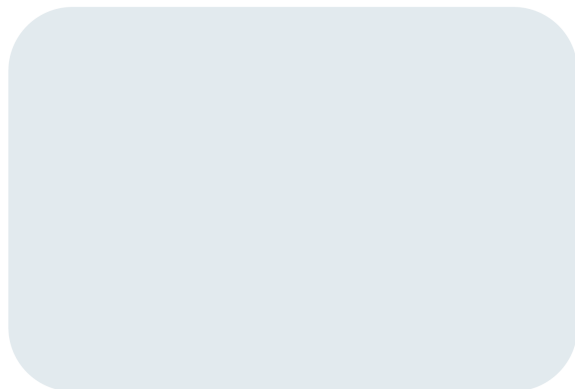# Free Schools in 2014

Application form

Mainstream and 16-19 Free Schools

Application checklist

Checklist: Sections A-H of your application	Yes	No
	Yes	**No**
1. You have established a company limited by guarantee.	☒	☐
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	☒	☐
Section B: Outline of the school	☒	☐
Section C: Education vision	☒	☐
Section D: Education plan	☒	☐
Section E: Evidence of demand	☒	☐
Section F: Capacity and capability	☒	☐
Section G: Initial costs and financial viability	☒	☐
Section H: Premises	☒	☐
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	☒	☐
4. You have completed two financial plans using the financial template spreadsheet.	☒	☐
5. Independent schools only: you have provided a link to the most recent inspection report.	☐	☐
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	☐	☐
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	☒	☐
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	☒	☐
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	☒	☐

Section A: Applicant details

	Main contact for this application
1	Name: ██████████
2.	Address: ██████████ Radlett Herts ██████████
3.	Email address: ██████████
4.	Telephone number: ██████████

	About your group	
5.	Are any members of your group related in any way, Including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	☒ Yes ☐ No
6.	If Yes, please provide more details: ██████████	
7.	How you would describe your group:	☒ A parent/community group ☐ A teacher-led group ☐ An existing Free School sponsor ☐ An academy chain ☐ A federation ☐ An independent school ☐ A state maintained school ☐ Something else
8.	If 'Something else', please provide more details:	
9.	Is your group seeking to open more than one Free School application in this round?	☐ Yes ☒ No
10.	If Yes, please provide more details:	
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	☒ Yes ☐ No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: **Zail Enterprises** provided us with support and advice in respect of our Education and finance plans. **Tribune Business Systems Ltd** provided us with advice in respect of current	

thinking in the provision and use of ICT systems in schools.

We would expect to include these companies in any invitations to tender for the provision of services to our school and, if selected, to work with them in running our school.

Details of company limited by guarantee

13.	Company name: Harperbury Free School
14.	Company address: 225 Watling Street Radlett Hertfordshire WD7 7AL
15.	Company registration number and date when company was incorporated: No 08082460 Incorporated 24 May 2012 in England & Wales

16.	Does the company run any existing schools, including any Free Schools?	☐ Yes ☒ No

17.	If Yes, please provide details:

Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

18.	Please confirm the total number of company members: 12
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ███████████
	2. Name: ███████████
	3. Name: ███████████
	4. Name: ███████████
	5. Name: ███████████
	6. Name: ███████████
	7. Name: ███████████
	8. Name: ███████████

9. Name: ████████████	
10. Name: ██████████	
11: Name: █████████	
12: Name: █████████	

Company directors
The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ██████████
	2. Name: █████████
	3. Name: ████████
	4. Name: █████████
21.	Please provide the name of the proposed chair of the governing body, if known: ████████████

Related organisations	
22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	☐ Yes ☒ No
23.	If Yes, please provide the following information about each organisation: • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School.	

24.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc). **None**	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	☐ Yes ☒ No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	☐ Yes ☒ No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	☐ Yes ☒ No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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

Declaration to be signed by a company member on behalf of the company

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 and the funding agreement with the Secretary of State. 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.

Section B: Outline of the school

1.	Proposed school name:	Harperbury Free School
2.	Proposed academic year of opening:	2014
3.	Specify the proposed age range of the school:	☐ 4-11 ☐ 4-16 ☐ 4-19 ☐ 11-16 ☒ 11-19 ☐ 14-19 ☐ 16-19 ☐ Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	2020
5.	Will your proposed school be:	☐ Boys only ☐ Girls only ☒ Mixed
6.	Will your proposed school include boarding? ☐ Yes ☒ No	
.7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. ☐ Yes ☒ No	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	

9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? ☐ Yes ☒ No	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	
11.	If you have a preferred site, please give details, including the post code:	████████, ████████, Nr Radlett, Herts ██████████. It is owned partly by the ████████.
12	Please tell us how you found this site:	We searched for suitable local sites and this was suggested by several people as it is a very large site due for development in the next few years.
13	Is the site:	☐ a private building? ☒ a public/government building? ☐ don't know?
14	If you have **not** identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	St Albans
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Hertsmere
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. ***If this applies to your application please briefly outline the main differences below***. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Vision

*Our vision is of a school where the **traditional values** of intellectual excellence, high moral standards and self-discipline are underpinned by cutting edge teaching methods **which are supported by leading-edge technologies and an innovative curriculum designed to meet the** ever-changing demands of the 21st century. We believe in offering our students as many **real-life opportunities** as possible to learn the skills and knowledge which employers and universities demand. We intend to work closely with Local Area Partners (local business, charity and social enterprise organisations) to ensure that students gain valuable experience of completing Real World Tasks, presenting their ideas and final projects to local **stakeholders, and publishing online to give a truly global aspect to their learning.**

*We will provide a **local, non-selective, high quality secondary education** for students who live primarily in the Parishes of Aldenham, London Colney, Shenley and St Stephen's, and the Cowley Hill and Brookmeadow wards of Borehamwood, within a radius of three miles from Harperbury, Hertfordshire.*

Age range: 11-16 with plan to open 6th form after five years

Location: Radlett, Hertfordshire

Rationale

- **Why do we need a secondary school in our area?**

Although there are **twelve state primary schools** in our local area, there is **no state secondary** school. The area has a total **population of over 35,000** living in a number of small towns and villages of which the largest communities are Radlett, Shenley, London Colney, Park Street and Bricket Wood. We hope to build our school on the site of r ▮▮▮▮▮▮▮ which is located in a pleasant rural setting within easy reach of all the local communities we plan to serve.

- **What is the current state of local provision?**

The policy of the local Education Authority, Hertfordshire County Council since the 1950s has been only to build secondary schools within or on the edge of the larger urban areas. Students from smaller towns and villages were offered places at schools in the nearest urban area, typically 3 to 5 miles away. As the population has grown these schools have been expanded rather than new ones built. However, the population growth within the City of St Albans and other main towns has meant that it has become increasingly difficult for anyone living outside of the main urban areas to get a place in these schools.

Although there are **many good and outstanding schools** within a radius of 10 miles, the **vast majority are selective**, if not by entrance **examination** then by **fees, faith or gender**. Because there are so many selective and partially selective schools in the area, the **intake of the other non-selective schools is markedly affected**. This area, in the south western corner of the County not only has some of the widest variation in GCSE results (with the three highest scoring and two lowest scoring schools) but also has the **highest incidence in the County of children failing to get their choice of school and being allocated to schools to which they had not applied.** This is particularly the case in the Parish of Aldenham where in 2012 only 55.3% of families were allocated their First Ranked school compared with the Hertfordshire average of 79.1%, while 11.7% were allocated places at a Non Ranked School compared with the Hertfordshire average of

5.3%.

Why is the situation particularly acute in this particular area of the county?

- During the 1980s there were considerable changes to the secondary school system caused by the **dismantling of grammar schools**. A number of schools in and around Watford (including the Bushey schools) negotiated a compromise where they changed from grammar schools (totally selective) to **"partially selective" schools** where a portion of the students were admitted on the basis of an **11 plus examination**.

- This consortium of nine schools includes some of the most popular schools, not just locally, but nationwide. As a result, there is **huge competition for places from a wide area of Hertfordshire and North London**

- The historic commitment to providing families from Aldenham places in the three Bushey schools can no longer be fulfilled.

Where do local students travel to in order to secure school places?

Because of the difficulties in getting a place at the nearest schools, local families are ranging ever wider to try to get places. We have established from Hertfordshire County Council's January 2012 Pupil Census (for state schools) and our own research (for private schools) that **around 2,700 local students currently attend a total of 52 different secondary schools**, the majority of which are selective by entrance exams, faith, gender or by fees. These students are travelling to schools up to **twenty miles** from their homes. Only nine of these schools select admissions by proximity. Four of these are in Hemel Hempstead, Harpenden and Kings Langley and we are not clear how local students have managed to obtain places in these schools. Two others are in St Albans but are over-subscribed so have a very small local catchment area.

This chart below shows the broad breakdown of admissions criteria for the 52 schools (note the total adds up to more than 52 as some schools fall into more than one category, for example St Columba's College is Private, Faith and for Single sex).
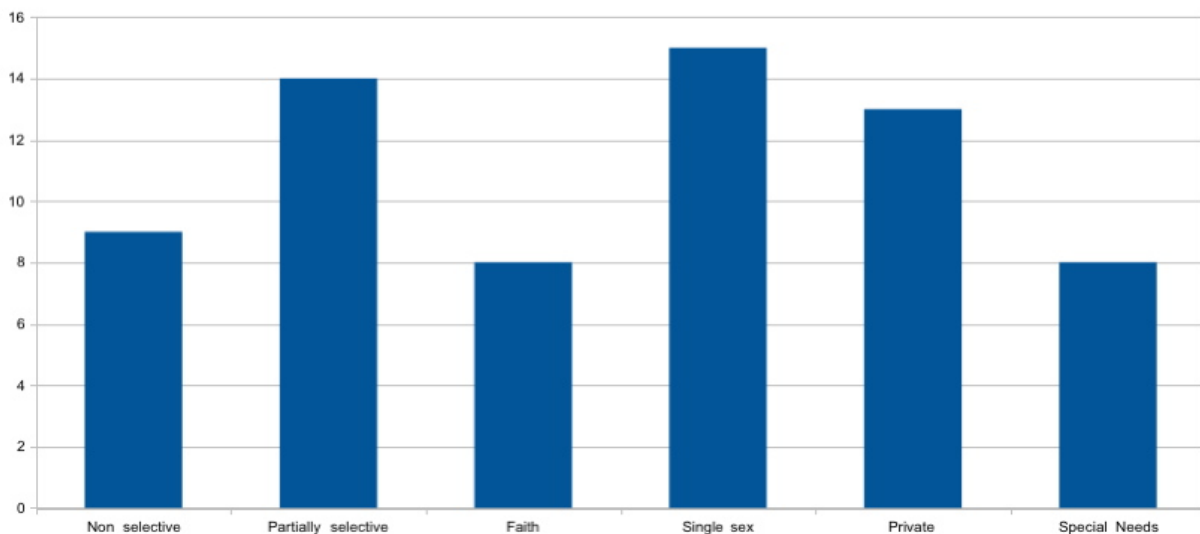
Why is current local provision failing to meet demands?

- There are only **three non-selective schools** anywhere near our proposed catchment area. Two are in St Albans: Marlborough Science College and the Samuel Ryder Academy (formerly Francis Bacon Maths and Computing College)

and one in Borehamwood (Hertswood).

- **Marlborough Science College** in St Albans is **heavily over-subscribed** (474 applications for 205 places in 2012) meaning that it is now almost impossible for families living in Radlett or Shenley to secure places there due to extensive house building in the areas of South St Albans and Park Street which are much nearer to the school. Families in Park Street and Bricket Wood are now finding themselves excluded as well.

- **Hertswood is almost at full capacity (c.250 students on roll per year group** with school planning only allowing for a **maximum capacity of 280).** A massive house building programme in Borehamwood is also causing increasing demand for places.

- **The Samuel Ryder Academy** in St Albans and **Hertswood** in Borehamwood have traditionally been very unpopular choices for families **due to poor academic results** and have mostly been offered to them as "non-ranked schools" (i.e. they did not choose them at all).

- **None of the other schools** in the local area have **our equal focus** on **academic attainment** and **Real World Skills**. Our local area curriculum which will be firmly based in our community, drawing heavily on the knowledge, expertise and passions of individuals and organisations within our rich and thriving area will give parents of **children with *all* aptitudes and interests a truly local choice.**

Hertswood School (Borehamwood)

- **Only 43%** of students reached the government's basic benchmark of **five A*-C grades including English and Maths.**

- Ofsted have rated it **satisfactory** and identified failing to ensure high enough standards in **Literacy** as a key reason for poor performance

- **Numeracy** (numbers of students achieving grades A*-C in English *and* Maths remained stubbornly low)

- **Use of assessment for learning** was "still too variable and is not always sufficiently challenging higher ability students to achieve the higher grades" (Ofsted 2009)

- **"Lack of robust monitoring and evaluation** mean the school is unable to celebrate what it is doing well....or focus sufficiently on what could be better."

- "**Evaluation** of several key aspects of the schools work is not cohesive and **lacks rigour** because the direct impact of actions is not always fully reviewed to assess effectiveness" (Ofsted 2009).

Samuel Ryder Academy

- Only recently removed from **Special Measures**, currently in "**notice to improve**" category

- "Weaknesses in examination results over the past three years are not the only reasons why students' achievement is judged **inadequate.** With the fall in the number of students on the school roll, the number of teaching staff has diminished and the school has found it increasingly difficult to provide and sustain appropriate programmes of study in both Key Stages 3 and 4." (Ofsted 2011)

- **Standards in mathematics,** although showing signs of improvement, are still only just predicted to exceed government floor targets

- **High staff turnover** with leadership being no exception (the school has experienced four head teachers in just ten years).

- "**Weaknesses in teaching and learning** are at the heart of this underachievement" (Ofsted 2008)

- **Grave financial problems** (caused in no small part by seriously **falling rolls**) led to widespread redundancies in 2011 meaning that in key curriculum areas such as Maths, non-specialists are required to teach.

- "There are **weaknesses in whole-school strategies for Literacy, Numeracy and information and communication technology (ICT),** and other important management policy matters have not been attended to as they should have been by the governing body." (Ofsted 2011)

- **Only 45% of children achieve the government's benchmark of five good GCSE passes**

- **Listed in the 200 lowest attaining schools in the whole country.**

What are the financial and environmental implications?

Currently, students within our proposed catchment area wishing to attend a **good mixed non-selective state school** are **forced to travel out of their local area** on a daily basis, often involving **long bus, car or train journeys,** which are not only tiring for our young people, but which also contribute to high levels of traffic congestion and pollution in the area.

Moreover, parents in this area are being significantly **financially disadvantaged** by Hertfordshire County Council's decision to **stop providing subsidised bus travel** for school children from September 2012. The majority of parents who send their children by the school bus services (now all being arranged by the schools themselves) are typically paying annual fares of **£900 per year per child**.

Conclusion

The rationale for our new school then is clear: not only is there no secondary state school in the area we propose, but the schools to which children from this area must apply are either selective and heavily over-subscribed or are failing to provide their students with a high enough standard (using the government's own benchmarks) of academic attainment.

We will provide local, non-selective, high quality secondary education for students who live within a radius of three miles of Harperbury.

What makes our vision distinctive?

Local

- Up to **40%** of our students will be able to **walk or cycle** to the school on safe footpaths or cycle ways with journey times of c.**10 -15 minutes each way**. (Hertfordshire County Council is already planning a series of local path and cycle ways in the area)

- Many more will be able to travel to and from school using **existing public bus services** from London Colney, Shenley and Radlett, however we recognise the lack of a public bus service from Bricket Wood and How Wood via Park Street so have

planned for a **special school bus** for this route (15 minutes).

- **Local Area Partners** (members of our local business community, charitable, leisure or social organisations) will help to **shape our curriculum**

Fair

- There is a glaring **disparity** between the **socio-economic backgrounds*** of our prospective students. It is our vision to **narrow the gap** between those of our intake who are among the most privileged students in the country and those who are disadvantaged.

- Our school will **not select** on the basis of **ability, faith, gender or fees** and will provide **excellent outcomes for *all*** students.

*Although we realise that the school we are planning will not serve the most deprived area in the country, what we aim to do is **eradicate the gap** between the life chances of those students in our area with high levels of socio-disadvantage and those who are far more privileged:

"Borehamwood Cowley Hill has the 4th highest unemployment rate in the County. There are a number of localised pockets of deprivation in areas. The 2007 Index of Multiple Deprivation shows that part of **Borehamwood Cowley Hill** ward is in the top 15% of the most deprived areas in the country and in the **top 4% most deprived areas** in the Eastern Region.... This deprivation contrasts sharply with the equally **concentrated areas of affluence** that characterise other areas of the borough, particularly **Radlett and Aldenham**." *Hertsmere Community Profile 2008*

Compare the percentage of pupils eligible for FSM at any time during the past six years of some of our expected feeder primaries:

Cowley Hill: 34.7%	Park Street: 9.5%
Meryfield: 41.3%	Newberries 5.7%
Parkside Community School: 42.4%	Clore Shalom 2.8%

The national average for primary schools is 19%

<u>The Harperbury Ethos</u>

We believe in the importance of creating a school where:

Innovation and creativity is encouraged and nurtured as staff and students alike constantly strive to find better ways to achieve our goals, including through the use of innovative ICT

- *One example: Reorganised day structure facilitates **ninety-minute learning sessions** to allow meaningful project-based learning*

The skills and expertise of *all* members of staff and our Local Area Partners are valued equally to create a democratic learning environment

- *One example: **Local organisations** play a real part in **shaping the curriculum**, mentoring students and even teaching, giving our students a much more regular experience of life in the wider world of work.*

The role of student voice in improving teaching and learning is recognised

- *One example: **Project-based learning allows for a degree of student voice and guided choice.** The **opportunity to make choices** helps to increase students' educational engagement and decision-making capability.*

Equality of opportunity is deeply embedded into our curriculum and social inequality is tackled through project-based learning and ensuring equity of provision around ICT resources for learning

- *One example: Cross-curricular project-based learning is proven not only to **ameliorate class and gender inequalities** but also produce higher academic attainment than traditional procedural classroom practice. ("Learning from Teaching: Exploring the Relationship between Reform Curriculum and Equity" Jo Boaler, 2002)*

Every student and member of staff is committed to promoting our Growth Mindset belief that intelligence, talents and personality can be developed through dedication and hard work

- *One example: We intend to run a programme of **eight half-hour sessions for students and staff** teaching explicitly that intelligence is malleable, providing clear proof from the worlds of psychology and neuroScience (Carole Dweck) of the benefits of this approach in terms of improved academic attainment. Staff will also undergo a training programme highlighting the **importance of the right kind of praise** in fostering Growth Mindset.*

A family ethos is deep-seated as all staff and students know and look out for each other with kindness, care and respect

- *One example: **Small cohort size** (120) and **vertical tutoring** will break down traditional age-group loyalties. Older students take some responsibility for their younger peers and tutors are freed up to personalise their approach for each of their tutees.*

Staff morale is high because their well-being is valued and their professionalism in seeking to raise standards is trusted so that a culture of intrinsic accountability flourishes

- *One example: The use of the Japanese technique of **"lesson study"**, "a model of professional development where a group of teachers **collaboratively plan, deliver, observe and discuss** lessons that have a particular pedagogic focus often related to 'difficult' aspects of the subjects or focused on the learning of particular groups of pupils." (DCSF National Strategy Handbook "Improving Subject Pedagogy through Lesson Study, 2009)(Also see section D1 for more detail) will help to develop a **supportive culture** of **mutually developmental** peer observation and feedback which can transform both perspective and practice.*

The traditional values of honour, integrity, respect and honesty are modelled daily by all members of our school community

- *One example: The establishment of a **democratic culture** where all members of our*

*learning community are expected to adhere to and be responsible for our **code of conduct**, be they student, teaching staff, Local Area Partner or support staff will promote high expectations of all.*

The curriculum is relevant to *our* students and allows them to cultivate the skills and experiences which they will encounter in the real world of higher education or work, facilitated by a model of ICT provision which reflects ways of working adopted as standard practice in many employment sectors

- *One example: **Real World Tasks** will require students to utilise the **skills and knowledge** learned during the previous term's subject lessons in **practical group-based scenarios** where Opening Minds' competences are assessed alongside subject specific skills and knowledge in a project exhibition for local stakeholders (parents, neighbouring residents, Local Area Partners, primary feeders et al)*

Curriculum:

Two Year Key Stage 3

As far back as 2004, the **merits of condensing the Key Stage 3** curriculum have been discussed (see "A condensed Key Stage 3: Designing a flexible curriculum (DfES, 2004). Many schools across the UK now follow a two year Key Stage 3 due to the following benefits outlined in the above study:

• **increase** the **pace** of learning and **raise standards**

• **enhance** pupils' **motivation** and **engagement**

• **improve transfer** between Key Stage 2 and Key Stage 3

We believe the **increased curriculum flexibility and time** in Key Stage 4 will **positively affect outcomes at GCSE** by supporting some students to take exams at the end of three years' study and challenge others to progress to higher study when they are ready.

