours per week |
| ██████████ | Yes | Stanmore | ██████████ | ██████████ | 20 hours per week |

| | | | | | |
|--|-----|----------------|--|--|-------------------|
| | | | | | |
| | Yes | Harrow | | | 5 hours per week |
| | Yes | Harrow | | | 5 hours per week |
| | Yes | West Hampstead | | | 24 hours per week |
| | No | Harrow | | | 2 hours per week |

| | | | | | |
|------------|-----|-----------|------------|------------|------------------|
| [REDACTED] | No | Harrow | [REDACTED] | [REDACTED] | 1 hour per week |
| [REDACTED] | No | Northwood | [REDACTED] | [REDACTED] | 4 hours per week |
| [REDACTED] | No | Cambridge | [REDACTED] | [REDACTED] | Advisory ad hoc |
| [REDACTED] | Yes | Harrow | [REDACTED] | [REDACTED] | 3 hours per week |
| [REDACTED] | No | Harrow | [REDACTED] | [REDACTED] | 2 hours per week |
| [REDACTED] | No | Harrow | [REDACTED] | [REDACTED] | 2 hours per week |

| | | | | | |
|--|----|-------------|--|--|------------------|
| | | | | | |
| | No | Maryle-bone | | | Advisory ad hoc |
| | No | Harrow | | | 2 hours per week |
| | No | Belmont | | | 2 hours per week |
| | No | Harrow | | | 2 hours per week |

All input above is voluntary unless otherwise stated. All parties are aware that if HBPS decides to use part of its pre-opening grant to secure paid Project Management support it would do so on a competitive tender basis and LDBS would enter a bid. Regardless of the outcome of such a competition, LDBS provides some guidance and support to all new Church of England schools in the London Diocese and this would be bespoke to the needs of the particular situation.

In addition to those named here, the group is able to draw on the personnel, skills, experience and resources available at Holy Trinity, Northwood and the London Diocesan Board for Schools (LDBS). There are a wide range of individuals who will contribute on an occasional or ad hoc basis.

For example, the LDBS already provides Holy Trinity School with staff recruitment and retention services and this arrangement will be extended to HBPS. The LDBS Academies Trust Finance Manager has supported with the financial set-up at several new schools and can do so for HBPS if needed. Holy Trinity School has a number of excellent senior and middle leaders who will contribute to the development of the new school, providing professional development opportunities for individuals as well as opening up a breadth of different skills for the project group. Their input will be co-ordinated by [REDACTED], presented to staff as CPD opportunities, and included in the appraisal cycle for the relevant senior and middle leaders. The staff at Holy Trinity School are excited about the potential opportunities.

There are also a number of able volunteers among parents and within the Church community who will add depth to the pre-opening group. These individuals are not listed here as their commitment will vary, and experience on other projects is that such individuals cannot always be relied on in the same way as the core group.

The LDBS has an excellent recent record for opening successful new schools. The three free schools open to date all opened on-time, on-budget, and oversubscribed from their first year: St Luke’s School, Camden (2011), William Perkin High School (2013) and St Mary’s School, Hampton (2013). In September 2014 the LDBS expects successful openings for four free schools (Meridian Angel Primary School, Enfield; St Mary’s School, Norwood Green; Fulham Boys School; and Marylebone Boys School); one basic need academy (Millbrook Park School, Mill Hill); and one new secondary phase for a VA primary school (St Mary’s and St John’s School, Hendon). This means the LDBS has built up excellent capacity, skills and experience and, if appointed as project managers, will support HBPS through all aspects of pre-opening.

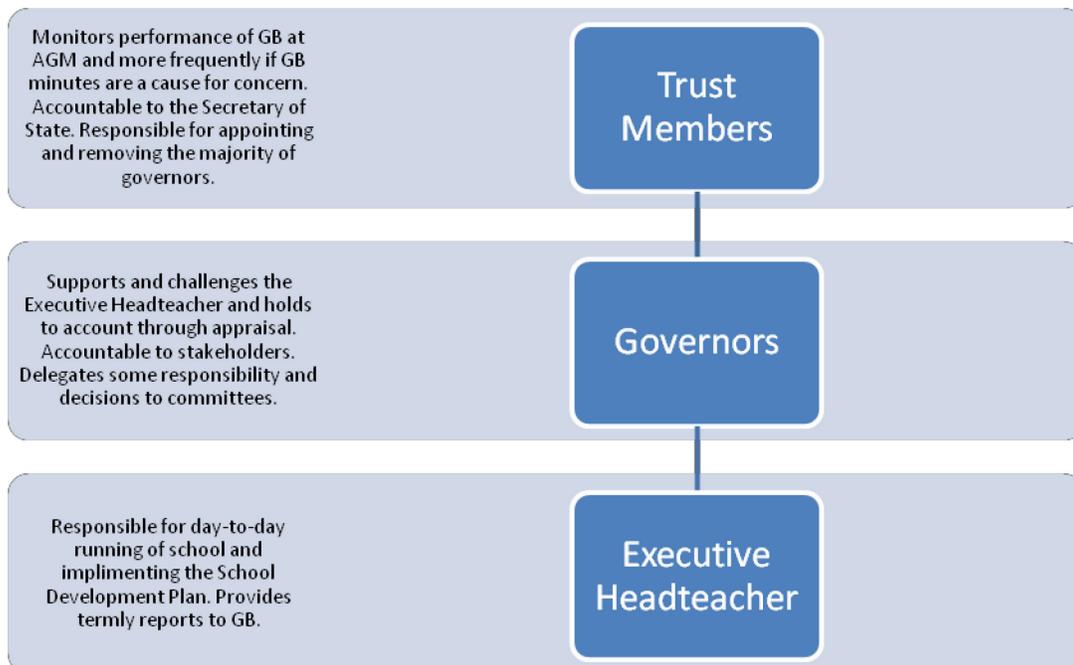
F1 (b) Skills gap in pre-opening

| Skills/experience missing | How you plan to fill the gap |
|-----------------------------|--|
| HR | The LDBS provides a professional HR service to 150 or so Church of England Schools in the London Diocese. This service will be extended to HBPS, with additional support being made available as needed during the pre-opening phase. This is the same arrangement as for the LDBS Free Schools already open. |
| Building Project Management | There is no one on the core team with experience of managing a large building project. HBPS intends to procure professional Project Management support using part of the pre-opening grant and successful experience at managing school capital projects will be one of the selection criteria. The LDBS has a strong premises team who have ensured successful openings for other Free Schools and Academies with a variety of different premises issues. |

| Skills/experience missing | How you plan to fill the gap |
|---------------------------|---|
| Legal | The LDBS provides a professional legal service to 150 or so Church of England Schools in the London Diocese. This service will be extended to HBPS with additional support being made available as needed during the pre-opening phase. This is the same arrangement as for the LDBS Free Schools already open. |
| Administration | LDBS has project managed other projects where the many of the volunteer proposer group are in paid employment. One lesson learned is that the appointment of a project administrator early in the pre-opening phase, using resources from the pre-opening grant and line-managed by the project manager, is a cost-effective way to ensure that the core team can contribute according to their expertise without being distracted by the very many administrative tasks that need to be achieved in the pre-opening phase. |

Section F2

Throughout this section the company directors / trustees are referred to as either members or governors, depending on their role.



The Company Members

The LDBS is a corporate member and there are three Members representing the proposer group. This replicates practice at other LDBS Academies and provides longevity. The legal relationship between the Members and Governors is set out in the Memorandum and Articles of the Company. The Company Members propose that initially up to two members will sit on the Governing Body.

Company Members are responsible for any changes which are made to the constitution (Memorandum and Articles of Association). As owners of the company, 75% approval of the members is required in order for a change to be implemented. They are responsible for ensuring the governing body adheres to its duties. As such they have the power to both appoint and remove governors where necessary. To this end, they need to implement a robust process for dealing with complaints or whistle-blowing.

The governing body

Composition: The Company Memorandum and Articles provide for a GB of 9 governors:

- The executive Headteacher ex-officio
- 1 staff governor, elected by staff
- 2 parent governors, elected by parents
- 5 governors appointed by the members

A GB of nine means that every governor has a clear role and individual responsibility. Scrutiny can be focused and detailed. Decisions can be made decisively, efficiently and quickly. Up to half of governors should bring expertise that will support standards and school improvement (e.g. varied backgrounds in education, safeguarding, and monitoring and tracking data in different contexts). The other governors should bring expertise in finance, operational systems, ICT, premises management and HR; to support the proper management and development of school resources.