- **Ninety minute** learning sessions

- A **broad range** of the National Curriculum **subjects are compulsory** (see section D2 for details) and students are assessed against **National Curriculum levels** for subject content and subject-specific skills

- Students follow the project-based learning model (see D2 for detailed model) to complete a **Real World Task** either based in the local community or an actual problem/situation faced by the school community.

- Students are **also** assessed against the **Opening Minds' competence framework** during Real World Tasks

- Students follow a **personalised programme of Literacy and Numeracy** during daily hour-long sessions

Three Year Key Stage 4

- Students study a **free choice of GCSE subjects** (English, Maths and Science compulsory)

- Students to undertake a **Real World Task** of their own devising which relates to one of their chosen GCSEs in **two ninety-minute sessions per fortnight**.

- Subject teachers expected to build **regular opportunities for project-based enterprise related l**e**arning** into their GCSE Schemes of Learning.

Teaching and Learning

Innovative, **creative**, yet **proven** approaches to pedagogy will be at the heart of the Harperbury ethos. We intend to stay abreast of the latest **academic and psychology research** on how to help young people reach their potential. The key features of our teaching and learning can be condensed into the following but for a detailed breakdown on each of the distinctive elements of our pedagogy, see Section D1:

- **Literacy and Numeracy** daily throughout both Key Stages

- **Project-based learning** which benefits from collaborative planning to highlight strong **cross-curricular links**

- A relentlessly equal focus on **skills *and* content**, assessed using the **National Curriculum**, **GCSE** and the **Opening Minds'** framework

- **Local area curriculum** allows learning from and within our community

Pastoral Care

- Explicit teaching of **Growth Mindset** beliefs which have been proven to improve academic performance

- **Working breakfast sessions** which nourish the body but also the whole student through **PSHE**, **citizenship** and **mentoring**

- **Vertical tutoring** to help create an environment where age-related loyalty bonds are replaced by a caring family-style ethos

- **Restorative Justice** approach to creating a harmonious community where the feelings of all are respected

Extra-Curricular Provision

- Wide and varied enrichment and **extra-curricular programme** with varying levels of compulsory participation depending on age available during a dedicated hour between **3.30-4.30 each day** (see section D2 for more details)

- Each **member of staff** expected to introduce at least **one extra-curricular provision** according to their own interests and passions

- Many of our **Local Area Partners** have already expressed an interest in being involved in extra-curricular activities both **on the school site** and **within the community** (e.g. a local photographer is keen to run photography courses for students and staff at school with visits to the studio and darkroom to enhance the experience. See Section D1 for more details)

Aspirations and outcomes
Outstanding academic results

Our vision is of a school with outstanding GCSE results to which parents are eager to send their children because of its deserved reputation for academic rigour. We believe we can deliver excellent academic results through an innovative and enterprising curriculum.

Harperbury Free School alumni will be **confident, articulate and well-rounded** individuals who are at ease in a wide range of social and work-related situations. They will achieve to the very best of their **academic potential** and will feel well-prepared and supported for whatever pathway they may choose in life.

Those keen to enter the world of business and commerce will be skilled in **self-management, team working, problem-solving and the application of Literacy, Numeracy and technology skills on which business leaders place such emphasis**. Those choosing higher education will feel confident in their ability **to think critically and creatively, research effectively, write clearly and persuasively and present imaginatively.**

Our students will have excellent attitudes toward learning which they will carry with them for the rest of their lives and be **kind, honourable and considerate citizens** who genuinely know the meaning of respect for others. A Harperbury Free School leaver will have **strong roots in his or her community** and be keen to participate in our society in positive and productive ways.

Headline Targets:

- **All students** to make at least **three levels of progress** between KS2 and 4

- Attainment at the end of Key Stage 4 for the first cohort of students (based on their KS2 achievement plus sustained accelerated progress in Literacy and Numeracy due to focused sessions during both Key Stages and data from local schools with similar demographic) is expected to be no less than **85% of students** achieving at least **5 GCSE grades A* - C**

- **70%** to achieve **A*-C inc English and Maths** (based on data from local schools with similar demographic)

- **Disadvantaged** (FSM and LA) students to make the **same progress** (at least 3 levels) as other groups within the school

- Students with **SEND** to make the **same progress** (at least 3 levels) as other groups within the school

- **90%** of students to achieve **at least Opening Minds level 3 in each of the competence groups** by the end of **Key Stage 4** (by achieving level 3 in 80% of the sub-competences (See Section D5 for further detail)

- At least **40%** of students to be entered for the **E-baccalaureate** suite of qualifications

- **100% of students** to be **involved** in their **local community** be it through a Group Enrichment activity, a Real World Task or through mentoring or volunteering through Local Area Partners

- **95%** of students to demonstrate **Growth Mindset** beliefs for success

- **95% of students** are capable of **managing their own behaviour inside the classroom** and in the wider school context as evidenced by **low numbers of students sanctioned at top end of consequence ladder**

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate.

|	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								120
Totals		120	240	360	480	600	720	840

Section D: Education plan – part 2

Section D1: Set out a viable curriculum plan with appropriate focus on core areas of learning

In order to fulfil our vision of learners who are truly equipped to meet the challenges of the 21st century, we intend to fully **utilise the community support** we have garnered from many different **local organisations** in the **delivery of our Real World Tasks**. We envisage a school with deep roots in our local community, in which learners are encouraged to network, make links and apply their knowledge.

It will use an **inter-disciplinary approach** to create an innovative curriculum model which places as much emphasis on the **skills** employers continually demand as on **subject knowledge** which is evidently of paramount importance.

We will achieve this at Key Stages 3 and 4 by using the RSA's Opening Minds' competence framework alongside the **National Curriculum programmes of study and GCSE syllabi.** While our delivery of the curriculum will differ at Key Stages 3 and 4, it is our intention that our vision for a **true partnership of subject knowledge and skills** will prevail throughout our students' school careers.

What are the key features of *our* student demographic?
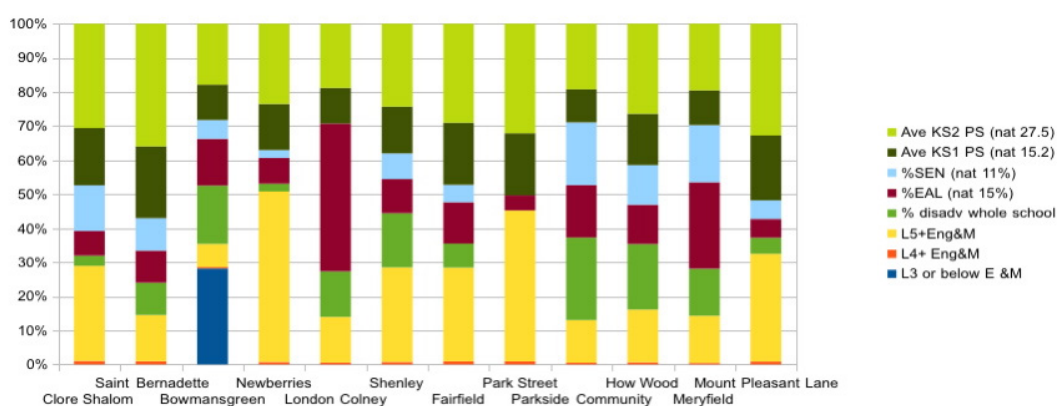
What is striking when analysing the chart above which shows demographic data from our twelve likely feeders, is the **disparity between the socio-economic backgrounds** of students from the different parishes and primary schools.

The number of disadvantaged students from schools in **Radlett, Park Street and Bricket Wood stands at between 0 and 7%**, a far cry from the **national average of 19%.** However, less than four miles away in one of our expected feeders in **Borehamwood**, that figure is commensurate with the national average while the other counts **33%** of their students as disadvantaged, a figure clearly substantially higher than the national average and more than four times higher than the highest figure from Radlett, Park Street and Bricket Wood. With **20% and 25%** of their students either on free school meals or looked after, two of our intended feeders **from London Colney** also count more students as disadvantaged than the national average.

We can expect **a high percentage** (c. 80% based on our analysis of local feeder primary results) of our students to arrive in Year 7 with **Level 4 in both English and Maths** and a **significant number to have achieved Level 5 (c.32%)** However, a **not insignificant proportion (c.16.5%) will only have achieved Level 3** and as such, will find it difficult to access a Key Stage 3 curriculum. (See Section D5 for detailed analysis of expected SEND

intake)

With large numbers of students at either end of the socio-economic and academic achievement spectra, our challenge will be to ensure that *all* of our student population achieve the very best of their potential by **narrowing the gap.**

The school intends to implement a Bring Your Own Device (BYOD) strategy in order to facilitate extended and **independent learning** across the curriculum. We will work hard to ensure that **equality of access** to technology is one strategy we employ in order to **narrow the socio-economic gap** by providing a **bank of devices** for use by students who do not have the resources to provide their own. As we will be using a **cloud environment,** documents etc will not be stored on individual devices so they will be able to be **used by anyone at any time.**

Key Curriculum Principles Rationale

Why a two year Key Stage 3

- "A condensed Key Stage 3: Designing a flexible curriculum (DfES,2004) highlights **increased pace** of learning, **raised standards**, **enhanced** pupils' **motivation** and **engagement** and **improved transfer** between Key Stage 2 and Key Stage 3 as key benefits.

- This will provide us with **greater flexibility to tailor the curriculum to the needs of all our students**. We envisage that our students entering the school (c.16%) with low levels of Literacy may need extra time and support to work toward good GCSE pass grades and can do so over three years (9-11).

- We also know that we can expect relatively high numbers of students (c.30%) who will have achieved L5 in English and Maths at KS2 and will respond positively to being challenged to progress more quickly. Some will finish some or all of their GCSE study by the end of Year 10 and will be able to start some Key Stage 5 courses as appropriate.

- This greater flexibility will enable us to ensure **outstanding outcomes for all our students, given their starting points**, regardless of socio-economic profile, in line with the egalitarian nature of our vision.

- **Year 9** will be a **transition year** for all students who will spend the first term completing a **large-scale Real World Task** of their own choosing (within a guidance framework and subject to a tutor consultation which will ensure that their project can help them develop and **evidence skills toward at least two of their GCSE courses**).

- **ICT** as an enabler will help students deliver **media-rich outcomes quicker**, in a manner that is highly collaborative and personalised over the **two years**.

- The remaining **two terms** in Year 9 will be spent **beginning their GCSE study**.

Why use a cross-curricular approach?

- Our **vision** is to **replace the factory production line model** of education, a system with a new paradigm, which recognises and values that knowledge in the real world is characterised by an infinite number of connections between different fields and bodies of knowledge.

- The current system results in **students' inability to transfer the skills they are taught in one subject to another** which is hugely disadvantageous not simply in

relation to examination results but more importantly to their success in an ever more competitive market place.

- We **refuse to sacrifice** the in-depth learning of **subject-specific knowledge and content** so will demonstrate the **inter-connectedness** of **subjects** by the **collaborative forward-planning** which cross-curricular groups of teachers will carry out together (e.g. teachers from different subject areas plan their own schemes of learning after having discussed with each other where their topics and skills can overlap and feed into each other and also into that term's Real World Task).

- The **Real World Task** will be taught as a **subject in its own right** and allocated **regular curriculum time**, so as to **deliver on our vision** of helping students who achieve outstanding **academic success**, have **superb employability skills** and are truly able to **transfer their knowledge** and capabilities between a wide range of situations.

Are other schools doing this successfully?

At Cramlington Learning Village, in Key Stage 3 "transdisciplinary" units enable students to work at length and in depth on enquiry-based activities. Students are encouraged to take responsibility for when and where they will work on these projects.

This school has been graded "outstanding" by Ofsted in their last three inspections which also singled out their curriculum as "outstanding".

Why Real World Tasks?

- These are intended to **motivate learners** by presenting them with real tasks which they may be likely to find in a workplace or higher education setting. At least **one RWT per year will involve a local business, leisure or charity organisation** and will often have a **commercial or social enterprise theme**.

- Others will use the school setting to generate real life problems and scenarios. The use of digital tools will help to link students to each other, to local stakeholders and to information, ideas, organisations, cultures and people across the world in order to give a truly global dimension to learning in addition to its local and community focus.

- Our aim is to demonstrate the **relevance of students' learning to the wider world** and the applicability of the knowledge and skills they are acquiring. Projects will be assessed during **end of term exhibitions** to which local stakeholders (such as the organisations involved in the task, neighbouring residents, local feeder primaries and parents) will be invited. When the stakes are high, student engagement with and commitment to a task rises accordingly.

- Our **vision** is of a school where **academic and practical learning** are **inextricably linked** and feed successfully into one another.

Are other schools doing this successfully?

In Rotherham schools and colleges 'enterprise' is highlighted time and again as an outstanding feature by Ofsted inspectors due to the success of the Rotherham Ready campaign which has championed the value enterprise can play in education.

Why ninety-minute learning sessions?

In order to fully facilitate the **deep enquiry-based learning integral to our vision** we intend to run three ninety-minute sessions during the school day, leading to one week at the end of term in which Real World Tasks are completed.

Are other schools doing this successfully?

████████ "████████"

Why retain National Curriculum levels and GCSE programmes of study?

- National Curriculum levels / GCSE grade descriptors will be mapped onto collaboratively planned schemes of learning to enable us to ensure that **levels of challenge are appropriate** and **standards are rigorous.**

- This will also give us the ability to continue **tracking** students and **benchmark** against other schools locally and nationally as it is our **vision** that **Harperbury** will **compare favourably with the best schools** in terms of academic attainment.

- Parents tell us that they would like to be able to compare their child's progress against children in other schools and that their children should be able to **compete in the job and education markets** with qualifications which are nationally and internationally recognised.

Why project-based learning?

- Proven to **ameliorate class and gender inequalities** ("Learning from Teaching: Exploring the Relationship between Reform Curriculum and Equity", Jo Boaler 2002) which is central to our **vision of an egalitarian school** which provides excellent life chances for all and will help us **narrow the gap** over a range of measures by **improving attainment**, **attendance** and **behaviour.**

- Produces **higher academic attainment** than traditional procedural classroom practice (Boaler 2002).

- Students following open-ended project-based learning curriculum in Maths, attained **significantly higher grades** on a range of assessments, including the national examination (Boaler 2002).

- Students whose teachers had received professional development and support in Problem Based Economics **outscored their control group peers** on the Test of Economic Literacy (Finkelstein, N., Hanson, T., Huang, C.-W., Hirschman, B., and Huang, M. (2010).

- For the test of **problem-solving skills** and their application to real-world economics dilemmas, the outcomes on these student measures also showed **significant differences in favour** of the intervention group (Finkelstein, N., Hanson, T., Huang, C.-W., Hirschman, B., and Huang, M. (2010).

- **71% of employers** surveyed recently (CBI Education and Skills survey, 2012) see development of young people's **employability skills** as a **priority** for secondary schools.

- **61%** reported **dissatisfaction** at school leavers' **self-management** skills. **69%** were dissatisfied with levels of **business and customer awareness**. **37%** were unhappy with school leavers' **attitudes toward work.**

Are other schools doing this successfully?

Matthew Moss High School is a secondary school in an area of deprivation in Greater Manchester which took a radical approach to learning, with support from the Learning Futures programme. The 'My World' curriculum, a student-centred project-based unit takes place in year 7. The school's most recent OFSTED inspection singled out its curriculum for praise as it 'excites and encourages students to take responsibility for their learning and impacts significantly on their ability to develop independent learning skills as well as to develop a passion for learning.'

Why teach skills explicitly using the Opening Minds framework?

- Research suggests that children from working-class homes acquire a form of cultural capital (Bourdieu 1986) that is different from that of children in middle- or upper- class homes and that **schools recognise the cultural capital of middle-class learners**.

- Learning to be successful in school involves understanding and following the rules of the school "game", or as Pope (1999) puts it **"doing school"** – with **middle-class learners frequently at an advantage.**

- Cohen and Ball (2000) have termed the different practices students need to employ and use in school *learning practices*.

- **Skills** such as "explaining work", "knowing when and how to take notes as the teacher talks" and "working effectively in groups" are **rarely taught explicitly** in traditional classrooms so it becomes easy to see how **working-class students** whose knowledge and understanding of these skills is limited, **find it more difficult to "do school"** Pope (1999) successfully than their middle-class peers.

- We know that our intake will include students from a **wide variety of socio-economic backgrounds** (see Section C for evidence of sharp local contrast between disadvantage and affluence) and that certain students would be at a **disadvantage** were we not to **teach these skills explicitly** to all.

- Our focus on embedding the **RSA's Opening Minds'** competence framework firmly within our curriculum will mean that this **playing field is levelled** as *all* students are explicitly **taught *how* to learn** effectively.

- Our **vision** is of **Harperbury alumni** who are equipped with the **right outlook** on life to enable them to succeed at school and as **life-long learners.**

Are other schools doing this successfully?

In 40 of the most recent Ofsted reports for these schools where explicit mention was made of Opening Minds, comments were positive in 93% of cases. 74% of Opening Minds schools for which the RSA has data have had their curriculum graded as good or outstanding in their most recent report by Ofsted. This contrasts with 67% of all schools nationally.

Why teach Literacy and Numeracy discretely each day up to Key Stage 4?

- In line with our vision of **narrowing the gap** between the most and the least advantaged within our cohort, we recognise that we will encounter a wider than

average gap between those with levels of Literacy and Numeracy which will allow them to **access the curriculum fully** and those who will not.

- We know that **other schools in the area** (see rationale in Section C) have struggled to overcome **low levels of Literacy and Numeracy** which have **affected outcomes** across the curriculum. Our intake and obstacles will be similar but we are **tackling the problem head on** through the Literacy and Numeracy hour.

- For this reason we have set aside **one hour-long session each day** in which Literacy and Numeracy will be taught, with **flexibility** built into this to be able to **differentiate** for individual students who may need more **support** or **challenge** in different areas. For example, a student arriving with Level 3 in English but Level 5 in Maths may spend four or five of their daily sessions in Literacy. These sessions will make full use of **qualified teaching staff**, **learning mentors** and **technology** including hand held devices in order to facilitate personalised independent study (for more detail re content of these sessions see Section D2).

- For those students who are **gifted or talented** in either Literacy or Numeracy, such independent learning will help to facilitate the kinds of open-ended creative study recognised as best practice for G&T learners (for more detail see Section D4).

- According to **CBI research** (Education and skills survey, 2012) **"employers want to see more done to strengthen Literacy (50%) and Numeracy (45%).**

Why allocate potential teaching time to staff training?

As part of our **vision commitment** to delivering **excellent outcomes** for **all members of our learning community** (young people and adults alike), we are placing a substantial emphasis on staff learning and development as part of the timetabled week:

- So that staff can evolve into the kinds of practitioners who can confidently disseminate the "different kinds of teacher knowledge" described by Boaler and **effectively facilitate this more open-ended type of learning**.

- Michael Gove himself acknowledges in his 2010 White Paper entitled "The Importance of Teaching": "having **the opportunity to plan, prepare, reflect and teach with other teachers** ... Too little teacher training takes place on the job, and too much professional development involves compliance with bureaucratic initiatives rather than working with other teachers to develop effective practice."

- To **develop their skills**, carry out **action research** projects, **plan collaboratively** and **coach** each other.

- To engage in the collaborative planning, delivery and observation essential to **"lesson study".**

- To send a clear message to staff, students and parents alike that **everyone in our school community is a life-long learner.**

- Within a **BYOD approach** there will be a **wide range of technologies**, software and apps in use for learning across a number of platforms; we therefore need to **ensure** that our **teachers p**ossess the **skill-levels** and creative ideas to **enhance our innovative curriculum** and cutting-edge teaching methods **through the use of leading-edge technologies**.

Are other schools doing this successfully?

After Park High School in Middlesex introduced staff CPD sessions fortnightly on Tuesday

mornings in order to embed a common language of learning throughout the school, it received its first "outstanding" Ofsted report in which it was noted that the "initiative is contributing well to the learning of staff".

What are "Lesson Study" and its benefits?

*Teachers **use data** from day to day assessment to **agree a focus** for pupils' learning and progress, **jointly plan** a 'study lesson' which uses, develops and closely studies the effects of the identified technique, decide on a **case study of 2-3 students**, teach and **jointly observe** the study lesson, **interview** the case **pupils**, hold a **post lesson discussion** and find ways of helping others to learn from the Lesson Study.*

It can help to:

- Establish a **culture of supportive developmental "observation"** in a move away from relentless scrutiny and monitoring.

- **Personalise and differentiate** staff professional development.

- Raise status of all teaching staff to "**professional learners**"; a key aspect of our vision.

- Lesson Study was found to be a **popular, powerful and replicable** process for innovating, developing and transferring pedagogic practices.

(Lessons for Learning: Using Lesson Study to innovate, develop and transfer pedagogic approaches and metapedagogy 2003-9, Peter Dudley)

Why make breakfast sessions compulsory?

- Time to foster the **family-style ethos** central to our **vision;** it's about more than just the food.