It is difficult to ensure a precisely balanced cohort, not least because parents and staff will elect three of the governors. If there was an essential skill that could not be provided by any governor then the articles allow for a governor to be co-opted for a particular purpose or period. Alternatively the two main committees could also co-opt a member who does not become a governor or a voting member of the committee but who contributes to the work of the committee.

We consider it is important for the members to appoint a majority of governors over those who have a vested interest and direct link to the school. This ensures ongoing objectivity and the opportunity for members to ensure that governors have a wide range

of skills and cultural diversity which accurately reflects that of the community served by the school.

Roles and Responsibilities: The GB will be established on the principles set out in The Governors Handbook for ensuring clarity of vision, ethos and strategic direction; holding the Executive Headteacher to account; and overseeing the use of school resources. Governors will also meet expectations as trustees of a charity (e.g. compliance, care, prudence). Furthermore, governors will meet their responsibilities as Directors of a Company, which include the avoidance of conflicts of interest and the exercise of reasonable care, skill and diligence. The GB will usually meet four times each year.

F3 sets out in more detail how the GB will be inducted, trained and equipped to fulfil their responsibilities, and some practical examples of how they will do this at HBPS.

Committees: We plan to set up two committees: a resources committee and a standards committee. Each committee will be formally clerked and have a chair and vice chair elected by the full GB. Every governor will be a member of one committee and take an individual lead responsibility in a particular area e.g. safeguarding.

The role and limits of responsibility for the committees will be set out in Terms of Reference and a Scheme of Delegation which will be approved annually by the full GB at the first meeting of each academic year. The governors intend to make their work as efficient and robust as possible. The most appropriate forum for detailed scrutiny is a smaller committee whose members have relevant professional skills and appropriate training. Therefore the committees will have delegated decision making authority in many areas. This avoids repeating business in a full GB meeting and allows full GB meetings to be focused on higher level strategy and vision. When determining which decisions can be delegated, governors will be mindful of statutory requirements e.g. the approval of the school budget will always be a whole GB responsibility.

The Resources Committee will take delegated responsibility in financial, operational, HR and premises matters. The financial aspects will include:

- Ensuring that the charity operates within the relevant financial guidelines.
- Advising the board on financial implications in operational risks from board decisions.
- Drawing up a financial strategy and a reserves policy which will help the charity achieve the objectives set out in the board's current strategic plan.
- Providing a draft annual budget for the approval of the board.
- Regular monitoring and evaluation of the charity's current and predicted cash flow.

Each member of the committee will have an individual responsibility and an area for which they are responsible. These include finance, health and safety, and staffing. The committee will usually meet three times each year.

The Standards Committee will take delegated responsibility on behalf of the board for achievement, behaviour, and teaching and learning. Each member of the committee will have an individual responsibility and an area for which they are responsible. These

include safeguarding, inclusion (including SEND), bilingual education, literacy and numeracy. The committee will usually meet three times each year.

Further committees or sub-committees will be established for admissions, complaints, head's performance management, and exclusions. These will meet as needed.

The role of the Executive Headteacher

The EHT is the accounting officer and is responsible for leadership and management of the school. They will provide the board with a termly report with data to include:

- Quality of teaching: including paired teacher observations, book scrutiny summaries, learning walk summaries and other indicators, externally moderated where possible. Overall assessment of this area with respect to OFSTED criteria.
- Pupil achievement: attainment and progress data summaries broken down by group to include Pupil Premium, closing the gap data. Achievements to include progress against a range of achievement targets that go beyond core subjects to include achievement in French and other areas. Overall assessment of this area with respect to OFSTED criteria.
- Behaviour: summary of recorded incidents, attendance, punctuality, equalities and exclusion, broken down by group.
- Marketing: pupil applications, admissions, local outreach, visitors, media coverage and reputational factors
- Financial summaries: including allocation of PP money and its impact
- Staffing: retention, resignations, vacancies.

In order to ensure a separation of roles between the Executive Headteacher and governing board, the Executive Headteacher will not disclose more information than required in these reports about individual staff members. The board will not be told of the individual quality of teaching or particular individual performance goals for staff. An exceptional situation such as a complaint about an individual staff member would be dealt with by the relevant panel or sub-committee as set out in the Terms of Reference.

Alongside each data summary the EHT will summarise the actions that the school has taken to raise standards, and any further actions that are planned for the following period. The termly report is expected to follow the same format as the School Development Plan so that data can be tracked against school targets.

Policy on management of conflicts of interest

This policy is applicable to Members as well as Governors and serves to protect both the governors and the charity from potential accusations of misconduct. Conflicts of

interest may arise when an individual's loyalties to third parties conflict with the interests of the charity. They can result in decisions that are not in the best interests of the charity and give the impression that the charity has not acted properly. The rules preventing any member or governor from gaining improper financial benefit are set out in the Articles of Association.

Declaration of interests

Governors will be required to declare potential conflicts of interest upon invitation to join the board. For instance, if they have an affiliation to a company with whom the charity has a relationship. They will have an ongoing responsibility to declare any conflicts of interest that should arise in the future due to taking on a new position or the charity taking up a new contractual relationship with a company. To this end, a declaration of interest form will be made available to them to complete on appointment and to update on an annual basis. A Register of Interests will be maintained by the company secretary.

Management of conflicts of interest

The nature of a governor's conflict of interest will impact upon their involvement in discussions and decisions of the board. Known conflicts of interest will be noted on the agenda and the chair will also ask the board to declare any potential conflicts of interest relating to any matters on the agenda at the start of each meeting. The governor would leave the meeting for that item if there is a conflict. For example, it would not be appropriate for a governor who was a director or a significant shareholder of a company with whom the board were discussing a contract, to take part in that discussion.

If there is uncertainty about whether or not there is a conflict, the board decides in line with the conflicts of interest policy and the governing documents.

The minutes of a meeting at which a conflict of interest is declared record the nature of the interest, an outline of the resulting discussion, and the actions taken to manage the conflict.

Governors with a declared conflict of interest will not be authorised as signatories to either contracts or invoices connected with such a conflict.

Should a substantial and persistent conflict of interest exist which risks the interests of the charity, the chair may ask the governor to remove the conflict. This may result in them resigning their position as governor.

Existing conflicts of interest for HBPS

LDBS is a corporate member. LDBS offers some services to schools e.g. training, HR and legal support. However there is no obligation on any school to use these services and all schools operating under the auspices of the LDBS are expected to seek best value in any procurement, meeting the expectations of the Academies Financial handbook, including seeking at least three competitive quotes for any purchase over [REDACTED].

Governors may be nominated from a variety of community sources, including the LDBS, however no governor will be appointed to represent any particular interest.

Independent challenge to members and governors

The governing body will carry out an annual self-evaluation, with annual targets incorporated into the school development plan. Governors will use some time each year from the LDBS Advisor or another independent body to audit, review and externally challenge school governance. In the second year that the school is open governors will commission an external review of governance, including the role of members, from the National College.

F3 (a) Proposed governors

| Name | Where live | Role on governing body | Role(s) in pre-opening | Summary of relevant expertise | Available Time |
|-------------|-------------------|---|-------------------------------|--------------------------------------|-----------------------|
| ██████████ | Harrow | Chair Designate, Resources committee | See F1(a) | See F1(a) | 4 hours per week |
| ██████████ | Harrow | Vice-chair Designate, Standards committee | See F1(a) | See F1(a) | 3 hours per week |
| ██████████ | Harrow | Standards committee | See F1(a) | See F1(a) | 1 hour per week |

F3 (b) Skills gap for governing body

Recruiting Excellent Governors

Identified gaps are: property and estate management, human resources, SEND, bilingual education expertise, governance experience.

It is hoped that there will be at least one governor with previous governance experience in an outstanding school. However, with ██████████ advising and training the governing body throughout pre-opening this is not considered essential.

The project group is locally based and integrated within strong community networks which will be utilized alongside local services, companies and schools and government websites who can either provide governor nominations or free advertising. In particular we have:

- Invited the ██████████, ██████████ and LDBS to nominate governors. The LDBS has a strong track record for nominating excellent governors

for new free schools. It is intended that ongoing relationships with both these partners will result in these bodies being willing to continue to nominate governors in the future as the board inevitably needs to refresh itself once terms of service come to an end.