- It is important that staff and students come together on equal terms at least once per day to eat together to support our vision of an **equitable school society** based on **mutual respect.**

- Space to cultivate **excellent relationships** between students of different age groups and staff.

- Evidence shows the **positive effects of good nutritious breakfast on learning outcomes** (students in one study "who decreased their nutritional risk (by participating in the universal free breakfast programme) showed **significantly greater improvements** in attendance, decreases in hunger, and improvements **in math grades** and behaviour than children who did not decrease their nutritional risk [by eating breakfast] (Kleinman, Hall, Green, Korzec-Ramirez, Patton, Pagano, Murphy, 2002).

- In a school with contrasting backgrounds of affluence and poverty (See Section C) where not every student will have the same nutritional opportunities, providing a **healthy breakfast for all** will be another way of **levelling the socio-economic playing field, a central tenet of our vision.**

- Staff and students will better be able to **mentor and support** each other in the more comfortable, informal surroundings of our cafe-style canteen rather than in the confines of a traditional classroom setting.

Are other schools doing this successfully?

One of the first things ██████, was to set up a breakfast club: "████████"

Attendance at Carr Hill rose from 83 per cent to 94 per cent in just over five years. Not only has the school been removed from special measures, but it received outstanding praise from Ofsted.

What is Growth Mindset and how can it help deliver our vision of academic excellence?

- Professor **Carol Dweck** carried out **groundbreaking psychological research** ("Implicit Theories of Intelligence Predict Achievement across an Adolescent Transition: A Longitudinal Study and an Intervention" (Blackwell, Trzesniewski, Dweck 2007) into why certain people (regardless of IQ / talent etc) **succeed** where others fail.

- Dweck argues that people throughout the world can be divided into **two basic "mindsets".**

- The first she calls "the **fixed mindset**" which upholds the idea that people's ability is fairly fixed and not open to change. According to such a view, **people are either intelligent**, sporty, arty, good at Maths etc **or they aren't**. In this mindset it is as if human capabilities and characteristics are "carved in stone" and individuals "finished products" with **no real possibility of improvement**.

- The "**growth mindset**" has a different starting point and sees people as **essentially malleable**. In other words, they aren't fixed but have **huge potential for growth** and development. This view asserts that around **95 per cent of the population** (excepting those with severe special educational needs) **can become better at almost anything** with enough motivation, effort and concentration."

- The study shows that a **student's theory of intelligence** and the motivational framework surrounding this belief **predicts achievement in Maths** over two years.

- A second experiment found that **teaching students that intelligence is malleable**, over eight 25 minutes sessions, can **increase students' motivational patterns** and **change their theory of intelligence** from a fixed to a growth mindset.

- It was found that **explicitly teaching a growth mindset** can **improve Maths scores** for those with a fixed mindset.

- Recent **neuroimaging studies support Carol Dweck's theory of intelligence.** Brain imaging experiments illustrate the benefits of adopting a 'growth mindset'. A 2006 study "Why do beliefs about intelligence influence learning success? A social cognitive neuroScience model" (Jennifer A. Mangels, Brady Butterfield, Justin Lamb, Catherine Good, Carol S. Dweck)

- We are **committed** to **delivering our vision** of Harperbury alumni as young people with **excellent attitudes for success** and a passion for learning.

Are other schools doing this successfully?

██████

Vertical Tutoring

Obviously, this will only be possible once several year groups have populated the school. However, once this is possible there will be eight mixed-age tutor groups of 15 students each. We believe vertical tutoring will help to deliver our vision as it will:

- **break down** the traditional **year group barriers** which exist in most schools, **creating new loyalty groups**

- prepare students for the necessity of **dealing with people of all different backgrounds and ages**

- **promote our family ethos**, as students of differing ages look out for and mentor each other

- **reducing bullying**

- increase opportunities for **active citizenship as students look out for others outside their friendship groups and older students are encouraged to take responsibility for setting a good example to their younger peers.**

- foster the right attitudes for communicating safely and positively through online **social networks** which on the whole are **highly vertical**, crossing age and interest boundaries

- provide a structure in which **personalisation** can more easily be achieved (e.g. with only three/four students requiring specialist attention at any one time in the school year (e.g. Key Stage 2-3 transition, Year 8 option choices, Year 11 GCSE support etc)

Are other schools doing this successfully?

Royds Hall School in Huddersfield implemented a vertical tutoring system and has had their pastoral care praised by Ofsted: "All students are highly valued as individuals. The pastoral care provided for them is a strength of the school, and has some outstanding features." - Ofsted, Nov 2008

In September 2006, Kingdown School in Wiltshire moved to a house system with vertical tutor groups in years 7 – 13. In 2008 it was rated "outstanding" by Ofsted who remarked in their letter to students: "You value greatly the way that the vertical tutor group and house system enable you to mix with, learn from and support students of different ages."

Why should we build the flexibility for "stage not age" teaching into a longer-term plan?

As the school grows and vertical tutoring begins to make its positive mark on our learning culture, we may find that, like many schools where VT has been implemented, the **students begin to request vertical teaching as they start to find being segregated by age rather arbitrary.**

Should this occur (it is important to retain a degree of flexibility at this early stage), it is not difficult to see how our system of a two year Key Stage 3 and three year Key Stage 4 could facilitate learning by **"stage not age."** Just as, for example, higher attaining students in Year 7 could benefit from being taught with Year 8 students in some instances, so could students struggling at Key Stage 4 benefit from an extra year in which to complete certain GCSE exams.

This will be **particularly positive for our demographic** as we are likely to have **significant numbers at either end of the attainment scale** who will benefit from the **opportunity to take exams when they are ready** rather than simply according to their

age.

Why choose a Restorative Justice approach to behaviour management?

The 2002 - 2005 national evaluation of Restorative Justice in Schools (carried out by the Restorative Justice Council) has enabled schools to adopt the approach based on strong qualitative and quantitative research. Key findings from recent evaluations include:

- **Whole-school restorative approaches** were given the **highest rating of effectiveness** at **preventing bullying** by a report published by the Department for Education, with a survey of schools showing 97% rated restorative approaches as **effective**.

- In **Barnet,** sixteen primary schools were trained in restorative justice. A **2008** evaluation by the local authority compared these schools with non-practising schools and found a **reduction in exclusions of 51% in RJ trained schools**; **compared to a 65% increase in exclusions** in the thirty two Barnet schools that have received no RJ training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.

- An independent evaluation of Restorative Justice in **Bristol** schools found that restorative justice **improved school attendance** and **reduced exclusion rates**.

- In **Hul**l, a two-year Restorative Justice pilot involved all professionals in Children's Services in the Riverside area. Over 3,500 staff from the Children's Workforce were trained, including staff from twelve primary and two secondary schools. Evaluation of the schools revealed **73% fewer classroom exclusions, 81% fewer fixed term exclusion days, a reduction in verbal abuse between pupils and verbal abuse towards staff of over 70%.**

- Our **vision** is of a **friendly supportive school** where students learn how to behave **courteously and respectfully** by example and through restorative conversations.

Why choose mixed ability groupings for academic study?

We intend to organise students into mixed ability (single age) teaching groups in order to fulfil our vision of Harperbury Free School as an egalitarian institution committed to levelling, rather than reinforcing class divides.

- Current academic research finds **no evidence to support the use of setting**. A study conducted amongst schools which set their students in order to impact on their understanding and achievement found **no** such **gains in attainment**.

- **"High-ability pupils** can be **greatly advantaged** by **mixed-ability teaching** as this means that in group work they can take on roles such as leading the group, developing skills they might otherwise not get the chance to," (Professor Susan Hallam, Dean of the Faculty of Policy and Society at London University's Institute of Education, September 2011 at the British Educational Research Association conference).

- Research conducted by Professor Boaler on ability grouping has persistently shown **high correlations between social class and setting**, with social class functioning as a subtle filter that results in the **over-representation of working-class children in low-ability groups.**

- We envisage that our intake will include a **significant proportion** of **working class** children alongside those from **very affluent** families. **Refusing to further**

disadvantage those students by falling foul of this subtle filter is one of the ways we will ensure **our vision of equality of opportunity** for *all* our students is achieved..

- "Once a pupil has been placed in a set, it is unlikely he/she will move to a different one: a 2002 report noted that **88 per cent of children organised into sets at the age of four remained in the same group until they left school."**

- Professor Boaler also argues that **pupils should be encouraged** to change their thinking about themselves, so they **realise their abilities are not fixed** and can grow which resonates with our **vision** of developing our students' **Growth Mindset** in order to foster individual beliefs in success.

How can Assessment for Learning help us narrow the gap?

- Given the **large variance in the socio-economic profiles of our intake** (See Section C), and the likely significant percentage of our students who will qualify for the pupil premium, it is important that this is used to best effect.

- Research tells us that one of the most effective uses of the pupil premium is feedback ("**very high impact for low cost**", Teaching and Learning Toolkit: Higgins, Kokotsaki and Coe, Durham University 2012). Our whole-school strategy will ensure that:

- The **original principles of Dylan Wiliam**'s "Inside the Black Box" will be adhered to by all staff in a coherent, consistent manner.

- The **assessment for learning cycle** will be firmly embedded in each teacher's practice and is in evidence in Schemes of Learning;

- Several models of excellence are to be demonstrated to students;

- Students will be carefully trained in the use of these models to work out success criteria;

- Students will be trained to use teacher, peer and self feedback, primarily face-to-face but also facilitated by online resources, to draft and redraft work to meet success criteria.

Why implement the "Achievement for All" programme to meet the needs of all students?

Funded by the Department for Education, the *Achievement for All* pilot worked in collaboration with Head Teachers and Senior Leadership Teams in 450 schools across 10 Local Authorities and focused on the 20% of, pupils with SEN. The results have been profound:

- The pilot was successful in **narrowing the attainment gap** between children with SEND and non-SEND children.

- **37 per cent** of children **achieved or exceeded** expected levels of progress for **all pupils** nationally in **English**.

- **42 per cent** of children **achieved or exceeded** expected levels of progress **for all pupils** nationally in **Maths.**

- Improvements in attendance with a **decrease of just over 10 per cent in persistent absenteeism.**

- Behaviour of pupils improved, with **reductions** in teacher-reported **bullying** and

behaviour problems.

- Awareness and focus on SEND improved – with more personalised teaching and learning.

- There was **better engagement with parents** and teachers – with schools reporting excellent relationships with parents rising from 12 per cent to 48 per cent.

- **90 per cent of schools** have put *Achievement for All* in their **school plan**, and nearly all said they will continue with regular conversations with parents.

- For children with **complex needs**, those on free school meals (**FSM**) and those with English as an additional language (**EAL**), **progress was good but slower** than their peers.

Subjects and qualifications offered

Compulsory Subjects at Key Stage 3

Core subjects: English, Maths, Science

Computer Science

Humanities (History, Geography, Philosophy and Religion to be taught together in thematic way)

MFL (one to be taught in the first years of the school chosen from French / Spanish / German according to the specialism of the teacher recruited

Visual Arts (Art, Design & Technology to be taught together in thematic way)

PE (sport)

Performing Arts (Drama and Music to be taught together in thematic way)

AQA Projects Qualification (evidenced through Real World Task completion)

Key Stage 4: GCSE offer and rationale

Subject	Rationale
English Language	Core subject: compulsory
English Literature	Core subject: compulsory
Maths	Core subject: compulsory
Statistics	To provide challenge and interest for higher attainers
Biology	Core subject
Subject	**Rationale**
Chemistry	Core subject
Physics	Core subject
Geography	E-bac subject
History	E-bac subject
Religious Studies	To provide opportunity for spiritual study at this higher

	level
MFL	E-bac subject
D&T (Graphics / Resistant Materials / Food Tech etc according to teacher specialism)	Problem-solving, project management and design skills required embody the skills-based element of our vision
Computing (OCR's pioneering new qualification in computer programming)	In line with recent Government and industry preference for move away from learning how to use office applications toward computer programming
Music	Broad and balanced curricular offer a range of creative subjects (in line with our vision)
Drama	Broad and balanced curricular offer a range of creative subjects (in line with our vision)
PE	Broad and balanced curricular offer a range of creative subjects (in line with our vision)
AQA Project Qualification Level 2	A credible way of assessing and accrediting the project-based learning integral to our vision

All of the subjects offered above will also **provide pathways** into study at **Key Stage 5** through **Level 3** qualifications such as **A-level and B-Tec** which in turn provide an **excellent pathway** into **Higher Education** or the **career** of students' choice.

Key Stage 5

- It is our intention to open a **6th form** during year 5 after opening into as a natural pathway for the majority of our students (whilst also accepting students from other schools locally)

- We will offer all the subjects above at Level 3 and expect students to gain **B or above in the GCSE of their chosen subjects** in order to continue it to A-level.

- We will expect *all* **students to continue their Real World Task** study and gain accreditation at **Level 3** via the AQA Project Qualification in order to continue to develop their **enterprise-based learning.**

- Students will study between three and five subjects at AS level then choose whether to continue with them all or specialise in three at A2.

- It is expected that we will enter into a **consortium agreement** with other schools locally (as is the norm in Hertfordshire) to allow students to access a wider range of subjects should they so wish.

How will we plan for transition points?

Key Stage 4+

- For those students for whom Key Stage 5 study is not appropriate, our **excellent links with the local business community** will open up opportunities for our students to enter the workplace either as **paid employees or apprentices**.

Our continuous focus on **quality careers guidance** throughout the key stages will help our

students make the right decisions about further study or work. The Heads of Years 9, 10 and 11 will form the team responsible for overseeing careers guidance through:

- **Links with our local university** including day trips, university student mentoring, subject-specific outreach, talks by admissions officer.

- **Careers guidance workshops** and **one-to-one guidance** provided through Youth Connexions Service.

- Our **Local Area Partners** (including staff and students from local universities) will **mentor Key Stage 4 students**, ensuring that they have excellent role models, hopefully within a sector which interests them.

- We will **continue to provide a support service** to **ex-students** who leave at the end of Key Stage 4 or 5 through their former tutor with whom students can **book an appointment** in order to obtain **help with job** or further/higher education **applications**, references, interview preparation, CV writing etc.

Key Stage 3 to 4

A **member of staff** will be assigned r**esponsibility** for ensuring that a range of activities designed to ease **transition between Key Stages 3 and 4** including:

- **Guidance and support** provided during Years 7 and 8 for students to make the right choices for them **concerning programmes of study for Key Stage 4.**

- **Regular liaison with parents** to ensure they are well-informed to support their children through the options process.

- **Careers guidance** and work-related learning built into pastoral sessions through PSHE Schemes of Learning.

- **Year 9 used as a "transition year"** enabling students to spend the **first term completing a Real World Task** of their own choosing and design (under strict guidance from staff)

- Students can then spend the remaining **two terms beginning their GCSE study** allowing students who may need extra time, to be able to take their exams at the end of Year 11 while those who can do so at the end of Year 10 can begin Level 3 academic or work-related courses as appropriate.

- Students will experience a truly **lifelong learning experience** through the digital tools available to them, taking their **e-portfolio** from stage to stage and beyond. This portfolio will form part of their dynamic and **media-rich CV**, ready for the world of higher education or work.

Key Stage 2 to 3

- Our **project-based Opening Minds curriculum** will ease transition between Key Stages 2 and 3 as primary school students **accustomed to learning thematically** and through group based scenarios. **Ofsted** have noted in one Opening Minds' school that, "An innovative '**competency curriculum**' in Year 7 **aids transition** from primary school, using a thematic approach to support the development of learning skills." In another, **students** were said to feel comfortable with teaching styles that mirror those used in their junior schools and **appreciate how this eases their transition to the 'big school'.**

- The **first Real World Task** in Year 7 will be a **transition module**, spent teaching

students how to learn the "Harperbury way" explicitly using the **Opening Minds** competence framework.

- Year 7 students will **not be required to stay for the final sport/enrichment session** of the day in their first term (but may do so if they choose) in recognition of their age and **energy levels** during their Key Stage 2 to 3 **transition period**.

- Our **digital world** will be accessible outside our school in the shape of **virtual insights** and online portals, enabling Year 6 students to experience nuggets of our project-based curriculum and way of life.

- Also accessible to Year 6 students will be **virtual tours** of the school, **interactive maps** and **interviews** with current Year 7 students and their Key Teachers to help them feel more familiar and at ease on transition.

- An **Achievement for All structured conversation** will take place at the beginning of the year with the **parents and Key Teacher of all SEND students** to allow teachers to get to know their new cohort better (e.g. pupils' specific needs, what aspects of provision had worked in previous years and what had not).

- A **member of staff** will be assigned **responsibility for primary liaison** in order to help students meet the emotional and social demands of moving schools. Among other tasks, they will:

1. **Visit feeder primary schools** to meet pupils and staff in Year 6 (**including primary SENCOs** in order to gather information about individual students' needs and strategies which have been successful in meeting them)

2. **Co-ordinate transition activities** for Year 6 pupils to take place at Harperbury throughout the year

3. Co-ordinate **Year 7 induction** where appropriate behaviours for learning and Opening Minds' competences are introduced

4. Facilitate and analyse **CATS testing** to ensure that the needs of every student can be met adequately, with support and challenge provided as appropriate

Local Area Partners

Our vision of a **truly local school** which is firmly rooted in our area and draws upon the **rich variety of agricultural, industrial, commercial and social enterprise** in the locality as well as excellent easy transport links into London. Our **Local Area Partners** will be one of our **unique strengths** and will enrich the lives of our students in a myriad of ways.

The following organisations are either **local** or have strong links to the local area and have expressed their **commitment to supporting the work of Harperbury Free School**.

They have expressed their excitement at the prospect of a new secondary in the locality with which they can engage; playing a role in **shaping the curriculum**, facilitating **extra-curricular activities** or supporting individuals and small groups of students through **mentoring programmes**.

Many are keen to offer **work placements** which go beyond the traditional two weeks of photocopying and some are interested in **working collaboratively with teachers to set Real World Tasks**, **hosting visits** to their organisations or coming to the school to **give talks**, **run workshops** etc where this will enrich student experience and **enhance completion of Real World Tasks**.

- Stanton House Recruitment (offices in London and Thames Valley, ████)

- Luminous Communications Agency (Brand communications: central London office, ████████)

- Click Photography Studio (Radlett)

- Marks and Spencer (commitment from Herts Regional Director)

- Tribune, a leading IT solutions provider (offices in London, Milton Keynes; ████████

- Radlett Park Golf Club (Radlett)

- Cricket (Radlett & MCC, Shenley and London Colney Cricket Clubs have all expressed an interest in supporting HFS)

- Tabard RFC rugby club

- Tennis - Radlett LTC

- Football - St Albans Rangers, St Albans City FC, Borehamwood FC

- Sailing - Aldenham Sailing Club

- Butterfly World (Conservation Park near St Albans, Herts)

- Blanco (Supply sinks, taps, worktop systems, cooker hoods and accessories for all market sectors from their new purpose-built HQ, warehouse and distribution centre in Colney Heath, Hertfordshire)

- Gristwood and Toms Limited (one of the largest and most experienced arboricultural companies in Europe operating from five depots around England; Head Office in Shenley)

- Saplings Pre-School (Park Street, St Albans where the ████████

- Herts & Middlesex Wildlife Trust

- Shenley Park Trust

- Aldenham Country Park)

- Woodland Trust

- BAM (international construction company in St Albans & Hemel Hemel Hempstead with significant commitment to Corporate Social Responsibility)

- Radio Verulam (St Albans' local radio station)

- RAIFA (town twinning organisation for Radlett)

- The Cat & Fiddle (local traditional pub and restaurant, Radlett)

- ESS (Education Support Services company based in Hertfordshire)

- Shenley Glass (domestic and commercial glazier based in Shenley)

- Sean Stanley Ltd (architect based in Radlett)

Section D2: Provide a coherent and feasible school timetable and calendar.

Curriculum Model

We will organise the day around **three, ninety-minute learning sessions** in order to facilitate the **deep enquiry-based learning** which is **integral to our vision** and will operate a **two-week timetable** in order to achieve this whilst providing a **broad and balanced** variety of subjects.