- Compiled a list of known professionals with relevant experience who could help us in nominating a governor.
- Engaged SGOSS with a view to advertising for the post, and will also advertise vacancies on our school website.
- Contacted local businesses and schools to invite nominations. Contacts via Harrow School have already resulted in several excellent nominations – although not all are listed above because of a desire to recruit governors for a resources committee as well as a standards committee. It is hoped that educational partnership with Harrow School will also provide longevity and strong future nominations.
- Compiled a list of local parish and resident association magazines and newsletters and written to ask whether we could use them to advertise governor vacancies.
- Compiled a list of local public venues (e.g. churches, doctors surgeries, libraries etc.) to display governor recruitment posters.

Once potential governors are identified, either through self-nomination or through nomination by one of our partner organisations, members will always go through a thorough process before appointment (unless the governor has been elected by parents or staff).

Members will prepare a 'role description' which explains the role and responsibilities, legal duties and liabilities, skills sought, times of meetings and a realistic time commitment that is needed. A minimum requirement of 80% attendance would be stipulated. Should a governor not attend relevant committee or full GB meetings for six months then their position would be reviewed by the members.

In addition, potential candidates would be given a written indication of the personal qualities that governors need to display, and an explanation of the ethos and vision for the school that governors need to support.

Governors will apply in writing, including a CV which sets out relevant skills and experiences. References will be taken up, including from the chair of a board for candidates with previous governance experience. Potentially suitable candidates will be interviewed by members and the Chair and Vice Chair of the governing body. If successful, proof of identity will be checked alongside enhanced DBS clearance.

Successful candidates will be appointed and their details entered onto the school single central register.

Skills and diversity audits are not only essential in the early stages of starting up the governing body, but also throughout the life of the school to ensure that a successful succession management policy is implemented and the board continues to have the necessary range of skills to fulfil their role. Governors will complete an annual skills audit

which will be used to drive the governor's development plan and training as well as recruitment.

Governors' training

Meetings in the Spring Term will be dedicated to induction training provided by [REDACTED]. She will also coach the governors through the process of setting up Terms of Reference, Schemes of Delegation and the formal committee structure. Individual governors will attend individual training sessions related to their particular area of responsibility (e.g. SEND) and any governor who will be involved on recruitment panels will undertake safer recruitment training.

Once the school is open, governors will establish an expectation of attendance at a minimum of one individual training course each year. Matters that are relevant to all governors e.g. RAISEonline training, will be incorporated into whole GB meetings. New governors will be expected to attend an induction session in their first term.

The way that governors exercise their responsibilities will be determined in detail in the pre-opening phase. Governors plan to form a shadow governing body in January 2015 and to meet monthly in pre-opening.

Getting to know the school

In order to fulfil their responsibilities, governors need to know a school well and to triangulate information from various sources. The chair will have a brief weekly meeting with the EHT to develop a professional relationship, to be fully informed and aware of how governors can best support and challenge the school.

Governors will be invited to all school events and expected to attend at least one school event each term and to visit the school at least once each year during school hours. The format for such visits will be decided in pre-opening and ongoing according to need, but could take the form of a shared learning walk with the EHT or a series of activities around an area of individual responsibility, determined jointly with the EHT, to determine whether a policy is embedded and effective and to enable an informed review. Visits will be written up and shared with the whole GB. Governors will also organise annual surveys for stakeholders.

Governors will also spend time as a whole GB and, where appropriate, in committees reviewing external assessments and data: RAISEonline once available; phonics tests, SATs results and other formal testing results; and reviews and moderations from school improvement partners. The school will nurture a range of school improvement and challenge partner relationships including LDBS, Local Authority, and partner schools to provide reassurance that internal judgments are accurate and to support creative approaches to school improvement.

The main source of information about the school's internal assessment will come through the termly EHT report to governors, who will use information from all of the above sources to triangulate with the EHT report

Section F4

Appointment of an Executive Headteacher

The staffing structure of HBPS highlights the intention to employ an Executive Headteacher. The proposed Executive Headteacher is [REDACTED], who is [REDACTED].

[REDACTED]

“The headteacher is a highly effective and inspirational leader.” (OFSTED 2012)

[REDACTED]

The rationale for appointing an Executive Headteacher

This decision has been made for a number of educational and pragmatic reasons and because the proposers consider it will give HBPS the best possible chance to be established as an excellent, popular and successful new school.

Even as a 2fe school HBPS will be relatively small. Parents often prefer smaller schools and the closer community that they offer, however there are significant financial and organisational benefits available for small schools working together. An executive headteacher arrangement secures the leadership of two schools, it means a higher salary can be offered to attract or retain an experienced headteacher, and it provides a secure structure for the development of middle and senior leadership capacity and therefore future headteachers.

LDBS experience of opening new Academy and Free Schools is that securing the right headteacher is the single biggest factor in securing a successful opening, but such people are not always easy to find! HBPS will need its first headteacher to be passionate about all aspects of the school vision, including the Christian ethos and bilingual approach, both factors that will narrow the potential field of applicants. The early appointment of an Executive Headteacher will give the school a very secure pre-opening and post-opening period.

Another challenge for new schools is the need to develop so many aspects of school life simultaneously. HBPS will benefit not only from [REDACTED] personal leadership skills but also from the stability and security that come with using many of the successful approaches and policies from Holy Trinity. For example:

The development of the Church of England ethos:

[REDACTED]

Systems:

“School leaders at all levels play a significant and highly effective role in monitoring and improving teaching, learning and achievement” “There are excellent systems to track the progress of pupils.” OFSTED 2012

Curriculum:

“the art curriculum is inspirational” “leadership in science has been awarded a quality mark.”

An Executive Headteacher will ensure HBPS is accepted into the local family of schools from the start and can both contribute to and receive support from other schools.

The appointment process

The LDBS runs around 150 schools across the London Diocese and there are a number of very successful examples of executive headteacher arrangements, including for new schools. These include examples of Executive Headteachers who run both a VA and an

Academy School. The LDBS is experienced at supporting governing bodies with the necessary procedures to establish such arrangements.

Although the current intention is for the arrangement to continue in the long-term, change over time is understood. Typically, Executive Headteacher arrangements within LDBS schools are reviewed every two years. If for whatever reason either the governors at Holy Trinity or the governors at HBPS did not wish to continue with the arrangement after HBPS had been open for two years there would be an option to discontinue the arrangement. By this time HBPS will be securely established, it will have had its first OFSTED inspection and, based on the experience of other new LDBS schools, it will be heavily oversubscribed: if needed, it will be well able to attract and sustain its own headteacher.

The proposers of HBPS, the governors of Holy Trinity, and [REDACTED], are all aware of the need for a robust and transparent appointment process during pre-opening and will seek guidance from the DfE education advisor about what constitutes a suitable appointment process.

Appointment of other staff

The Head of School post will be advertised nationally. We will work with the London Diocesan Board for Schools to identify suitably experienced and qualified leaders in Church of England schools who are excited about our vision and who may be interested to apply.

The successful candidate will have experience at senior leadership level in an 'outstanding' primary school, or will have made a demonstrable contribution to raising standards in their current post. They will be excited about the vision for the school and a French-speaker.

As the school grows it will build up a balanced profile of teaching staff, including NQTs. Although the school does not plan to appoint NQTs in the first year, the school will work with the LDBS SCITT to identify trainee teachers who have MFL degrees in future years. The school aspires to offer placements to such students and eventually to regularly secure high quality teachers who speak French. In the medium term, the opportunity to contribute to outreach work and support for other schools will enable HBPS to provide career progression to retain able staff.F6 (existing providers and any new applicants seeking to open more than one free school) – N/A

F6(a) Shared services – N/A

F6 (b) Shared services – N/A

Section F7 (Independent schools) – N/A

Section F8 (Independent schools) – N/A

Section G: Budget planning and affordability

Sections G1









Section G2



G3 Financial resilience to reductions in income









Section H: Premises

Please see the Excel application form.

[REDACTED]

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

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

| | | |
|------------|--|------------|
| [REDACTED] | | |
| 1. | Name | [REDACTED] |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] |
| 3. | Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles. | [REDACTED] |
| | | [REDACTED] |
| | | [REDACTED] |
| 4. | For finance only: | n/a |
| 5.a | For education only: | n/a |
| 5.b | For education only: | n/a |
| 6. | Brief comments on why your previous experience is relevant to the new school | [REDACTED] |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | [REDACTED] |

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| | |  |
| 8. | Reference names(s) and contact details |  |

| | | |
|------------|---|------------|
| [Redacted] | | |
| 1. | Name | [Redacted] |
| 2. | Area of expertise (i.e. education or finance) | [Redacted] |
| 3. | <p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p> | [Redacted] |
| | | [Redacted] |
| | | [Redacted] |
| 4. | <p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained | [Redacted] |
| 5.a | For education only: | n/a |
| 5.b | For education only: | n/a |