- Core subjects: English, Maths, Science

- Computer Science

- Humanities (History, Geography, Philosophy and Religion to be taught together during KS3 but available separately at KS4)

- MFL (one to be taught in the first years of the school chosen from French / Spanish / German according to the specialism of the teacher recruited) (See CBI/Pearson Education Skills Survey 2012 chart below)

- Visual Arts (Art, Design & Technology to be taught together during KS3 but available separately at KS4)

- PE (Sport)

- Performing Arts (Drama and Music to be taught together during KS3 but available separately at KS4)

- AQA Projects Qualification (evidenced through Real World Task completion)

German 50%
French 49%
Spanish 37%
Mandarin 25%
Polish 19%
Arabic 19%
Cantonese 12%
Russian 11%
Japanese 11%
Portuguese 6%
South Korean 3%

Languages rated by managers in UK firms as useful to their business
Source: 542 firms questioned in 2012 CBI/Pearson Education and Skills survey
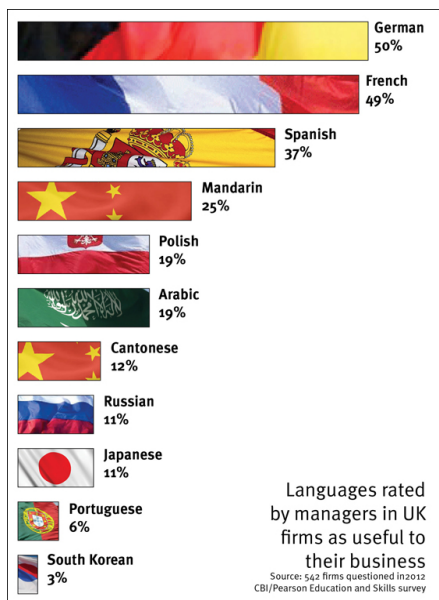
Subject Weightings per fortnight

- three ninety-minute learning sessions per fortnight
- **ten hour-long sessions** devoted to **Literacy and/or Numeracy** as per students' individual needs

Subject	KS3 (Yr7&8)	% of teaching time
English Lit	4	13.3%
Maths	4	13.3%
Science	5	16.6%

Subject	KS3 (Yr7&8)	% of teaching time
Humanities	4	13.3%
MFL	4	13.3%
Visual Arts (Art and D&T)	2	6.6%
PE	1	3.3%
Performing Arts (Drama and Music)	2	6.6%
Computer Science	1	3.3%
Real World Tasks	2	6.6%
Group Enrichment Activity**	1	3.3%
PSHE and Citizenship		Taught together during 5 breakfast sessions per week
Totals	30	100%

Subject	KS4 E-bac route	KS4 Other GCSE route	% of teaching time
English Lit	4	4	13.3%
Maths*	4	4	13.3%
Science	5	5	16.6%
Humanities	4	0	13.3%
MFL	4	0	13.3%
Option A	3	3	10%
Option B	3	3	10%
Option C		3	10%
Option D		3	10%
Real World Tasks	2	2	6.6%
Group Enrichment Activity**	1	1	3.3%
PSHE and Citizenship			Taught together during 5 breakfast sessions per week
Totals	30	28***	119%***

Key:

*English and Maths weighted slightly less heavily because of daily Literacy and Numeracy sessions throughout Key Stages 3 and 4.

** E.g D of E / RAF Cadets etc supervised by non-staff members (to allow whole-school CPD)

*** this allows students to choose MFL and/or Humanities subjects which take 4 sessions per fortnight

<u>Curriculum Content and Programmes of Study</u>

Key Stage 3

- students will be **assessed against National Curriculum levels** in each subject but **teaching staff will be given the flexibility** to choose which **topics** they focus on in order to help students reach their target levels.

- Students will study most **subjects discretely** taught by subject **specialists.**

- **Flexibility exists for** certain subjects to be taught in a **cross-curricular way** (**Humanities, Visual Arts and Performing Arts**) during Key Stage 3. Discretion will rest with the subject specialist teacher as to whether they wish to split their curriculum time between subjects or teach them together. Students given the opportunity to further specialise in **separate subjects at Key Stage 4.**

- **PE** will be **taught separately** by a specialist.

- **Real World Tasks** will be given **separate curriculum time** to complete a project-based learning task which **links to** at least **three** of their **other subjects** per term but will often naturally encompass more (for more detail see project-based learning model below).

- Students choose GCSE **options** at the end of **Year 8.**

Year 9

- Year 9 will be used a **transition year** between Key Stages 3 and 4 (students will begin to study their chosen subjects at GCSE level but without **the pressure of completing exams/controlled assessments** during this year although **normal in-class assessment** recording, monitoring and tracking **will still take place** so as to keep a **focus on academic rigour and progress.**

- In the first term, students will complete a **large-scale Real World Task** of their own, choosing within a guidance framework and subject to a tutor consultation which will ensure that their project can help them develop and evidence skills toward at least two of their GCSE courses (for more detail see project-based learning model and RWT example below).

- The remaining two terms will be spent beginning their GCSE study.

Key Stage 4

- **English, Maths and Science** will be core **compulsory** subjects at GCSE.

- All students capable of achieving good GCSE grades in the **e-Bac** suite of

qualifications will be **strongly encouraged** to opt to do so (Geography or History, and an MFL choice in addition to English Literature, English Language, Maths and Science).

- **E-bac students** will also have the opportunity to select an **additional two GCSE** choices from the option list.

We will ensure that each student is able to take as many GCSE courses as is appropriate and challenging for them. Through their personal choice and with our careful guidance it is envisaged that **three self-selecting pathways will emerge**:

1. Students taking the **E-bac qualifications** plus two others *could* achieve **up to twelve GCSEs** (we envisage c.**40%** of students will follow this path)

2. Students preferring other subjects could also take up to four options in addition to the core subjects (we envisage c.**40%** of students will follow this path)

3. Students may only take a core of **up to five GCSE courses** (or alternative qualifications as appropriate) supplementing their study with **vocational/work related study** (see Alternative Provision below)

(up to **20%** of students may follow an alternative / Foundation Tier curriculum, personalised to their individual needs)

Number of GCSEs

Choice of between two and four English and Maths qualifications:

English or Language and Literature

Maths and / or Statistics

Choice of between one and three Science qualifications:

Chemistry, Biology, Physics OR

Dual Award Science OR

Single Award Science

If E-bac studied then **one Humanities subject** and **one MFL** plus **two options**

If **non E-bac**, **four other options** possible

AQA Projects Qualification

Level 1 or 2

Maximum = 12

Minimum = 3-5 (English, Maths, Science plus vocational / work-related study (see Alternative Provision below)


Literacy and Numeracy

- Delivered as part of our **"Stretch and Support"** programme which will **narrow the gap** between our **lowest attainers** and the **national average** whilst providing sufficient levels of **challenge** for our **higher attainers**

- Daily Literacy / Numeracy hour **personalised for students' individual needs** (i.e. more Literacy / more Numeracy as required)

- Delivered using **technology** to **allow small groups** of students to work on **specific targeted areas** of Literacy/Numeracy after careful diagnosis (using **CATS testing** or similar and teacher input)

- Each teacher trained to deliver curriculum designed by specialists and supported by a Learning Mentor in classes of 20

- Diagnostic tests carried out at the beginning of each unit to find gaps in knowledge and with a focus on functional skills

- **Ratio of one member of staff to ten students**, alongside use of **software** support programmes such as "Wordshark" , "Mathsisfun.com" and "coolmathforkids" and **applications** for handheld devices will enable students to **plug the gaps** and make progress in the areas they really need rather than simply repeating old material

Real World Tasks (Project Based Learning)

- Students will spend **two ninety-minute sessions per fortnight** working towards the completion of their **Real World Task** which will use specific knowledge and skills from at least **three subject areas** (e.g. English, Drama and history)

- **One afternoon per term** will be scheduled as **exhibition** time for **Real World Tasks**. This is to ensure that we deliver our **vision** of **motivating our students** to work their hardest through **high-stakes projects** where they know that their work will culminate in a public presentation attended by members of their local community.

- **Real World Tasks** will be **accredited** using the **AQA Project qualification** at **Levels 1** in Key Stage 3 and **Level 2** in Key Stage 4. In this way, the **transition of Real World Tasks** into Key Stage 5 can be managed seamlessly by using AQA's **Level 3** qualification.

- The **Opening Minds' competences** will also be **assessed** using the assessment framework outlined fully in Section D5
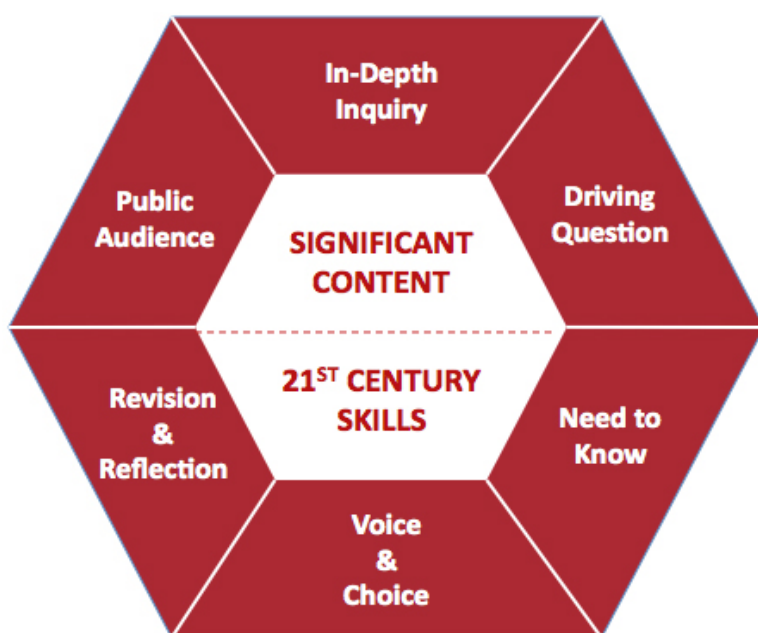
Project based learning is often accused of failing to teach enough content knowledge and academic skills. However, rigorous, meaningful and effective project based learning **is intended to teach significant content.** Goals for student learning will be explicitly derived from **National Curriculum levels / GCSE grade descriptors** and **key concepts** at the heart of each subject's Schemes of Learning. Good PBL:

- **Creates a need to know essential content and skills.** Project Based Learning reverses the order in which information and concepts are traditionally presented. A typical unit with a "project" add-on begins by presenting students with knowledge and concepts and then, once gained, giving students the opportunity to apply them. Project Based Learning begins with the vision of an end product or presentation. This creates a context and reason to learn and understand the information and concepts.

- **Allows some degree of student voice and choice.** Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students' educational engagement.

- **Includes processes for revision and reflection.** Students learn to give and receive feedback in order to improve the quality of the products they create, and are asked to think about what and how they are learning.

- **Involves a public audience.** Students present their work to other people, beyond their classmates and teacher – in person or online. This "ups the stakes," increasing students' motivation to do high-quality work, and adds to the authenticity of the project.

An example of a Real World Task:

Students develop a plan to work with a local community to improve an aspect of its wellbeing and then enact the plan, modifying as necessary. Students will need to hone their independent research skills to find out about current provision, communicate effectively with stakeholders using a variety of different methods, present an analysis of barriers, enablers and other considerations relating to public health, such as policies/rules/regulations as well as attitudes and behaviours.

Areas for consideration could include:

- organising and encouraging participation in screening, immunisation or some other health programme

- developing a recreational facility

- developing a community service

- organising and encouraging participation in educational courses (e.g. first aid, enrichment, parenting, injury prevention)

- participating in activities that break down existing social barriers.

Subject areas which could contribute: Science, Maths, English, Humanities, PSHE, Citizenship

Pastoral Programme

Our ambitious pastoral programme will encompass not only elements such as **PSHE** and **Citizenship** found in more traditional schools but also draw upon cutting edge psychological research and will take place each morning during working breakfast sessions.

- We intend to cover the key aspects (of both the personal, social and health strand as well as the economic education and citizenship strand) of the **PSHE** curriculum during our pastoral time during at least one morning per week.

- Our **economic education** will also be taught through the curriculum via our Real World Tasks which will often incorporate an enterprise theme and where all learning is work-related in some capacity.

- We will also run specific **Citizenship** sessions planned with reference to the statutory Citizenship programmes of study to help students understand and engage with the structure of our democratic society: politics, the economy and the law.

- **Growth Mindset**: during breakfast sessions, tutors will lead an **eight week course of half hourly sessions** increasing motivational patterns by explicitly teaching that intelligence is malleable and can be improved through dedication and hard work. Use of Carol Dweck's **Brainology™ software programme** will also serve to reinforce positive attitudes to learning through fun accessible activities.

- Psychological and neuroScience studies have shown such changes in mindset to have **tangible** positive **effects** on **academic attainment.**

Enrichment Activities

It is central to our vision that HFS students learn to become active citizens with full, rich lives in addition to their academic achievements. For this reason we will have high expectations of attendance to extra-curricular sessions at the end of the school day from 3.30-4.30..

- We envisage **each member of staff** (and **Local Area Partners** where possible and appropriate) offering an **enrichment** or **sporting activity** in order to provide a **varied programme based on the genuine passions and interests of the adults connected to the school** (as seen in schools such as one outstanding local school, St Christopher's (Letchworth Garden City) where each member of staff is expected to run an extra-curricular club and a very wide variety of activities is offered as a result.

- We intend to run **Duke of Edinburgh Award** programmes as well as **other outdoor pursuits** depending on the experience and expertise of staff members.

- Our preferred site would provide **excellent facilities** for sports and leisure activities as "footprints" already exist for tennis courts, football and cricket pitches amongst others.

- As **many sporting and leisure organisations** such as our local rugby club, the local football team, a member of the local sailing club et al **already support our application**, we intend to make full use of these **Local Area Partners** to be able to deliver a wide variety of experiences both on and off-site.

Group Enrichment Activity / Staff CPD

- Students undertake **one group enrichment activity per fortnight** (e.g. Duke of Edinburgh Award, RAF Cadets, sports team / choir / theatre group etc) as a **compulsory** part of the curriculum **every other Wednesday afternoon.**

The supervision of this activity will be outsourced (paid through non-payroll costs) to facilitate whole staff Continuing Professional Development in line with our **vision** commitment both to the power of **collaborative planning** and to **staff as lifelong learners** who reflect on their practice to improve.

- **One other** ninety-minute **CPD session** will be scheduled in a **similar** way to PPA **but** be **in addition** to **normal PPA time** thus enabling students to still be taught by other members of staff during this time.

What is optional and what is compulsory?

Key Stage 3 compulsory curriculum elements

- All subjects listed in the table above

- Real World Tasks

- Pastoral working breakfast

- Literacy/Numeracy sessions

- Group Enrichment Activity - Wednesday afternoon fortnightly

- Daily afternoon Enrichment Hour (depending on age*)

*Enrichment Hour:

- **Two sessions per week compulsory for Yr7 (inc. at least one PE).**

- **Three sessions per week compulsory for Yr8 (inc at least one PE)**

- **Year 7 term 1 no sessions compulsory (transition)**

- **Four sessions compulsory for Year 9 (at least two PE)**

- **Five sessions compulsory for KS4 (some will be subject catch-up sessions) inc. at least two PE.**

Key Stage 4 compulsory curriculum elements

- English, Maths, Science GCSE (or alternative)

- Real World Tasks

- Pastoral working breakfast

- Literacy/Numeracy sessions

- Group Enrichment Activity - Wednesday afternoon fortnightly

  daily afternoon Enrichment Hour

Alternative Provision

- We envisag**e a small minority of** students (fewer than 10% based on KS2 demographic data and other local secondary school data) who will have difficulty

accessing GCSE courses. We are deliberately **avoiding being too prescriptive** about the exact curriculum offer for these students as it is clear that a **"one size fits all"** approach will be completely **inappropriate.**

- In line with our **vision** that learning should be **relevant to real life situations** and the local community throughout the key stages, students will still complete a **Real World Task** at either Level 1 or Level 2 as appropriate (accredited using the AQA Projects qualification)

- In order to deliver on our **vision** statement that students should leave Harperbury with the **skills required by employers** and further education, students will still participate in the **Literacy and Numeracy** "Stretch and Support" programme during one hour-long session daily.

- Provision of a **Foundation Learning Tier** for learners aged **14 and over** within which an **alternative range of accredited qualifications at Entry level** are available.

- Each Foundation Learning Tier programme of study will incorporate **three key components**: **personal and social development**, **a subject/vocational** emphasis and **Functional Skills.**

- **Entry Level** qualifications are closely linked to the National Curriculum but also cover vocational and life skills. **Assessment** for these qualifications can be **written, oral or practical.**

- **Entry level** qualifications provide **clear pathways of progression** to Level 1 and 2 qualifications.

- For those who are able to work at **GCSE** level, **special arrangements** can be made including use of a word processor, increased time in examinations, supervised rest breaks, enlarged versions of the exam paper or visual aids, exam papers with modified language.

- Students may use curriculum time to complete closely monitored **work or voluntary placements** within the community, building on links with our **Local Area Partners** (e.g. a local nursery has agreed to offer placements to a small number of students interested in childcare).

Broad and Balanced Curriculum

Elements of a broad and balanced curriculum	Features which ensure we deliver a broad and balanced curriculum
Spiritual	- **Philosophy and Religion compulsory at KS3** and **Religious Studies** available to study at **KS4** - **Regular assemblies** to be held during the breakfast hour which highlight aspects of spirituality
Social	- **Vertical Tutoring** proven to improve students' social skills and provide **active opportunities for citizenship** outside of the curriculum - **PSHE** study facilitates students' social development

	• **Enrichment activities** provide range of **opportunities for students and staff to interact with each other socially**, learning appropriate behaviours • Working pastoral breakfast sessions give students and staff an excellent opportunity to interact with each socially in a different setting • **Restorative justice** gives students and staff a means of repairing the **social fabric** of the school
Mental	• Tutors and Local Area Partners provide a range of different adults in which to confide • **Growth Mindset** improves students' views of themselves as learners, creating more positive relationships in lessons • **Restorative justice** helps to improve mental states of victims of poor behaviour choices by giving them a voice • A member of staff (or Local Area Partner) to be appointed as **Student Counsellor**
Physical	• **Physical Exercise part of compulsory curriculum at KS3** • **PE** available to study at **KS4** • Students required to participate in at least one/**two physical activity Enrichment Sessions per week (depending on age)** • Students **may choose** a physical activity as their compulsory group enrichment activity (e.g. **a team sport**)

School Timetable and Calendar

Day structure

8-9	Breakfast and: Pastoral Activity (PSHE/Citizenship/paired reading/mentoring/Growth Mindset training)
9-10.30	Session A
10.30-10.50	Break
10.50-11.50	Literacy / Numeracy
11.50-1.20pm	Session B

1.20-2pm	Lunch	
2.00-3.30	Session C	
3.30-4.30	Sport / Supervised Study/ D of E / Music /Enrichment etc	

Although we recognise that our school day is somewhat longer than many, the **last period of the day** is intended to **replace homework** for **Key Stage 3** students as they will spend some of their sessions on extra-curricular activities and others in supervised study sessions.

Parents tell us they would **prefer their children to work at school** so as to be able to relax at home and spend time as a family without the pressure of completing school work.

Key Stage 4 students will also be able to benefit from the supervised study sessions but **may find** that they still have some, although a reduced amount of **study to complete at home.**

A sample Key Stage 3 timetable (week 1 only)

Session	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Working Breakfast	08.00-9.00	Pastoral: learning skills / peer mentoring / Growth Mindset / PSHE / Enrichment / Physical activity				
Session A	09.00-10.30	Hums	Science	MFL	English	Maths
Break	**10.30-10.50**	**Break**				
Stretch and Support	10.50-11.50	Literacy/ Numeracy	Literacy/ Numeracy	Literacy/ Numeracy	Literacy/ Numeracy	Literacy/ Numeracy
Session B	11.50-1.20pm	MFL	English	Maths	Science	Hums
Lunch	**1.20-2pm**	**Lunch**				
Session C	2.00-3.30	Performing Arts	Science	Week 1 = Session C as normal Week 2 = Whole staff CPD Student Group Enrichment Activity	Visual Arts	RWT
Extra-curricular and Sport	3.30-4.30	Sport/Enrichment/ Enterprise/D of E / Supervised study			Sport/Enrichment/ Enterprise/D of E / Supervised study	

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* Visual Arts = Art and Design Technology

*Performing Arts = PE, Music and Drama (PE will be taught separately by a subject specialist during ONE of the Performing Arts periods)

A sample Key Stage 4 timetable (week 1 only)

Session	Time	Monday	Tuesday	Wednesday	Thursday	Friday
Working Breakfast	08.00-9.00	Pastoral: Learning skills / Peer mentoring / Growth Mindset / PSHE / Enrichment / Physical activity				
Session A	09.00-10.30	Hums/ Option A	Science	MFL / Option B	English	Maths
Break	**10.30-10.50**	**Break**				
Stretch and Support	10.50-11.50	Literacy/ Numeracy	Literacy/ Numeracy	Literacy/ Numeracy	Literacy/ Numeracy	Literacy/ Numeracy
Session B	11.50-1.20pm	MFL / Option B	English	Maths	Science	Hums/ Option A
Lunch	1.20-2pm	**Lunch**				
Session C	2.00-3.30	RWT	Science	Week 1 = Session C as normal	Option C	Option D
Extra-curricular and Sport	3.30-4.30	Sport/Enrichment/ Enterprise/D of E / Supervised study		Week 2 = Whole staff CPD Student Group Enrichment Activity	Sport/Enrichment/ Enterprise/D of E / Supervised study	

Term dates

In order to better collaborate with neighbouring local secondary and primary schools and in line with local demand as evidenced by our online survey, we intend to remain in line with Hertfordshire County Council's term dates which take into account national advice and which have been agreed by the County Working Party on Term Dates. They are set according to the following rationale:

- The working party must establish annual windows within which there are 196 days. Schools then need to allocate annually the following within those windows:
    - 190 days for pupil attendance
    - 5 professional development days
    - 1 day for an occasional holiday

- The Easter holiday should be the first two full weeks in April.