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

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|------------|---|------------|
| [Redacted] | | |
| 1. | Name | [Redacted] |
| 2. | Area of expertise (i.e. education or finance) | [Redacted] |
| 3. | Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles | [Redacted] |
| | | [Redacted] |
| | | [Redacted] |
| 4. | For finance only: | n/a |
| 5.a | For education only: | n/a |
| 5.b | For education only: | n/a |
| 6. | Brief comments on why your previous experience is relevant to the new school | [Redacted] |

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| | | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> |
| 8. | Reference names(s) and contact details | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> |

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| [REDACTED] | | |
| 1. | Name | [REDACTED] |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] |
| 3. | Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position | [REDACTED] |
| | | [REDACTED] |
| 4. | For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained | [REDACTED] |
| 5.a | For education only: | n/a |
| 5.b | For education only: | n/a |
| 6. | Brief comments on why your previous experience is relevant to the new school | [REDACTED] |

Sandra Hills

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

| [REDACTED] | | |
|------------|--|------------|
| 1. | Name | [REDACTED] |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] |
| 3. | Details of your last three roles : | [REDACTED] |
| | | [REDACTED] |
| | | [REDACTED] |
| 4. | For finance only: | n/a |
| 5.a | For education only: | n/a |
| 5.b | For education only: | n/a |
| 6. | Brief comments on why your previous experience is relevant to the new school | [REDACTED] |
| 7. | Optional: brief comments on how the role you played helped to raise | [REDACTED] |

| Hannah King | | |
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| | standards in any or all of your three previous roles. | [REDACTED] |
| 8. | Reference names(s) and contact details | [REDACTED] |

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|------------|---|------------|
| [REDACTED] | | |
| 1. | Name | [REDACTED] |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] |
| 3. | <p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p> | [REDACTED] |
| | | [REDACTED] |
| | | [REDACTED] |
| 4. | For finance only: | n/a |
| 5.a | <p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post | [REDACTED] |
| 5.b | <p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key | [REDACTED] |

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| | <p>Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> | |
| 6. | <p>Brief comments on why your previous experience is relevant to the new school</p> |  |
| 7. | <p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p> |  |
| 8. | <p>Reference names(s) and contact details</p> |  |

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|  | | |
| 1. | Name |  |
| 2. | Area of expertise (i.e. education or finance) |  |
| 3. | Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles |  |
| | |  |
| | |  |
| 4. | For finance only: | n/a |
| 5.a | For education only: if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – |  |

| [REDACTED] | | |
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| | | [REDACTED] |
| 8. | Reference names(s) and contact details | [REDACTED] |

| [REDACTED] | | |
|------------|----------------------------------|------------|
| 1. | Name | [REDACTED] |
| 2. | Area of expertise | [REDACTED] |
| 3. | Details of your last three roles | [REDACTED] |

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| | | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> |
| 4. | For finance only: | n/a |
| 5.a | For education only: | n/a |
| 5.b | For education only: | n/a |
| 6. | Brief comments on why your previous experience is relevant to the new school | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> |
| 8. | Reference | <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> |

| | | |
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| [REDACTED] | | |
| 1. | Name | [REDACTED] |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] |
| 3. | <p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p> | [REDACTED] |
| 4. | For finance only: | n/a |
| 5.a | For education only: | n/a |
| 5.b | For education only: | n/a |
| 6. | Brief comments on why your previous experience is relevant to the new school | [REDACTED] |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | [REDACTED] |

| [REDACTED] | | |
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| | | [REDACTED] |
| 8. | Reference names(s) and contact details | Available upon request. |

| [REDACTED] | | |
|------------|---|------------|
| 1. | Name | [REDACTED] |
| 2. | Area of expertise | [REDACTED] |
| 3. | Details of your last three roles including: | [REDACTED] |

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| | | [Redacted] |
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| 4. | For finance only: | n/a |
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| 5.a | For education only: | <p>[Redacted]</p> <hr/> <p>.....</p> <p>.....</p> <p>.....</p> <hr/> |
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| <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div> | | |
| | | <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 5px;"></div> |
| 5.b | For education only: | n/a |
| 6. | Brief comments on why your previous experience is relevant to the new school | <ul style="list-style-type: none"> • <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div> |
| 7. | Optional: | <div style="background-color: black; width: 100%; height: 15px; display: inline-block;"></div> |
| 8. | Reference names(s) and contact details | <div style="background-color: black; width: 100%; height: 15px; display: inline-block;"></div> |

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|------------|---|
| [Redacted] | |
| 1. | Name [Redacted] |
| 2. | Area of expertise (i.e. education or finance) [Redacted] |
| 3. | Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibiliti es held ▪ length of time in position This should cover the last four years. If not, please include additional roles. |
| | [Redacted] |
| | [Redacted] |

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| [REDACTED] | | |
| | | <ul style="list-style-type: none"> [REDACTED] |
| 4. | For finance only: | <i>n/a</i> |
| 5.a | For education only: | <i>n/a</i> |
| 5.b | <p>For education only: if you are in a teaching (or head of department role) in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/ department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications | [REDACTED] |

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| [Redacted] | | | | | | | | | | | | |
| | | <table border="1"> <tr> <td>[Redacted]</td> </tr> </table> | [Redacted] |
| [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | [Redacted] | | | |
| | | * | | | | | | | | | | |
| 6. | Brief comments on why your previous experience is relevant to the new school | [Redacted] | | | | | | | | | | |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | [Redacted] | | | | | | | | | | |

| [Redacted] | | |
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| | | [Redacted] |
| 8. | Reference names(s) and contact details | [Redacted] |

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|------------|--|------------|------------|------------|
| [REDACTED] | | | | |
| 1. | Name | [REDACTED] | | |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] | | |
| 3. | Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles | [REDACTED] | | |
| | | [REDACTED] | | |
| | | [REDACTED] | | |
| 4. | For finance only: | n/a | | |
| 5.a | For education only: | n/a | | |
| 5.b | For education only: if you are in a teaching or head of department role in your latest school (where available): <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications | [REDACTED] | [REDACTED] | [REDACTED] |
| | | [REDACTED] | [REDACTED] | [REDACTED] |
| | | [REDACTED] | [REDACTED] | [REDACTED] |
| | | [REDACTED] | [REDACTED] | [REDACTED] |
| | | [REDACTED] | [REDACTED] | [REDACTED] |
| | | [REDACTED] | [REDACTED] | [REDACTED] |
| | | [REDACTED] | [REDACTED] | [REDACTED] |

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

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|------------|--|----------------|
| [REDACTED] | | |
| 1. | Name | [REDACTED] |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] |
| 3. | Details of your last three roles including: <ul style="list-style-type: none"> ▪ -name of school/organisation ▪ -position and responsibilities held ▪ -length of time in position | [REDACTED] |
| | | [REDACTED] |
| | | [REDACTED] |
| 4. | For finance only: | Not applicable |
| 5.a | For education only: | Not applicable |
| 5.b | For education only: | Not applicable |
| 6. | Brief comments on why your previous experience is relevant to the new school | [REDACTED] |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | [REDACTED] |
| 8. | Reference names(s) and contact details | [REDACTED] |

| | | |
|------------|---|------------|
| [REDACTED] | | |
| 1. | Name | [REDACTED] |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] |
| 3. | Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles | [REDACTED] |
| | | [REDACTED] |
| | | [REDACTED] |
| 4. | For finance only: | n/a |
| 5.a | For education only: | n/a |
| 5.b | For education only: | n/a |
| 6. | Brief comments on why your previous experience is relevant to the new school | |
| 7. | Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles. | |
| 8. | Reference names(s) and contact details | |

| | | |
|------------|--|------------|
| [REDACTED] | | |
| 1. | Name | [REDACTED] |
| 2. | Area of expertise (i.e. education or finance) | [REDACTED] |
| 3. | Details of your last three roles including: <ul style="list-style-type: none"> ▪ -name of school/organisation ▪ -position and responsibilities held ▪ -length of time in position | [REDACTED] |
| | | [REDACTED] |
| | | [REDACTED] |
| 4. | For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ -date of qualification ▪ -professional body membership number ▪ -how your qualifications are maintained | [REDACTED] |
| 5.a | For education only: | |
| 5.b | For education only: | |
| 6. | Brief comments on why your previous experience is relevant to the new school | [REDACTED] |
| 7. | Optional: | [REDACTED] |
| 8. | Reference names(s) and contact details | [REDACTED] |