- As far as possible school terms should run in full weeks starting on Mondays and ending on Fridays. Whenever part weeks are necessary they should contain at least two working days.

- Half Term holidays should be full weeks.

- When possible the Christmas holiday should contain two full weeks, though this may depend upon the national allocation of bank holidays over the Christmas and New Year period.

- Holidays should be aligned as closely as possible with Hertfordshire County Council neighbours. However, the underlying principle is that Hertfordshire must set dates that suit its schools and alignment with other authorities is a secondary consideration.

As an example, the term dates for 2013/14 are as follows:

Academic year 2013/2014			
Dates	**Autumn term**	**Spring term**	**Summer term**
Start/End	Monday 2nd September 2013 to Friday 20th December 2013	Monday 6th January 2014 to Friday 4th April 2014	Tuesday 22nd April 2014 to Wednesday 23rd July 2014
Half term	Monday 28th October 2013 to Friday 1st November 2013	Monday 17th February 2014 to Friday 21st February 2014	Monday 26th May 2014 to Friday 30th May 2014
Break	Christmas Break: Monday 23rd December 2013 to Friday 3rd January 2014	Easter Break: Monday 7th April 2014 to Monday 21st April 2014	May Bank Holiday: Monday 5th May 2014

Organisation of Students

For academic purposes:

- **Mixed ability groupings** to deliver our **egalitarian** vision and raise attainment for *all* (see **section D1** for detailed rationale against ability setting)

- **Literacy / Numeracy programme** devised by specialists taught in 6 groups of 20 by **all staff** (after training by specialists) with personalised learning even further facilitated by Learning Mentors and the use of hand held technology

- **Stage not age** approach may be used **within key stages** initially in Literacy and Numeracy only (e.g. a high attaining Year 7 may work in a group with students from Year 8 on a Literacy "stretch" project)

Pastoral:

- Vertical tutor groups: **6 groups of 15 mixed-age students** eventually (once staffing at capacity) supervised by two members of staff

- **PSHE, Citizenship, Growth Mindset** sessions are taught by **tutors** during **working breakfast sessions** daily

- It is envisaged that the **first 20 minutes** of each breakfast session will be conducted in the **vertical tutor groups** with **most Citizenship** and **Growth Mindset** sessions being taught in the same way.

- However, **certain PSHE topics** may not be suitable for mixed-age teaching so flexibility will be built in to change into **same-age groupings** after the first 20 minutes with different members of staff taking different year groups

Enrichment:

- Students will have **free choice** of Enrichment Sessions (with the **proviso** that **at least two sessions are physical activity**)

- **Some** Enrichment Sessions will be **age / key stage specific** (e.g. Key Stage 3 football club) while **others may be open to students of all ages** (Film Club)

Section D3: Show how your staffing structure will deliver the planned curriculum.

Principles of Staffing Plan

- Strong leadership team in place throughout the build-up to capacity.

- Appropriate teaching experience to deliver focus on Literacy and Numeracy.

- Ensure SEN adequately supported through the years.

- Leadership team (except School Business Manager) involved in pastoral / Literacy / Numeracy hour / extra-curricular activities.

- Delivery of small tutor groups: eight groups of up to twenty mixed-age students with adult/student ratio no more than 20:1.

- Pastoral sessions lead by a mix of teaching staff , Learning Mentors and (where appropriate) Local Area Partners to take advantage of the breadth of experience of *all* staff

- Subject sessions and Literacy/Numeracy hour lead by teacher with a Learning Mentor or another teacher (whose timetable is not at fully allocation) so ratio of adult/student is no more than 15:1.

- Most experienced teachers are focused on Subject sessions, Literacy/Numeracy hour and pastoral sessions.

- Maximise value for money.

- Appeal directly to those wishing to work part-time (e.g. women returning after childcare breaks wishing to utilise their leadership experience without a full teaching load).

Rationale

- Based on the example timetables in D2, the number of total hours of student contact per year was calculated for each two-week period.

- The core teaching time for each subject (Table A(i)) and for the additional contact hours set out in Table B are allocated to teaching staff in Table A(ii).

- The remainder of the contact hours are allocated as per Table C.

- For KS3 & KS4 there are a total of 620 contact hours (including CPD training) per fortnight for each year group.

- The allocation of leading pastoral or Literacy/Numeracy sessions in the tables below is purely illustrative.

- The staffing plan has been built up each year taking into account the contact hours and number of groups for each activity in accordance with the principles set out above.

- Table E shows the Staffing Structure in year 1, with the number of staff and the full time equivalent.

- We recognise that recruiting part-timers may not always be possible so also plan to recruit those with more than one subject specialism (e.g. nearby Berkhamsted's recent decision to move away from a 3 tier middle school system will create a pool of such teachers with the experience of cross-curricular teaching we desire.

	No. of sessions	No. of groups	Total periods	Hours per session	Total Hours	RWT/ Subject	Pastoral	Literacy/ Maths Hour	Extra-Curricular	Total
Teaching Staff Contact Hours per Fortnight for each year in KS3 and KS4 (Table A(i))						**Illustrative allocation of hours (actual allocation could be different) (Table A(ii))**				
English	4	4	16	1.5	24		10	10		44
Maths	4	4	16	1.5	24		10	10		44
Science	5	4	20	1.5	30		10	10		50
Humanities	4	4	16	1.5	24		10	10		44
MFL	4	4	16	1.5	24		10	10		44
DT & Art	2	4	8	1.5	12		10	10		32
Drama & Music	2	4	8	1.5	12					12
PE	2	4	8	1.5	12	6				18
Computer	1	4	4	1.5	6					6
Total					168	6	60	60	0	294

Additional Compulsory Contact time to be allocated to Tables A(ii) and C (Table B)	No. of sessions	No. of groups	Total periods	Hours per session	Total Hours
RWT	1	4	4	1.5	6
Enrichment/Staff CPD	2	4	8	1.5	12
Duke of Edinburgh/CPD	2	6	12	1	12
Pastoral	10	8	80	1	80
Literacy/Numeracy	10	6	60	1	60
Extra-Curricular (less Duke of Edinburgh)	10	6	60	1	48
Total					218

Learning Mentors/Leadership Team Contact Hours per Fortnight for each year in KS3 and KS4 (Table C)

	RWT/ Subject	Pastoral	Literacy /Maths Hour	Extra- Curricular	Total
	Illustrative allocation of hours (actual allocation could be different)				
Pastoral (LM lead)		20			20
Subject	168				168
RWT	6				6
Enrichment/ staff CPD	12				12
Duke of Edinburgh/staff CPD				12	12
Literacy/Numeracy					0
Extra-Curricular (less Duke of Edinburgh)			60	48	108
Total Time allocated from Table A(ii)					294
Total	620	20	60	60	620

The same approach has been taken for KS5 shown in Table D. Students may take AS or A levels and for the purposes of calculating the staff numbers it is assumed that a range of 8 subjects are available for students to study whilst in the sixth form. There would be 12 hours of directed study per subject per fortnight. The ratios of adult to teacher remain the same in KS5 as does the pastoral, Literacy/Numeracy and Extra-Curricular sessions.

KS5 Contact Hours per Year Group (Table D)

	Teacher	Learning Mentor	Total
Subject	96	96	192
Pastoral	60	20	80
Literacy/Numeracy	60	60	120
Extra-Curricular	40	20	60
Total	256	196	452

Once the minimum number of contact hours per subject in a fortnight was established in Table A(ii), the FTE was calculated based on the following proportion of management and/or preparation time required for the following roles.

Teaching Position (Table E)	% of contracted time as contact time
Mainscale	90%
TLR	80%
Head	50%
Deputy Head	60%
Assistant Head	60%
Head of Sixth Form	60%
SENCO	60%

Where a person performs two functions such as the SENCO also being the Head of Year 7, the SENCO's maximum contact hours will be further reduced to take into account TLR responsibilities. In addition to the number of contact hours, the curriculum requires there to be a minimum number of teaching staff to cover all the teaching groups. To maintain efficiencies, a subject will run at four different times in the timetable to avoid requiring four teachers of every subject for each year group.

The Staffing Structure

Table E below shows the staffing structure develop as the school reaches capacity. The Head Teacher is responsible for all day-to-day management of the school, ensuring that policies set by the Governing Body are implemented and that the school operates at the highest standards. To support him/her in year 1 will be the School Business Manager (to be appointed pre-opening) and a SENCO. The SENCO will also be Head of Year 7. **The focus on Literacy and Numeracy is strengthened by the appointment of 2 TLRs as Head of Maths and English respectively from the opening of the school**. A TLR will be appointed (internally or externally) for each head of year as the school expands. The heads of years will also be subject teachers with a teaching timetable. The other TLRs as subject heads are to be appointed in year 4 in recognition of the need for GCSE/E-bac administration and management.

Staffing Build-up (Table F)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Senior Leadership Team							
Head Teacher	1	1	1	1	1	1	1
Deputy Head			1	1	1	1	1
Assistant Head (Pastoral)		1	1	1	1	1	1
SENCO	1	1	1	1	1	1	1
Head of Sixth form					1	1	1
School Business Manager	1	1	1	1	1	1	1
Total No.	3	4	5	5	6	6	6
Total FTE	3	4	5	5	6	6	6
Teaching Staff (excl. SLT)							
English	1	2	3	4	5	6	6
Maths	1	2	3	4	5	6	6
Science	1	2	3	4	5	6	6
Humanities	1	2	3	4	5	6	6
MFL	1	2	3	4	5	6	6
DT & Art	1	1	2	2	3	4	4
Drama & Music	1	1	2	2	3	3	4
PE	1	1	2	2	3	3	4
Computer Science	1	1	1	1	1	1	1
Total No.	9	14	22	27	35	41	43
Total FTE	5.3	10.4	15.5	21.2	26.1	31.7	36.5
Educational Support							
Learning Mentors	8	5	16	22	28	34	40
Laboratory Technician		1	1	1	1	1	1
Arts Technician			1	1	1	1	1
Total No.	8	6	18	24	30	36	42
Total FTE	3.2	6.8	10.3	14.9	19.3	20.0	22.0
Administration							
Asst SBM				1	1	1	1
Heads PA	1	1	1	1	1	1	1
Welfare/attend				1	1	1	1
Facilities Manager	1	1	1	1	1	1	1
Office Admin	1	1	2	2	2	2	2
Total No.	3	3	4	6	6	6	6
Total FTE	3	3	3.5	5.5	6	6	6

The financial impact of the staffing structure

As highlighted in the Principle of the Staffing Plan, the structure must provide value for money. We do this by ensuring that the most appropriate obtaining value for money and in particular in the post opening period, experienced teachers are focused on Subject sessions, Literacy/Numeracy Hour and Pastoral sessions. A significant number of staff will be part-time, particularly the Learning Mentors, giving greater flexibility and reducing over capacity.

The full time equivalent in Table F is represented below in Table G, as it is shown in the Financial Plan, demonstrating a fully funded staffing plan.

Full Time Equivalent – as Per Financial Plan (Table G)							
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Senior Leadership Team	3	4	5	5	6	6	6
Teaching (TLR)	1.6	2.4	3.2	6.5	7.3	7.7	8.6
Teachers (Mainscale)	3.7	8.0	12.3	14.7	18.8	24.0	27.9
Education Support	3.2	6.8	10.3	14.9	19.3	20.0	22.0
Administration	3	3	3.5	5.5	6	6	6

Senior Leadership Team and Key Responsibilities

The SLT is built-up quickly in the Post Opening Period to ensure direction is provided at an early stage in the development of the school. All but the School Business Manager will have some teaching responsibilities. These will be either Pastoral sessions and/or Literacy/Maths sessions, this is to demonstrate the importance of these activities to the Educational Vision and also to ensure the SLT has day-to-day contact with the student body.

Head Teacher

Section F5 under The Head Teacher Role at HFS, provides a detailed description of the Head Teacher's responsibilities. The Head Teacher will in the first 3 years of opening spend up to 50% of his/her time on subject teaching, pastoral or Literacy/Numeracy sessions. From year 4 onwards this time will be reduced to 25%.

Deputy Head

This appointment is expected to be made in year 3, when the first year's intake school will begin moving from KS3 to KS4 and this appointment will strengthen the SLT focus on delivering the performance targets set out in D5. The Deputy Head will spend up to 60% of his/her time on subject teaching, pastoral or Literacy/Numeracy sessions. Specific responsibilities include:

- Management of heads of Subjects
- Exam process
- Curriculum monitoring and planning
- Performance data analysis and planning

Assistant Head (Pastoral)

This appointment will be made in year 2 and the Assistant Head will also spend up to 60% of his/her time on subject teaching, pastoral or Literacy/Numeracy sessions. The main

responsibilities will be the leadership and delivery of the Pastoral and Enrichment aspects of the curriculum.

SENCO

The SENCO will be appointed in year 1 and will also be the Head of year 7. Pastoral leadership of year 7 will give the SENCO greater understanding of the schools newest cohort and their future requirements. The SENCO will spend no more than 48% of his/her time on subject teaching, pastoral or Literacy/Numeracy sessions. A summary of the role of the SENCO is set out in D4.

Head of Sixth Form

The Head of Sixth Form will be appointed in year 5 and will be responsible for the establishment and development the Sixth Form. In the first year of appointment he/she may fulfil teaching responsibilities at Key Stage 3 or 4 as required and once the sixth form is open, will spend no more than 60% of his/her time on subject teaching, pastoral or Literacy/Numeracy sessions

School Business Manager (SBM)

This role will be appointed prior to the school opening and is focused on managing the operational aspects of the school that will deliver the educational vision on a stable long-term financial basis. It is assumed that the School Business Manager will not teach (although it is entirely possible they may hold QTS and wish to do so, undertaking a reduced teaching load). Their role will include:

- Financial planning and control;
- Outsourced contacts management
- Procurement
- Facilities management
- HR and employee administration
- Communication and marketing
- Management and oversight of Local Area Partner involvement

Summary of Steady State Organisational Structure
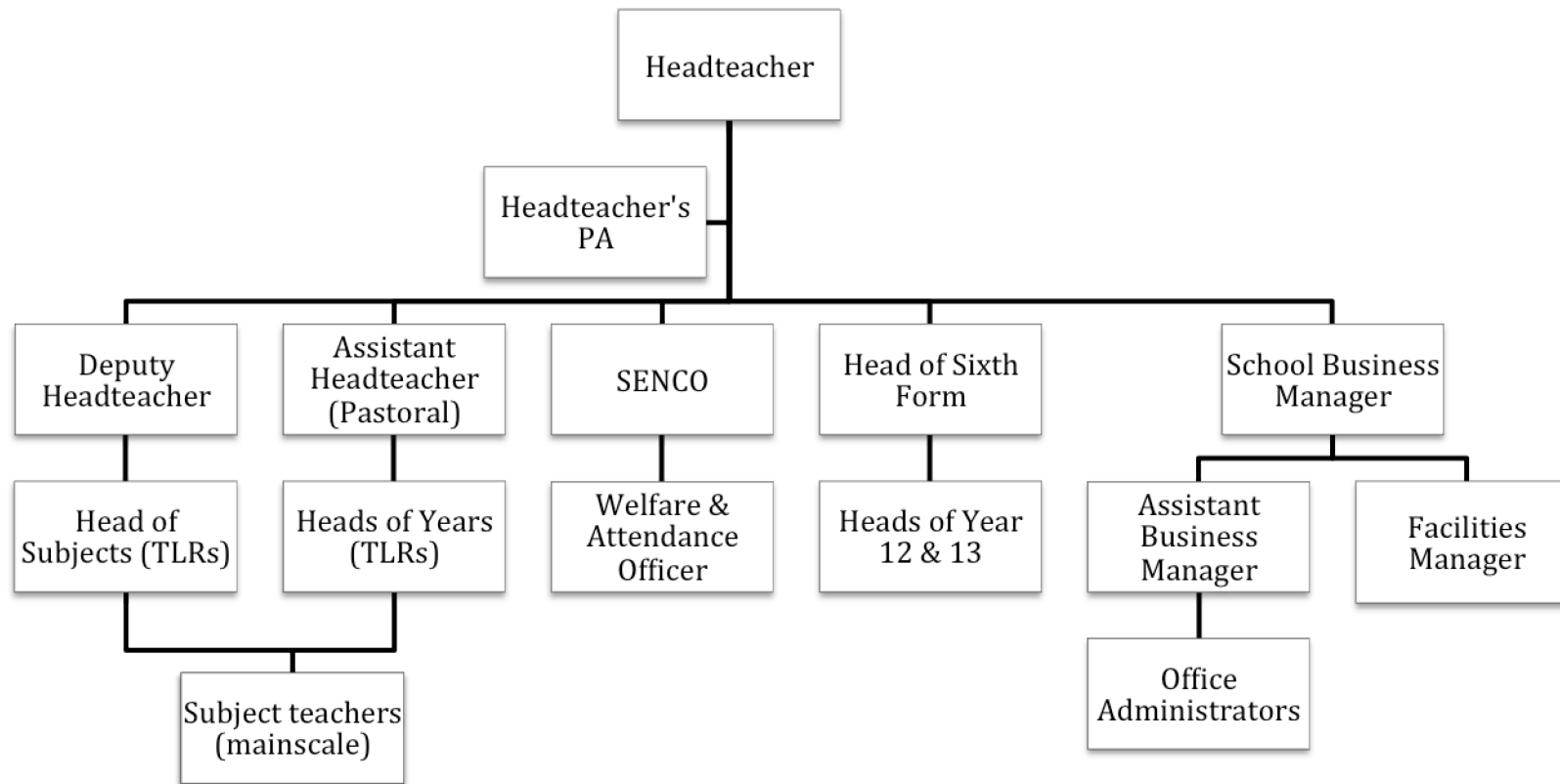
Note: Head of Years also subject teachers

D4: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met. Overall Statement of Principles

- to have the **highest expectations for *all* students**; a crucial tenet of **our vision** centres around the strong belief that success is **linked to Growth Mindset** (Dweck) which holds that **what *anyone* can learn, *everyone* can learn** (perhaps within different time frames and/or with different support)

- to address any learning difficulties or other special educational needs on an **individual basis** to give **maximum access** to the curriculum

- to **involve students** and their **parents fully** in our planning and review processes

- to ensure that **opportunities to succeed** exist **for all** our students within our **innovative curriculum**

- our vision of a **truly inclusive school** where **parents are more fully encouraged to play an active role i**n their child's education sits very well with the government's intentions as set out in the **2011***SEN and Disability Green Paper* which enforces the message that every child deserves a fair start in life, with the very best opportunity to succeed.

Demographic data re SEND needs in the local area:

Based on demographic analysis of our likely twelve feeder primary schools, we are expecting a **representative Year 7 cohort** at Harperbury Free School to include **7.9%** of students with **Special Educational Needs** which is roughly in line with other schools locally and the national average.

Hertfordshire statistical data regarding SEND students shows that:

- Number of students with **statements** of special educational needs has remained static at **c.2%** since 2008 (compared to national average of 2.8%)

- Total number of students with **SEND but without a statement** is **16.1%** broken down into **School Action Plus (4.9%)** and **School Action (11.2%)** (Jan 2012)

The data for Hertfordshire suggests we are likely to encounter the following

Primary Type of Need	% of students in Herts with Statements of SEN or School Action+
Specific Learning Difficulty *	10.3
Moderate Learning Difficulty	13.8
Severe Learning Difficulty	0.6
Profound & Multiple Learning Difficulty	0.5
Behaviour, Emotional & Social Difficulties	20.7
Speech, Language and Communications Needs	32.9
Hearing Impairment	2.0

Primary Type of Need	% of students in Herts with Statements of SEN or School Action+
Visual Impairment	1.6
Multi-Sensory Impairment	0.2
Physical Disability	3.8
Autistic Spectrum Disorder	9.3
Other Difficulty/Disability	4.3

It is clear from this data that although we are likely to encounter relatively few students with severe learning, sensory impairments and other physical difficulties, our **main areas of need will be Behaviour, Emotional & Social Difficulties, Speech, Language and Communications Needs and Autistic Spectrum Disorders**

As students with **Behaviour, Emotional & Social Difficulties** make up **20.7%** of students in Hertfordshire with Statements of SEN or School Action Plus**, we intend to:

- ensure a **consistent approach** to the child's behavioural difficulties by all members of staff by adhering to the school **behaviour policy** (see Section D7) with particular emphasis on Restorative Justice

- set up small **social skills groups** for children who have difficulties in particular areas such as relating to other children or anger management

- involve outside agencies such as **educational psychologists** where it is felt a student with BESD may benefit from **counselling, anger management** therapy etc

- seek information and advice from parents/carers and where necessary support the family by arranging **family counselling** or family support provision through the appropriate channels

- develop **positive links between older and younger children** through our **vertical tutoring** system

- develop **positive role models** through our **Local Area Partner** mentors

- ensure that **successful in-class strategies** developed as a result of structured conversations with parents and carers (as part of the Achievement for All programme – details to follow) are **disseminated to all teachers** to achieve consistency of approach

Speech, Language and Communications Needs account for **32.9%** of students in Hertfordshire with Statements of SEN or School Action Plus so we will use the following strategies and implement recommendations from the Bercow Review of Provision for Children and Young People (0- 19) with Speech, Language and Communication Needs (Bercow, 2008).

- use of **structured conversations** with parents and carers as part of the AfA programme to ensure **early and correct identification of need**

- ensure that **successful in-class strategies** developed as a result of such structured conversations are **disseminated to all teachers** to achieve consistency

of approach

- ensure that students with SLCN have **access to speech therapy** in a setting appropriate for them (be it home, school or a clinical setting)

- act as liaison between speech therapist, family and school staff in order that all adults connected to the child can work as a team to plan a **single 'joined up' programme** for the child where **speech and language activities can be built into daily routines**

- **professionals** such as speech therapists **to deliver training to staff** that raises awareness of the differing levels of need amongst children and increases practitioners' understanding of their influence in interactions within the school setting

Whilst students with **Autistic Spectrum Disorder** make up a comparatively smaller number of students in Hertfordshire with Statements of SEN or School Action Plus at **9.3%,** this remains a significant proportion and as such we will:

- recognise that the **autism spectrum encompasses** children who also have accompanying **profound learning disabilities** and little or no verbal communication, through to those with average or **high IQ**, including those with **Asperger Syndrome**

- ensure that **staff are well-trained** in the kinds of **clear communication** which help ASD students to understand tasks and instructions

- provide **visual aids and supports** to decrease anxiety levels through greater understanding of sequences of events and predicting what is to happen.

- use **Social Stories™** and **comic strip conversations** to develop greater social understanding, by providing visual representations of the different levels of communication that take place in a conversation, using symbols, stick figure drawings and colour.

- implement the **SPELL framework** (Structure, Positive, Empathy, Low arousal, Links) developed by the National Autistic Society

- introduce a **buddy system** making use of our vertical tutor groups to ensure that ASD students are befriended by a peer (same age and/or older) who understand their condition

As we are expecting high levels (at **15.1%,** amongst the highest in Hertfordshire) of students with **English as an Additional Language:**

- A member of staff with **TEFL / EAL teaching experience** (or an existing member of staff will be given specific training) will be given responsibility for assessing and supporting students with EAL

- During the **daily Literacy/Numeracy sessions**, students will participate in **intensive EAL interventions** which will focus on everyday interaction as well as subject-specific vocabulary and structures which will help them access the rest of the curriculum

- Students will be given access to **ICT based programmes** which they can use to improve their language skills outside of these sessions

- Breakfast pastoral sessions will include **one-to-one reading support from a**

trained student mentor

- We will offer students the opportunity to gain a **qualification** (GCSE/A-level as appropriate) in their **home language** recognising that opportunities for success will be important to maintaining motivation and that Literacy levels in one's home language underpin future Literacy in English

- Teachers will also utilise generic **ICT software and apps to support and promote the use of English** as well as the acquisition and mastery of linguistic and Literacy-based skills within everyday teaching and learning

We also recognise our duty of care to students with Additional Educational Needs including:

Looked after children (LAC) and those at risk of Child Protection issues

- The Governing Body will **appoint a designated Key Teacher (who must have QTS)** to promote the educational achievement of looked after children who are on the school roll (required under the Children and Young Persons Act 2008 (the 2008 Act) and will ensure that the designated teacher undertakes appropriate training **(section 20(2) of the 2008 Act).**

- The Key Teacher will ensure that **each LAC/ CP has a Personal Education Plan**; a shared document which includes the information that everyone needs to help their conversations, planning and the delivery of strategies required and will ensure that the educational targets within the PEP are implemented fully and that all relevant staff are aware of them

- The **Key Teacher will ensure best value** when spending the additional budget share made available specifically for children looked after to support achievement and will **advise** on the **rationale** for the **allocation of the Personal Education Allowance** during the Personal Education Planning meeting.

- The Key Teacher will be responsible for the **appropriate allocation of the Pupil Premium** for children looked after and to be accountable for how it is spent

- **Structured conversations** will take place between the students' Key Teacher and their social workers and carers and it will be the **Key Teacher's responsibility to share information** with all relevant parties and to ensure school policies (e.g. around Home School Agreements) are communicated to social workers and carers

- We will recognise the **importance of stability** and how much LAC/CP can come to rely upon the routines and **familiarity of school** with **teachers** who know them and whom they **trust** (at a time when social workers and or carers may change)

- The **Key Teacher will report to the Governing Body at least annually** to inform wider school planning in relation to workload issues, levels of progress, patterns of attendance/exclusions, whether any LAC/CP are G&T or have SEND etc

- Our first academic priority will be to ensure that looked after children are achieving their full potential in **Literacy and Numeracy** so as to be able to **fully access the rest of the curriculum** making full use of any extra resources such as one-to-one tuition

- We will conduct a **gap analysis** to diagnose any gaps that the students may have experienced as a **result of their previous educational and domestic history**

- These gaps will be filled during our focused Literacy and Numeracy sessions using a

range of strategies including ICT, Learning Mentor support and one-to-one tuition where necessary

Gifted and Talented

- **Gifted students** will be identified through **CATs testing** as being the **top 5%** of each year group (i.e. significantly above their peers in terms of *all cognitive abilities*)

- **Talented students** will be identified through **questionnaires** for incoming students and their parents/carers alongside **professional judgements** from staff as to those who are **significantly above average** at a particular subject or subjects (**Talented**) and those who are above **average (Able)**

- Students identified as **Gifted, Talented or Able** will be placed on the **G&T register** and **individual profiles** will be written by the G&T Coordinator (this **responsibility** will in the early years of the school be within the remit of the **SENCO**).

- **G&T students** will have access to **differentiated outcomes**, individual project work, **student-led learning**, differentiated homework, **extension tasks** and tasks aimed at different learning styles.

- **Real World tasks** will similarly provide **opportunities** for G&T students to excel through tasks which specifically challenge them to engage in **higher order thinking** through **Bloom's taxonomy.**

- Faculties will offer **opportunities beyond the curriculum** such as **trips** and visits, **speakers** within the school, **training courses** as well as **sporting fixtures** and performing arts **productions** and **shows**.

- Faculties will also run **extra—curricular clubs** aimed at G&T students such as sports teams, performing arts, art and design, Maths investigations, debating club, Forensic Science, Latin and so forth to cater for a wide variety of needs and interests.

- We will develop **links with Universities** (Hertfordshire, Cambridge, Worldwide) to give G&T students access to **Outreach programmes**, **specialist courses** and **trips** that will **broaden and stretch** such as Archaeology or Creative Writing.

- G&T students will be encouraged to **pursue an interest to expert level** where possible through **Local Area Partner** (university or similar) **mentoring.**

- **G&T students** and their parents/carers will have equal access to **Achievement for All structured conversations** with their Key Teacher to ensure all barriers to learning are overcome.

- 100% of **gifted students** will be expected to make **four levels of progress** in all subjects. **Talented students** will be expected to make four levels of progress in their subject(s) in which they are talented.

- **G&T coordinator** to monitor progress of students on the register and ensure that any **necessary intervention** is put in place if a student is in danger of not making the required progress.

- The school will endeavour to utilise **ICT provision** to provide extra challenge through opportunities for **independent and extended learning** supported and enabled by the innovative and creative use of ICT.

Refugee and Asylum Seekers

The academic success of students with refugee backgrounds relies on their **ability to engage with the school community**. Research has shown that many of the obstacles faced by refugee students in the classroom can be explained by the **neuro-developmental effects of trauma.** These include the **inability to process information**, to attend to classroom tasks, to **regulate emotions and attention**, to organise material, to **comprehend cause-effect relationships**, to take others' perspectives or to establish goals. **Building safety and developing emotional skills** will be key to overcoming barriers to learning. We will:

- Build **safety through routines** (working breakfast sessions to ease students into the day with one Key Teacher and peers with whom student feels safe)

- **Anticipate** unexpected and predictable **breaks in routines** (give student **Time Out card** to allow them to visit Key Teacher at times of stress)

- **Be aware of triggers** that cause a student to feel threatened, and if possible, avoid (Since triggers are highly personal, and knowing a student's socio-emotional profile and unique history can be very helpful in knowing what to avoid, we will endeavour to conduct **structured conversations with parents /carers/social workers as appropriate)**

- Communicate **consistent messages of safety and caring** and develop multiple interventions to assist students in "getting to calm."

- **Develop emotional skills** (e.g. name a feeling, express that feeling appropriately, change that feeling i.e., make it stronger, less intense, switching it off, or change it to another feeling

- Develop strategies for **managing conflict**

- Students who require it will be offered **intensive, accelerated English, Literacy and Numeracy instruction** during the Literacy/Numeracy hour with a member of staff with EAL background / TEFL training

- Provisions for **ESL/Literacy teachers** to plan with and work alongside mainstream teachers in mainstream classrooms to **support EAL learners**

- Provision for extended day and **"out-of-school" learning time** through the extra-curricular hour

- **Access to a range of services** including tutoring, mentoring, counselling, home-school liaison, and community services to address resettlement, socio-emotional needs and educational and career planning

Travellers

We recognise that many traveller families who may have been keen for their children to attend primary school in order to learn to read and write, may be **more reluctant regarding secondary school** for a variety of reasons (e.g. **poor parental experiences of schooling, fear of racist bullying, fear their children will be treated unfairly regarding behaviour or that teachers may have low academic expectations of their children)** In order to combat these concerns and any others held by traveller students and their families we will:

- Assign a **Key Teacher** who is proactive in communicating with the family not only during **structured conversations** but as part of the **transition** process into school

- **Assign** a member of the student's vertical tutor group as a mentor/ **buddy** who can

talk to pupils about their anxieties and difficulties.

- **Designate a safe place** for the student to go to when in school.

- Discuss **opportunities to pursue vocational/ individualised learning** if required.

- Ensure that all members of **staff** who teach Traveller students are **aware of the needs of the family relating to their culture and concerns**

- Recognise that **low attainment levels** may be due to **lack of continuity** of schooling rather than SEND or low ability and allow time and space to **plug key knowledge gaps**

- Put a **part-time or flexible timetable** in place if required as a starting point for working towards full time attendance.

- Keep a bank of **spare school uniform** to help students fit in quickly

- **Explain school policies and procedures to parents**, especially about health and safety (security within school, following up attendance on the first day of absence, safety on coaches and on trips), bullying (recording racist name calling etc), race equality (school's commitment to inclusion of different ethnic cultures within curriculum etc) and school's behaviour policy.

- **Give parents the school phone number.**

Students with Mental Health Issues

The **Targeted Mental Health in Schools (TaMHS)** project in Hertfordshire was a two year project funded by the DCSF / DfE from 2009 to 2011. The vision for the project was to develop **whole school approaches to supporting student mental health** and emotional well being by building capacity in **early intervention** and **prevention** and support children and young people to access targeted services through a **multi-agency and systemic approach.** We intend to draw heavily from its findings and the resultant resources which have been created in response to this project.

All staff will be trained on how to use 'Tools for Schools', which consists of:

- "When to worry" tool - a **universal assessment tool** for all staff to identify children and young people with potential difficulties

- a **risk assessment tool** which supports the member of staff to make decisions about escalation of concerns and includes a series of supplementary questions around **self harm and suicide**

- **Care Pathways** tool - a brief guide to services aligned with the level of need.

- Services that Support - a **directory of services** broken down by theme to help professionals find appropriate intervention, support and advice.

- All **staff** will **promote good mental health** and the non-judgemental discussion of mental health issues during **PSHE sessions**

- **Form tutors** will be **trained to look out for signs** that students are suffering from distress, anxiety or other mental health problems and be encouraged to **trigger early intervention**

- **The SENCO** will be **responsible** for **co-ordinating the response** to concerns about a student's mental health and will initiate Achievement for All **structured**

conversations with parents/carers ensuring that the views of the student are listened to effectively

- The **SENCO** will be **responsible** for co-ordinating a **multi-agency approach** should this be deemed appropriate. We are fortunate in Hertfordshire to be able to access many quality resources and care pathways including the following which have proven track records in delivering excellent outcomes for young people which include:

  o 2 Primary Mental Health Workers (PMHWs), 1 per consortium, delivering support and advice to staff, direct interventions with pupils

  o Relate – Family counselling and mediation made available at no charge

  o Signpost – Community counselling for Young People, capacity increased, group work delivered in school

  o Mencap – Advice and Advocacy service for families with a child with LDD, advice to schools

  o Girl About – 'Be Yourself' Event to raise girls' self esteem and group work in schools

  o Thrive – A self esteem group for children witnessing domestic violence delivered by WorldShapers

  o Peace Hospice – Develops resources for schools, a new adolescent service around bereavement

  o Pupil Level UK Resilience Programme training is an evidenced-based cognitive behavioural programme that has been developed within the positive psychology field of thinking.

  o Training for staff in delivering the Seasons for Growth loss education programme, which is psycho-educational and focuses on understanding the effects of change, loss and grief. It specifically develops skills in communication, decision-making and problem solving.

  o Training for staff in delivering Protective Behaviours, a practical approach to personal safety. It is a process, which encourages self-empowerment and the skills to avoid being victimised.

Training for staff in delivering Pyramid, a programme; this aims to identify children who are facing difficulties in their social and emotional development. It focuses on those who are quieter, shy or more withdrawn and who tend to internalise their difficulties. The SENCO and student's Key Teacher will liaise closely with PMHWs to provide targeted early intervention, ensuring integrated practice working across CAMHS and the Behaviour Support Team to put the student's Common Assessment Framework (CAF) in place.

Disabilities

- we fully recognise that students may have **disabilities** which do not in themselves present an obstacle to accessing our curriculum but we intend to ensure that we comply fully with the **Equalities Act (2010)** by ensuring that we **do not discriminate** against any student:

- in the way we provide education for the pupil;

- in the way we afford the pupil access to a benefit, facility or service;

- by not providing education for the pupil;
- by not affording the pupil access to a benefit, facility or service;
- by excluding the pupil from the school;
- by ensuring equity of access to technologies that can support learning
- by subjecting the pupil to any other detriment.

Curriculum - we intend that our vision of an innovative curriculum will help to meet the needs of *all* students:

- Flexible **Literacy and Numeracy sessions daily** which can be **tailored** to **individual** students' **needs** will help them access the rest of the curriculum

- **Real World Tasks** which offer student voice and choice with **much scope for differentiation** by support, resources and outcome

- **Opening Minds curriculum praised by Ofsted** with reference to meeting the needs of all students but especially those with SEND:

  "The Year 7 [Opening Minds] curriculum inspires pupils with gifts and talents and **suits the needs of pupils with learning difficulties or disabilities**."

  "The curriculum has developed considerably in recent years with a number of innovative features that serve students well, and provides **good flexibility in meeting the needs of individuals.**"

- Provision of a **Foundation Learning Tier** for learners aged **14 and over** within which an **alternative range of accredited qualifications at Entry level** are available.

- Each Foundation Learning Tier programme of study will incorporate **three key components**: **personal and social development, a subject/vocational emphasis and Functional Skills.**

- **Entry Level** qualifications are closely linked to the National Curriculum but also cover vocational and life skills. **Assessment** for these qualifications can be **written, oral or practical.**

- **Entry level** qualifications provide **clear pathways of progression** to Level 1 and 2 qualifications.

- For those who are able to work at **GCSE** level, **special arrangements** can be made including use of a word processor, increased time in examinations, supervised rest breaks, enlarged versions of the exam paper or visual aids, exam papers with modified language.

What will happen at a student level?

- Students will be grouped in **mixed ability classes** for **all learning sessions apart from Literacy and Numeracy where they will be in smaller targeted groups.**

- **Learning Mentors** will work with students **within classes** and may also **take out certain students** at specific times to carry out particular short-term tasks (catch up sessions etc) to **help them return to mainstream teaching**.

- where possible, **students will remain in mainstream teaching** rather than being taken out for long periods of time, leaving them in difficulties as and when they are

returned due to the volume of work missed.

- during **Literacy and Numeracy**, students will be taught in **smaller classes** of 24 students but this number will be broken down again into **smaller groups** of 4/5 students needing **similar focused tasks**. These groups will work together using **input from the teacher**, a **Learning Mentor** and **technology** to help them diagnose and **fill specific gaps in knowledge and/or skills.**

- **opportunities for using ICT** to support learning will be identified across the curriculum and **mapped into Schemes of Learning** as well as form part of **individual students' IEPs and other strategy profiles.**

Teachers and Learning Mentors will **differentiate** for the variety of needs in their classrooms using the data available from APP and structured conversations in a number of different ways:

1. By **outcome**: everyone is set the same task but has scope to carry it out at different levels and in different ways

2. By **task**: everyone works with the same material, but tasks are graded in difficulty and matched to differing needs and abilities or everyone starts with the same activity. Once a group or individual has finished, they are given a supplementary / extension activity. (It is not expected that everyone will reach the extension activity.)

3. By **text/resources**: Different tasks are set based on different resources discussing with learners which task they wish to undertake. For example, a range of reading comprehension passages could be provided at different levels of difficulty, all relating to the same theme.

4. By **resource**: learners will have opportunities to **select resources** (especially **ICT**-based resources) independently based on how they wish to undertake a task and present the outcomes **using their own judgement**, skills and areas of 'expertise.'

5. By **level**: learners may be grouped by level, particularly if the teacher wants a particular group of learners to study something which would not be appropriate for all learners (for example, a more complex point of grammar, or the reinforcement of a point covered in an earlier session). This approach can be especially effective in mixed ability teaching.

6. By i**nterest**: this involves giving learners a degree of choice in selecting activities, so that they can choose something which interests them personally. They may choose according to a skill they want to practise (listening, speaking, reading, writing) or it could be a different task or topic. Learners can work at their own pace on their selected tasks. A minimum number of activities that they have to complete in the session may be stipulated.

Real World Tasks

- Our Real World Tasks are ideal opportunities for students of all levels and with all needs to experience success as a greater degree of **student voice and choice** is available.

- Students will have the opportunity to **demonstrate their understanding of a topic in a range of different ways** (a proven differentiation strategy), allowing them to play to their strengths and develop confidence.

- For some students, the opportunity to **experience learning in a setting other than**

school (e.g. onsite at a local business) with adults other than teachers (our Local Area Partners) will be a motivating factor.

- **Focusing on employability skills** through the Opening Minds competency framework, students will be encouraged to see that there are many areas in which to shine.

In addition to our **curriculum** and the **specific strategies** outlined above intended to meet the needs of learners with Behaviour, Emotional & Social Difficulties, Speech, Language and Communications Needs and Autistic Spectrum Disorders**,** we also plan on implementing the **Achievement for All school improvement framework** in order to fulfil our vision of a truly inclusive school

Achievement for All has demonstrated **unprecedented impact** (see Section D1 for evidence re impact) for pupils with SEND who (during the pilot) **progressed faster on average than _all_ pupils nationally in English and Maths**.

The "Achievement for All" programme takes a **holistic view** to supporting wider school outcomes including **teaching and learning**, **leadership** and **staff development** and **effective parental engagemen**t, based on an evidence-based, proven and trusted approach to addressing under-achievement.

What is Achievement for All?

There are three main strands:

Strand 1: Assessment, tracking and intervention: The use of the Assessing Pupil Progress (**APP**) approach to track pupils' progress, set curriculum targets and implement appropriate interventions.

Strand 2: Structured conversations with parents: An emphasis on developing an open, ongoing dialogue with parents about their child's learning which focuses on the building of parental engagement and confidence via a four stage model (explore, focus, plan, review) in up to 3 structured conversations per year with parents.

Strand 3: Provision for developing wider outcomes: We will focus on developing whole school strategies and key actions to support children and young people with SEND to make progress in any two of the following areas: attendance, behaviour, bullying, positive relationships.

As part of our commitment to the Achievement for All programme we will:

- Carry out our own **assessment** of students as they enter the school in order to **identify previously unidentified needs** and support pupils who might have needs which have been wrongly identified as SEN as part of a **detailed needs analysis** focusing on **20% of vulnerable learners** and SEND students.

- Assign a **Key Teacher** (usually the student's form tutor) to each SEND student and will act as **main point of contact for parents**

- **Teachers** will take a **more active role** in the assessment and monitoring of the pupils with SEND in their classrooms

- The **structured conversations** will be used to forge **genuine partnerships between school and home** by giving parents a voice and enabling a more holistic view of individual students to emerge. The additional information and knowledge about pupils that emerges from structured conversations with parents will enable **teachers** to **change their expectations** and **recognise the full potential of their pupils** resulting in more **personalised teaching and learning** approaches.

- Appoint an **SEND School Champion** who will work closely with an **Achievement Coach** from the AfA programme. This will initially be our Head due to flat staffing structure in Year 1 but will *always* **be a member of the SLT** to give it credibility, increase buy-in for all staff and help to drive implementation forward.

- SEN and AEN assessments will form part of our **student induction programme** so that each child, whether they join at the beginning of a year or as a result of in-year mobility, will have **equality of access to the support they require**.

- Implement **systematic and rigorous monitoring and evaluation,** ensuring that use of our **management information system** is such that access to **data is shared** easily between stakeholders to enable subsequent **interventions** to **occur** and be impact-assessed **promptly**

- Ensure that *all* **staff to have quality SEN training** as part of the staff induction to establish a **greater shared responsibility around SEND provision**, both within (e.g. class teacher and SENCO) and beyond (e.g. input from key agencies such as school improvement and educational psychology services) schools.

- **Increase opportunities** for all vulnerable learners and SEND pupils through our commitment to extra-curricular activities for all.

- Ensure that **ALL staff** are **skilled** in the **creative use of ICT** to meet the needs of all students and that students will also use **ICT-based resources** and ways of working **akin to those used within employment**, self-selecting the resources to be used based on their own judgement and the requirements of the particular task in-hand.

- **Evaluate outcomes** and feed back to whole school so that **Achievement for All** practice can be extended to **all students.**

- Ensure that the **HFS Governing Body fully complies with the SEN Code of Practice** by "appointing a **governor** to have **specific oversight** of the school's arrangements and provision for those with **SEND**", being fully involved in "**developing and monitoring the school's SEND policy**" and remaining "up-to-date and knowledgeable about how funding, equipment and personnel resources are deployed" (SEN Code of Practice 2002).

The use of School Action, School Action Plus and Statements

- **"First wave" interventions** (see above) and **"quality first teaching"** (see differentiation strategies above) **will meet the needs of most students**, regardless of whether they have been identified as having SEN.

- Any **additional interventions** required will be **structured and organised** through the three stages of the SEN register (**School Action; School Action Plus; Statements**).

- Whenever **additional provisions** are put in place, this will be **agreed in partnership with parents and students** through the use of **Achievement for All structured conversations**, particularly when external agencies need to be involved.

- Where the **progress of students** on School Action is deemed **inadequate**, the **team around the child** (including the Achievement for All School Champion, the SENCO, the Key Teacher and parents) will determine if a child requires **external agency involvement.**

- On-going expert advice will be requested through the **Common Assessment Framework ("CAF")** to ensure that students' needs are fully recorded in a central system.

- At School Action Plus stage **individual education plans** ("IEPs") will be created in order to fully articulate students' needs (and how staff can meet these both in and outside the classroom), in addition to setting focused and appropriate targets for these students, with parents, carers and students.

- **IEPs** for these students will be **reviewed termly** in partnership with parents, carers and students during Achievement for All structured conversations. The **Key Teacher and SENCO will be responsible for disseminating information** to all class teachers and other staff in contact with the student, in addition to training teachers, parents and support staff in the expert advice provided by external agencies.

- **Statutory Assessment** is the initial process which can lead towards a Statement of Special Educational Needs and **will be begun by parents, the school or both**, when it is felt that the student (already on School Action Plus) is not progressing or is **significantly performing below their peers over an extended period of time**, despite both "first" and "second" wave interventions being implemented.

- **Each student** with a statement of SEN will have an **IEP** (as at School Action Plus stage), which will be **reviewed each term** by parents, the student and school, in order to ensure that the student's needs are being met at the highest level.

- **Annual reviews will also be conducted** for these students and amendments to statements will be requested / agreed as necessary;

Multi disciplinary approach

The school will be part of a team of a multi-disciplinary team of professionals who support the complex needs of SEN students within the school. In order to fully meet these students' needs, external services will be purchased from, or provided by, the Local Authority (or other providers).

    These agencies will include:-

- Speech and language therapy

- Occupational therapy

- Educational psychology

- School nurse

- Team around the school – the best practice involves an integrated multi agency team working together to support the needs of students in the school

- **Involve external agencies** when making referrals for concerns that had not been identified before a student started at the school. We will **follow standard local procedures**, contacting the educational psychologist, Health teams or Children's Social Care depending upon specific needs and following the Common Assessment Framework procedures where additional support is required.

- **Invite relevant external agencies** to form **part of our student induction** for those with SEND

- **Expect external agencies to contribute** to formal reviews of students' progress, deciding when extra input is no longer required and also problem solving when new difficulties emerge

- Invite **external agencies to contribute to staff training and meetings** about proactive techniques to prevent difficulties arising and to develop good practice for all students. It will be important that members of external teams feel that they can contribute to the evolving direction of the school and not just be seen in a fire fighting role when difficulties arise.

- **comply with section 42 of the School Standards and Framework Act 1998** in ensuring that the **governing body's annual report** will include information on the implementation and effectiveness of its policy regarding students with SEND and any changes made to the policy within the previous year.

Transition

As highlighted in Section D1, we will recognise that transition from Key Stage 2 to 3 can traditionally be more difficult for disabled pupils and those with SEN or Additional Needs and intend to support these students in the following ways:

- An **Achievement for All structured conversation** will take place at the beginning of the year (or at the end of Year 6 where possible) with the **parents and Key Teacher of all SEND students** to allow teachers to get to know their new cohort better (e.g. pupils' specific needs, what aspects of provision had worked in previous years and what had not)

- A **member of staff** will be assigned **responsibility for primary liaison** in order to help students meet the emotional and social demands of moving schools. They will **visit feeder primary schools** to meet pupils and staff in Year 6 (**including primary SENCOs** in order to gather information about individual students' needs and strategies which have been successful in meeting them)

- Transition from Key Stage 4 onwards can also be a difficult point for SEND students so we will ensure that students are fully supported even after leaving the school by having equal access to appointments with their former tutor who can help to source potential job / training opportunities, to fill in application forms and advise on career pathways

- It will also be important to liaise closely with careers services such as Youth Connexions to ensure that everyone working with our SEND students has the highest of expectations

The Role of the SENCO will be to work closely with the SEND School Champion to:

- **Lead the whole school strategy** for SEN: manage the Achievement for All programme

- **Provide professional guidance** to school staff on matters relating to SEN so that all staff become increasingly skilled to address a wide range of additional needs

- **Line manage** the form tutors who are **Key Teachers** for SEND students to quality assure the structured conversations with parents and support tutors where

necessary

- **Maintain appropriate records** including a record of children at School Action and School Action Plus and those with statements

- **Line manage Learning Mentors**

- Oversee provision for all students with **Additional Educational Needs** (see above)

  School Leadership Team and Governing Body Role

- **AfA School Champion** will meet with Governors termly to review student progress data to **identify any emerging trends** in terms of year groups and vulnerable groups of students but also in terms of individual students, their performance and potential barriers to learning

- SLT will develop **provision mapping** including both **academic and behaviour targets**, presenting them in an accessible way that will enable all staff to monitor progress

- Ensure that **adequate CPD time** (eg Wednesday afternoons) is used for teaching and learning meetings where **best practices to support pupils with SEND is discussed**, **tracking systems** were used in such meetings to share levels of progress within schools among teachers and management, and **interventions planned** at school as well classroom level.

- **Advise teaching staff** on **resources** and **methodologies**, **championing** the use of **ICT** based tools proven to support and enhance effective teaching and learning across the curriculum for learners with SEND, EAL and AEN requirements

The Role of the Learning Mentor

We have deliberately moved away from the term "Teaching Assistant" or TA as this role has often been rather more passive and has held low status within schools.

We aim to develop far more **equal relationships between teachers and Learning Mentors**, empowering them to **take initiative for leading learning** in a variety of different ways depending on the needs of students and strengths of the LM. Their role may include some or all of the following:

- 1:1 mentoring

- group work which focuses on self-esteem, social skills for example

- observations of students in class

- working with a student or students in class

- targeted Literacy / Numeracy support

- EAL support

- engaging in "lesson study" with the class teacher

Although we aim to **avoid taking students out of their normal lessons for long periods** (as this often simply leaves them behind and prone to underachievement and /or poor behaviour in that lesson), it will **sometimes be appropriate for Learning Mentors** in partnership with the class teacher, **to withdraw students for short periods of time**, e.g. to complete a particular piece of work in a different setting

Assessment, tracking and monitoring (See Section D5 for further detail and intervention ladder)

The use of data within school through **effective assessment, tracking and monitoring** will enable us to **evaluate interventions** and make decisions about which to continue funding. **Data–led professional conversations** between members of the senior leadership teams and class teachers in schools will ensure that **students not making expected progress are identified and appropriate classroom support given.**

Our assessment, tracking and intervention for pupils with SEND will be characterised by:

- **Frequent involvement** of **subject teachers** and **form tutors** in reviewing individual targets

- **Frequent involvement** of **parents** in reviewing individual targets

- **All members of staff** who work with a particular student (inc Local Area Partners, Learning Mentors etc) having **access to relevant pupil information/data**

- The adoption of a **single unified management information system** to ensure that data is clearly and simply accessible and trackable between systems and user interfaces which are **intuitive** and readily tailored for staff, students and parents.

- A comprehensive **range of interventions**, whose success is routinely monitored

- **Use of data** at a range of levels (e.g. pupil, class, school) and for a variety of purposes (e.g. to **inform target setting**, to **explore progress patterns** among potentially vulnerable groups of learners)

- **Monitoring systems** that **take into account individual students' needs** e.g. use of P/National Curriculum (NC) levels and sub-level data may miss smaller, but nonetheless important steps forward made by certain groups of learners.

D5: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

Overall aims

Harperbury Free School alumni will be **confident, articulate and well-rounded** individuals who are at ease in a wide range of social and work-related situations. They will have fully realised their full **academic potential** and will feel well-prepared and supported for whatever pathway they may choose in life.

Those keen to enter the world of business and commerce will be skilled in **self-management, team working, problem-solving and the application of Literacy and Numeracy**.

Those choosing higher education will feel confident in their ability **to think critically and creatively, research effectively, write clearly and persuasively and present imaginatively.**

Our students will have excellent attitudes toward learning which they will carry with them for the rest of their lives and be **kind, honourable and considerate citizens** who genuinely know the meaning of respect for others.

A Harperbury Free school leaver will have **strong roots in their community** and be keen to participate in our society in positive and productive ways.

Key School Objectives

The following areas have been identified as being indications of the progress of the school in achieving its over-arching ambition for students.

- Academic attainment levels

- Overall workplace competencies – equally applicable for determining the recruitment attractiveness for prospective employers and higher education

- Practical application of b) above in a 'real world' business/further/higher education setting alongside capabilities as creative, flexible and independent thinkers

- High levels of Literacy and Numeracy

- Elimination of variation in terms of outcomes as assessed against a range of criteria (gender, ethnic group or disadvantage related) will be, at least significantly, narrowed by the end of KS4.)

- Elimination of variation in terms of outcomes between different subject/faculty study areas

- Excellent attendance and punctuality

- Excellent behaviour

- Full participation in a range of extra-curricular activities to demonstrate and develop personal qualities (compassionate, socially aware, respectful, honourable etc)

We have based our targets on an average of several local schools with similar demographic intake and a school with a similar intake and similar curriculum approach:

School	Av KS2 point score	SEN %	EAL %	FSM %	E-bac	%overall absence (national ave)	% overall absence
Harperbury	27.9	7.9	15.1	11.4	50%	6.52	5
Cramlington Learning Village	27.7	8	1	13.2	7	6.52	6.75
Marlborough, St Albans	27.6	9.6	7.9	11.5	10	6.52	7.21
Bushey Meads	28.7	5.7	12.2	11.3	12	6.52	6.09
Verulam	29.4	7.1	12.8	7.7	34	6.52	5.2

School	PA (20%) nat ave	PA (20%)	A*-C	A*-C incl M&E	Expected prog Eng	Expected prog Maths
Harperbury	4.7	3	85%	70%	100	100
Cramlington Learning Village	4.7	5.7	92	66	83	70
Marlborough, St Albans	4.7	4.6	88	59	75	62
Bushey Meads	4.7	3.9	80	74	79	81
Verulam	4.7	2.1	91	83	94	86

Academic Attainment Levels

Why is this important?

- HFS students will be able to **compete with their peers** in the very best schools both locally and nationally, and on the world stage

- HFS students will have the **academic and real-world skills** to be able to enter **higher education** or the **workplace** with confidence they can **add value** to that organisation

Targets

- **all students** to make at least **three levels of progress** between KS2 and 4

- **20%** of students to make **four levels** of progress

- All students identified as "**Gifted**" to make **four levels** of progress

- **All students** will make at least **one sub level** of progress **each year** (in **English** and **Maths**) during KS3 and 4 and progress and 'on track progress' will be set at 1 point score per term (progress in Literacy and Numeracy to be measured using NC

levels in KS3 and GCSE grades in KS4)

- **disadvantaged** (FSM and LA) students to make the **same progress** (at least 3 levels) as other groups within the school

- students with **SEND** to make the **same progress** (at least 3 levels) as other groups within the school

- **All students** to make **expected progress** in **English***

- **All students** to make **expected progress** in **Maths***

For our first cohort:

- Attainment at the end of Key Stage 4 for the first cohort of students (based on their KS2 achievement plus sustained accelerated progress in Literacy and Numeracy due to focused sessions during both Key Stages and data from local schools with similar demographic) is expected to be no less than **85% of students** achieving at least **5 GCSE grades A* - C**

- **70%** to achieve **A*-C inc English and Maths** (based on data from local schools with similar demographic)

- **all students** to achieve at least **Level 1 AQA Projects** qualification

- **most students** to achieve **Level 2 AQA Projects** qualification by the end of KS4

- **75%** of students to achieve at least their **median target grade (FFT)**

- **35%** of students to achieve at least their **upper quartile (FFT D) grade**

- at least **50%** of students to attain **E-bac** suite of qualifications

Strategies for achievement

- **Achievement for All programme** (see Section D4) to ensure excellent outcomes for **SEND students** and those identified as "**gifted**"

- Personalised discrete **Literacy and Numeracy sessions** each day to ensure all students make **expected progress in English and Maths** (at least **one sub level** of progress **each year)**

- Teaching **staff** assigned to Real World Tasks in the first year to **attend AQA CPD training for the Projects Qualification**. Those staff to **cascade CPD** throughout the rest of the teaching staff during years two and three so that **each teacher contributes to the attainment** of the AQA Projects Qualification during their subject teaching as well as during Real World Task sessions

- All teaching staff to show **evidence** of their **awareness of disadvantaged students** in their planners alongside **strategies** used to ensure progress on par with other students

- **Vertical tutoring** will allow tutors to **personalise their approach** regarding **options** choices as they will have fewer numbers of **Year 8** in their tutor groups. This, alongside **mentoring from the older students** in their group and the support of a **designated member of the SLT** will ensure that students who are capable of, and interested in, the **E-bac suite** of qualifications are carefully supported in doing so.

- Teachers' use of **Fischer Family Trust data** (upper quartile target grades) and their **own professional judgement** will inform their planning (evidence of which to be

seen in planners and electronic (or other) mark books to ensure that students are set **aspirational yet realistic targets** throughout Key Stages 3 and 4).

Overall workplace competencies and their practical application

Why is it important?

- **71% of employers** surveyed recently (CBI Education and Skills survey, 2012) see development of young people's **employability skills** as a **priority** for secondary schools. **61%** reported **dissatisfaction** at school leavers' **self-management** skills**. 69%** were dissatisfied with levels of **business and customer awareness**. **37%** were unhappy with school leavers' **attitudes toward work.**

- **Ofsted** state it is important for students to be able to develop a "**wide range of skills** across the curriculum.that will ensure they are **exceptionally well prepared** for the **next stage in their education, training or employment."**

- Increasing contact between local businesses, social enterprises and the school will **build stronger links** between **school leavers seeking employment** and **local employers** who can have confidence in their skills and abilities.

Strategies for Achievement

- Our school will pursue the **RSA's Opening Minds** competence framework, **explicitly** in Real World Task Sessions as well as embedding the approach in **all curriculum areas** throughout the school.

- Students' **progress towards mastery of the OM competences** will be assessed (by self/peer and teacher feedback) using the framework below.

- Students will keep a **Learning Journal** (either in traditional or digital format) in which their progress toward mastery of the Opening Minds' competences will be reflected upon and recorded.

- **Opening Minds' competences** and **Learning Journals** will be **referred to in lessons** and will be used as **evidence toward the AQA Project Qualification** in Real World Task Sessions.

Opening Minds Levels

4. Proficient - Students use the competence independently after limited instruction. They are able to use the competence confidently and effectively in a wide range of different situations.

3. Capable – Students mostly use the competence independently but require occasional guidance from staff. They are able to use the competence appropriately in different situations.

2. Developing - Students are beginning to use the competence with staff guidance. They use the competence in familiar situations.

1. Aware - Students know of the competence and are gaining experience of how to use the competence.

Opening Minds Competence Framework

Learning: Students develop an understanding of:

- learning approaches and how to develop and assess their effectiveness as learners
- how to think originally, systematically and critically; creativity and innovation
- the importance of key skills such as Literacy, Numeracy, ICT
- entrepreneurship and develop their capacity to solve problems and challenges

Managing Information: Students learn how to:

- develop a range of techniques for accessing, evaluating and differentiating information and how to analyse, synthesise and apply it
- reflect upon their own practice, applying critical judgement

Relating to People: Students understand how to:

- relate to other people in varying contexts and develop a range of techniques for communicating by different means
- to operate in teams
- develop and manage personal and emotional relationships, stress and conflict
- manage their own time effectively

Citizenship: Students develop an understanding of:

- morals and ethics and how they inform personal behaviour and social responsibility (how society, government and business work and how to contribute to society)
- diversity and how to value social, cultural and community difference in both local and global contexts

Managing Situations: Students understand:

- how to cope with change and new challenges by building up their personal resilience
- the importance of feelings and reactions (handling both success and disappointment), how to assess and manage risk and uncertainty

Targets

- by the end of **Key Stage 4** that **90%** of our students to achieve **at least Opening Minds level 3 in each of the competence groups** (by achieving level 3 in 80% of the sub-competences – see grid below)
- by the end of **Key Stage 4 each student** to be able to identify *at least* **one group of competences** in which they **excel,** achieving **level 4** in at least 80% of the sub-competences within that group)
- **Every student** to complete at least **one Real World Task per academic year**, which gives them direct access to a **Local Area Partner** (through visits to workplaces, mentoring, talks given at school or in the community, actual problems /

challenges which arise from workplace situations). Other **Real World Tasks** will still be authentic but will use the **school as the real world setting** (e.g. **enterprise tasks** could include running the school's book club to make a profit, setting up an allotment and selling the produce etc)

- **Every student in Key Stage 4** to complete a **work experience placement** which they organise and which is matched to their interests / skills etc.

- At **Key Stage 3** each student will complete a day's **work shadowing** (either with a member of their family or a Local Area Partner)

High levels of Literacy and Numeracy

Why is it important?

- **Ofsted outstanding** criteria: "They develop and apply a wide range of skills to great effect, including **reading, writing and mathematical skills** across the curriculum"

- According to **CBI research** (Education and skills survey, 2012) **"employers want to see more done to strengthen Literacy (50%) and Numeracy (45%)**

- To avoid under-achievement due to **restricted access to the rest of the curriculum**

- In order t**o avoid some of the behaviour issues** which can present as the disconnect between a student's conceptual understanding and their ability to express themselves grows

Whole school targets

- **All students** will make at least **one sub level** of progress **each year** (in **English** and **Maths**) during KS3 and 4 and progress and 'on track progress' will be set at 1 point score per term (progress in Literacy and Numeracy to be measured using NC levels in KS3 and GCSE grades in KS4)

- **All students** to make **expected progress** in **English** and **Maths** by the end of Key Stage 4

Strategies for achievement

- Daily **Literacy / Numeracy hour**

- **Flexibility** built into this session will allow for **differentiation** for individual students who may need more **support** or **challenge** in different areas. For example, a student arriving with Level 3 in English but Level 5 in Maths may need to spend proportionately more time in Literacy than in Maths until the gap has been narrowed.

- These sessions will make full use of **qualified teaching staff**, **learning mentors** and **technology** including hand held devices in order to facilitate personalised independent study.

- For those students who are **gifted or talented** in either Literacy or Numeracy, such independent learning will help to facilitate the kinds of open-ended creative study recognised as best practice for G&T learners

- **Literacy and Numeracy** will be **rooted in the needs of rest of the curriculum**, especially **Real World Tasks** so that their **relevance i**s immediately apparent to

students

- **All staff** to have **trained** in basic Literacy and Numeracy teaching to ensure that they are **delivered effectively across the curriculum**

- Use of **assessment data** (e.g. through APP) will be used **to inform planning**, with the school's **management information system** used to great effect to **monitor** and **track** individuals and groups of students' **progress**

- **Literacy and Numeracy co-ordinators** to be appointed to oversee progress in these areas and be responsible for **prompt intervention** where adequate progress not being made (in conjunction with **SENCO** and student's **Key Teacher**)

Elimination of variation in terms of outcomes as assessed against a range of criteria (gender, ethnic group or disadvantage related) will be, at least significantly, narrowed by the end of KS4.)

Why is it important?

- An important part of **our vision** is of a school where all gaps are significantly narrowed so as to provide an **equitable experience** for **all local children**, regardless of background, especially in an area where the striking disparities exist between those in high socio-economic brackets and those categorised as disadvantaged.

- "Raising standards and **narrowing gaps** are the **central goals** of the government's education policy... This Government is committed to narrowing gaps, and to tackling the barriers to equal opportunities and **social mobility** which hold individuals back, and bring heavy social and economic costs. **Equality** is central to building a **strong economy** and **fairer society**." *Michael Gove, Secretary of State for Education, 8 November 2010*

Whole school targets

- **Disadvantaged** (FSM and LA) students to make the **same progress** (at least 3 levels) as other groups within the school

- Students with **SEND** to make the **same progress** (at least 3 levels) as other groups within the school

Strategies for achievement

- **All staff** to demonstrate evidence of their awareness and use of strategies designed to **raise the attainment of vulnerable groups** of students in the planning

- Where appropriate the **Achievement for All** programme (see Section D4 for full details) will be **extended to disadvantaged students**, bringing families into the team working through structured conversations to inform strategy and individual student level

- **Middle Leaders to oversee practice** within the classroom and monitor progress grade data for vulnerable groups of students, **implementing interventions as required**

- Use our **MIS** to ensure data is effectively used to **identify gaps,** pinpoint students at risk of underperforming, **intervene early** and effectively, track progress and change

approaches where necessary

- Establish a **culture of success** where no excuses are accepted for under-achievement

Elimination of variation in terms of outcomes between different subject/faculty study

Why is it important?

- The **trans-disciplinary** nature of certain aspects of our **curriculum** (**Real World Tasks**) means that all areas of the curriculum must be delivered to the same high standard for students to be able to achieve to their potential

- Focusing on in-school variation will **enable resources**, management and leadership time **to be targeted** where it will be most effective as well as identifying potential role models within the school to demonstrate what excellence looks like.

Whole school targets

- At Key Stage 4, GCSE results of all subjects to be broadly similar (80%+ A*-C)

- 80%+ of teaching rated as good with 50% outstanding

Strategies for achievement

- A substantial **emphasis on staff learning and development** as part of the timetabled week (one ninety-minute learning session per week dedicated to Continuing Professional Development).

- **Collaborative planning time** built into this CPD session will encourage the **sharing of best practice** and help to raise standards.

- The use of the Japanese technique of **"lesson study"** (see Section D1 for further detail) will help to develop a supportive culture of mutually developmental peer observation and feedback which can transform both perspective and practice.

- The establishment of an **open supportive culture** including regular learning walks and mutually agreed lesson observations will encourage staff to **take risks** free from the fear of scrutiny and judgment but will be required to **reflect on their practice** through **Learning Journals** in the same way as the students.

- **Regular and rigorous performance management** will take place which will help to identify struggling teachers so that **interventions can be implemented swiftly** to help teachers improve.

- **Regular subject and faculty reviews** to take place which will include observations, student and staff surveys and a curriculum review.

- Staff will be identified as **champions of different areas of pedagogy** where **outstanding practice** is seen. These champions will be responsible for **coaching others** to help raise standards.

- The school's **self-evaluation plan** will identify areas of strength and for development across the school and a member of SLT (initially the **Head Teacher**) will be **responsible for monitoring, tracking of performance management data** and **impact-assessing** any i**nterventions** put into place.

Attendance and punctuality:

Why is this important?

- Evidence shows a **clear correlation** between **attendance** to school and **achievemen**t; students who have an attendance of over **95% are a third more likely to achieve 5 A* -C grades at GCSE than a student with 90% attendance**.

- At an **individual level**, the ability to maintain the **self-discipline** required for attendance and punctuality is a **transferable skill** that will help them in countless other tasks requiring mastery within their academic, career and broader lives.

Whole-school targets

We will measure our success by the numbers of students keen to attend our school regularly and on time.

- **Overall absence** to be no higher than **5.0%** (compared to 6.3% - the national average, local school Statistics)

- **Persistent absence** (20%) to be no higher than **3.0%** (based on national average, local school Statistics)

- **95%** of students to be **punctual** to school

- **100% of students are on time to lessons**

Strategies for achievement (see Section D7 for full details)

- Identify **clear channels of communication with parents**, make provision for first-day of absence contact and make clear to parents what are, and are not, acceptable reasons for absence

- Use **ICT, digital tools and social media to encourage attendance** (e. g. through apps which incentivise "checking in" to a particular location via a mobile device)

- **Encourage all staff** - including ancillary and administrative staff - **to see attendance as part of their responsibility**

- Through a "softer" start to the day with "working breakfast sessions" in family-style vertical tutor groups

- **Parents or carers** of students with **persistent absence** will be offered **support and guidance** by the school. This could be through the **Achievement for All** scheme where parents have three structured conversations per year with their child's **Key Teacher** so as to find out their views on the attendance problem treat them as an **equal partner** in finding possible solutions.

- Our **Local Area Partner contacts** will **reinforce the link** between **attendance, punctuality and employability** in a variety of ways: by **giving talks, arranging mock interviews**, **mentoring** etc.

Behaviour

Why is it important?

- Good standards of behaviour are necessary not simply in order to **ensure** that **effective teaching and learning** can take place but also to create an **environment**

in which all members of the school community can **feel safe and thrive.**

- The new Ofsted framework "gives **more emphasis** to reporting on **pupils' behaviour**, with particular attention to **conduct in lessons** and **around the school**, and each pupil's **safety from bullying and harassment.**

- It is **our vision** that HFS alumni will be **kind, honourable and considerate citizens** who genuinely know the meaning of **respect for others** and good behaviour in a school setting lays the **foundations** for this.

Whole school targets

- **99% of students** are capable of **managing their own behaviour inside the classroom** and in the wider school context as evidenced by **low numbers of students sanctioned at top end of consequence ladder.**

- **Fixed term exclusions** below **0.2%** per annum.

- **Permanent exclusions** at below **0.1%** per annum.

- **100% of bullying** incidents reported are **dealt with promptly** using the **Restorative Justice** approach to stamp out the problem by giving victims a voice and perpetrators the opportunity to see the damage they have done and make amends.

Strategies for achievement (See Section D7 for full details)

- Many **low-level behaviour incidents** will be **prevented** through the implementation of our **innovative curriculum** which is targeted and personalised to **meet the needs of all our students.**

- A clear **system of Rewards and Consequences** to deal with less serious infractions will work in tandem with **Restorative Justice** to resolve conflicts in a positive way which promotes truth-telling and responsibility.

- In accordance with Government expectations, the Head Teacher will "help to create a **culture of respect and tolerance** by supporting their staff's **authority to discipline** students, ensuring that this happens consistently throughout the school".

- **Zero tolerance approach to bullying** will work alongside **Restorative Justice** to ensure all students are safe from bullying and harassment.

- **Early intervention** to address **underlying causes of disruptive behaviour** to include an assessment of whether **appropriate provision** is in place to support **any SEN** or disability that a pupil may have. This will take place as part of our **Achievement for All** programme.

- **Permanent exclusion** only to be used as a **very last resort.**

Pastoral care and student well-being

Why is this important?

The **quality of pastoral care** influences the **ethos and tone** of the whole school and it is a vital aspect of our vision that students should feel equal partners in a school setting where they feel **secure**, know that they are **valued** as individuals, and are **encouraged in their learning, growth and social development** in a healthy and safe environment. It will also help to inform and reassure parents that their children are being educated in

a safe and caring atmosphere.

Whole school targets

- 95+% of students to report high levels (good or better) of well-being during regular surveys

- 95+% of parents to report high levels of satisfaction with pastoral care at the school

- 100% of students to leave school at the end of KS4 with a Growth Mindset as evidenced by questionnaire results

- 90% of students to achieve better than students nationally in PSHE and citizenship using National Curriculum levels and benchmarking

Strategies for achievement

- Use of **digital tools and social media** to **communicate with parents** and take into account their views on a more **day-to-day basis** will help parents and carers to feel more involved with the pastoral and academic care of their children

- Our **Student Council** will regularly find out the views of the student body on a range of matters, including **teaching and learning** and **pastoral care** and will take steps to work **with SLT** to **improve the experience** of all students at the school

- As it has been found that **explicitly teaching a growth mindset** can **improve Maths scores** for those who start out with a fixed mindset, we intend to teach a fixed period (e.g. eight focused sessions) during Year 7's first term of working breakfast sessions. Top-up sessions will be run throughout the year and at the beginning of each subsequent year of schooling

- **PSHE and citizenship** teaching to be accorded **high status** within the school with **training** provided as part of staff induction

- PSHE and citizenship **schemes of learning** to be developed in **collaboration** with all other faculties so that their programmes of study are **truly embedded within the curriculum as a whole**

Student Participation in non-curricular activities

Why is this important?

We view providing students with a **progressive, broad and balanced education** that develops knowledge, skills and attitudes to learning as being a **fundamental 'enabler'** for them in their **future lives and careers**. Therefore it is equally important to us that they are broad, well-rounded individuals with an appreciation of a **broad range of studies, sports, pastimes** and pursuits that enrich our lives. There is no substitute for direct experience and therefore we believe 100% participation is essential to enable students to make informed choices as they move forward.

Whole school targets

a) 100% to participate in community-based work-related learning
b) 100% to participate in a Group Enrichment Activity once per week

c) 100% to participate in at least two physical activity sessions per week

Strategies for achievement

- **expectations** of **participation and attendance** to extra-curricular sessions will be made clear to both parents and students on arrival to the school

- a **wide variety of activities** will be provided with **free choice** (with the proviso regarding physical exercise) See Section D2 for further details

- **Local Area Partners** to be heavily involved in order to encourage students to see the value of participation in their local community

- **6th form Champions**, representatives from our local **university** (University of Hertfordshire) and **local employers** to help students see the necessity of being able to demonstrate their participation in the wider life of the school and their community for purposes such as **UCAS and job applications**

What will we assess?

Type of assessment	What exactly will it assess?	Is it measuring progress or absolute results?	Is it formative or summative?	Does it lead to a qualification?	Is it examined? If so, how?	Target
Regular tests /quizzes in subject lessons (eg vocabulary tests in MFL)	Students' knowledge of key facts from each subject which they will need to complete their RWT	Both: absolute results recorded but also used to measure progress since beginning of topic / year etc	Both: summative record of knowledge gained but also formative tool to let staff and students know which gaps need to be filled in order to complete RWT	No	Informally by teachers within lesson time	Students to attain minimum 70% or re-test
regular teacher assessment (termly)	• National Curriculum levels • behaviour • organisation (e.g. brings equipment to lessons, completes homework on time etc)	absolute results	summative: provides record of attainment and means of reporting to parents	No	No	Students make expected levels of progress in line with students nationally

	• effort					
Assessment for Learning within RWT lessons	• students progress toward their project exhibition	Progress	formative: students will decide upon their own success criteria against which to measure each draft stage of their project in order to continually improve and redraft	No	No – self, peer and teacher assessment within lessons	All students to show evidence of AfL in books etc
Real World Task project exhibition	• subject specific knowledge • Opening Minds' competences		summative: the culmination of students' project work over a term formative: students take the feedback received from peers / parents / LAPs etc (against success criteria) to use a starting point for next project	AQA Projects qualification	portfolio of evidence and project exhibitions	Each student to show evidence in portfolio of feedback effectively addressed from one project to the next
public exam	students' overall attainment in a particular programme of study	absolute results	Summative	GCSE	final exam and or controlled assessment depending on subject	85% to achieve 5 A*-C (70% inc English and Maths)

Monitoring and Reporting Systems:

We intend to purchase an MIS (Management Information System) to allow us to store and analyse the data we collect. However, we understand that using data effectively is more than simply using a piece of software to record information. We intend to aim for outstanding use of data by:

- avoiding overload; only collecting relevant data

- ensuring that data is up to date and available to all relevant staff

- enabling and expecting *all* staff to feel confident in the collection, reporting and analysis of data appropriate to their role

A good MIS will enable us to:

- access a continuous flow of up-to-the-minute information (e.g. behaviour sanctions can be recorded and actioned immediately)

- monitor attendance at the beginning of every session to identify issues with truanting / punctuality to lessons as they occur

- save time and reduce duplication of effort as data entered once is always available and can be used by any member of staff with the authorisation to see it

- know that teachers have all their students' information (ethnicity, SEN status, FSM status etc) at their fingertips for use in planning differentiated lessons

- set realistic yet challenging targets and monitor achievement toward them

- use one repository for *all* data including registration, finance and payroll, timetabling, progress tracking and assessment, and whole-school communication.

- enable us to revolutionise the way we engage parents and carers by sending daily updates re behaviour, attendance and punctuality which allow them to monitor and support in real-time using up to the minute data

Monitoring and Reporting Systems

Target Area	Purpose of target	What data will be gathered?	How will data be recorded/ collated and how often?	Who is responsible for recording?	Who will see the data?	Who will be responsible for analysis?	What will be reported, to whom and how often?
Academic attainment levels (including Literacy and Numeracy)	Self-evaluation for staff (inc. differentiation of lessons, planning of Schemes of Learning and Performance Management) Whole school evaluation for Head Teacher and Governors (inc. benchmarking against local and national data, for use in holding staff and Head to account for performance and to evaluate the strategic direction of the school Performance	KS3 NC levels (inc sub-levels using e.g. 2a,2b,2c) KS4 GCSE grades Predicted grades Controlled assessment data Within-grade progression data (e.g. B1 B2 B3)	Using our MIS Progress grade data collected each half term, 6 times per year	Teachers	Students (their own) Teachers (inc Literacy and Numeracy Co-ordinators) Form tutors Achievement for All Key Teacher (if not the tutor Head Teacher Head of Department (after year 3) Head of Year SENCO	Teachers will be expected to monitor progress of students in vulnerable groups (and any others below target) using traffic light system on MIS to highlight Heads of Department will discuss this data with their teachers to put interventions in place where necessary Literacy and Numeracy Co-ordinators will analyse progress in these areas against targets SENCO will monitor effectiveness of strategies used especially of SEND students but also in	Current attainment data to: Students (half termly) Parents (half termly via MIS) Governors (termly during full governors' meeting)

Target Area	Purpose of target	What data will be gathered?	How will data be recorded/collated and how often?	Who is responsible for recording?	Who will see the data?	Who will be responsible for analysis?	What will be reported, to whom and how often?
	Managers will use data to evaluate performance of their teachers' classes and identify areas for development and support Reporting to parents/carers Reporting to Company members for use in monitoring the work of the Governing Body					other vulnerable groups SLT Line Managers (the Head Teacher during initial years) will monitor progress and effectiveness of intervention strategies	
Workplace competencies and their practical application	Staff to use in planning of Real World Tasks to ensure that students have opportunities to progress in the practical	Opening Minds level (awareness-proficiency) in the competence groups relevant to that half	Using our MIS Part of progress grade data collected each half term, 6 times per year	Real World Task Teachers Subject Teachers Students School	Students (their own) Teachers Form tutors Achievement for All Key Teacher (if	Students will be encouraged to record, reflect upon and evaluate their progress in the Opening Minds competences using their Learning Journals Form Tutors will	Current attainment data to: Students (half termly; paper copy or digitally depending on format of their

Target Area	Purpose of target	What data will be gathered?	How will data be recorded/ collated and how often?	Who is responsible for recording?	Who will see the data?	Who will be responsible for analysis?	What will be reported, to whom and how often?
	application of workplace competencies Head Teacher to use to assess the strategic direction of the school's local area curriculum Reporting to parents/carers For use by Business Manager to oversee effectiveness of Real World Tasks	term's RWT Teacher formative comment re progress toward proficiency Student reflective comment re progress toward proficiency Information re Local Area Partner (LAP) involvement (e.g. in RWTs, mentoring, provision of work experience placements)	Students' Learning Journals Termly,3 times per year using MIS	Business Manager	not the tutor) Head Teacher Head of Department (after year 3) Head of Year SENCO Head Teacher Heads of Department (or subject teachers resp. for planning RWT SoLs)	undertake analysis of their tutees' OM progress as part of pastoral care Real World Task teachers will monitor progress toward OM proficiency Form Tutors and RWT teachers will report to Heads of Year who, together, will identify any needs, put interventions in place and monitor effectiveness of interventions School Business Manager and Head Teacher	Learning Journal in which it will be recorded) Parents (half termly via MIS) Governors (termly via full governors' meeting) Effectiveness of LAPs' involvement /intervention to: Governors LAPs

Target Area	Purpose of target	What data will be gathered?	How will data be recorded/ collated and how often?	Who is responsible for recording?	Who will see the data?	Who will be responsible for analysis?	What will be reported, to whom and how often?
Narrowing of gender, ethnic group or disadvantage related gaps	For use by teaching staff (inc SENCO, Lit / Num Co-ords, AfA Key Teachers to identify students at risk of not achieving targets To inform planning of interventions for those students by above plus subject teachers To inform AfA "structured conversations" with parents/carers For benchmarking by Head Teacher and Governing Body	Attainment data as per above to ensure students to make the same progress (at least 3 levels) as other groups within the school	MIS half termly as above	Teachers	Teachers (inc Literacy and Numeracy Co-ordinators) Form tutors Achievement for All Key Teacher (if not the tutor) Head Teacher Head of Department (after year 3) Head of Year SENCO	Teachers AfA Key Teacher (usually form tutor) Parents (during "structured conversations") SENCO	Current attainment data to: Students (half termly; paper copy or digitally depending on format of their Learning Journal in which it will be recorded) Parents (half termly via MIS) Governors (termly via full governors' meeting)
Consistency of outcomes	Whole school self evaluation by Head (and SLT as	Lesson observation grades and	MIS One formal	Teachers Middle	Head Middle	Head to analyse in order to identify teachers / subject areas in need of	Individual staff members to receive reports

Target Area	Purpose of target	What data will be gathered?	How will data be recorded/ collated and how often?	Who is responsible for recording?	Who will see the data?	Who will be responsible for analysis?	What will be reported, to whom and how often?
between subject areas	school grows) to assess strategic direction, measure success and identify whole school areas for development For use by Performance Managers to ascertain and improve quality of teaching, identifying where targeted support can be put into place For use by Governing Body to hold Head and SLT to account for staff performance	comments Drop-in observation information (pro-forma to be used to monitor e.g. Punctuality to lessons Objectives and outcomes displayed Behaviour Progress toward targets Assessment strategies	observation grade per term Drop-in observation half-termly unless concerns are present re a specific teacher Teacher Learning Journals to be used to record progress of "lesson study" collaborative planning and observation	Leaders (as school grows) Head Senior Leaders (as school grows)	Leaders (as school grows) Senior Leaders (as school grows) Teachers will keep their own journal and be encouraged but not forced to share practice with colleagues	support and to evaluate effectiveness of intervention Middle Leaders (as school grows) Senior Leaders (as school grows)	on their progress toward individual and school targets as part of their performance management process Governing Body to receive reports on staff performance against targets
Attendance and	Self-evaluation especially for	Attendance to each session	MIS	Form Tutors Subject	Form tutors (and Key	Heads of Year Key Teachers and	Current attendance

Target Area	Purpose of target	What data will be gathered?	How will data be recorded/ collated and how often?	Who is responsible for recording?	Who will see the data?	Who will be responsible for analysis?	What will be reported, to whom and how often?
punctuality	pastoral staff who can plan and target interventions using real-time data for the students in most need Reporting to parents / carers Whole school evaluation by Head Teacher Reporting to Governors who will monitor and evaluate interventions and strategies used to improve attendance and punctuality rates	including working breakfast and extra-curricular sessions (within first ten minutes of start) Punctuality to each session as above (recording the minutes late)	Each lesson Collated daily, weekly, half termly	teachers	Teachers of SEND students if not same) Subject teachers Heads of Year SENCO Head	SENCO for students identified as SEND as part of AfA programme Attendance Officer (as school grows - function initially responsibility of Head of Year)	figures to: Parents and carers daily via electronic function of MIS Governing Body termly as percentage Local Authority / DfE as required
Behaviour	Self-evaluation especially for pastoral staff who	R1,2,3 (rewards)	MIS, daily	Teachers Details to be	Students (to be encouraged	Form tutors Heads of Year	Parents and carers daily via electronic

Target Area	Purpose of target	What data will be gathered?	How will data be recorded/ collated and how often?	Who is responsible for recording?	Who will see the data?	Who will be responsible for analysis?	What will be reported, to whom and how often?
	can track patterns of poor behaviour and tackle in real-time Whole school evaluation by Head Teacher Reporting to parents / carers Reporting to Governors who will monitor and evaluate interventions and strategies used to improve attendance and punctuality rates	C1,2,3 Consequences Outcomes of Success Cards (individual targets set by form tutors/subject teachers) Data re any incidence of bullying (date, time, nature, students involved, statements from witnesses etc)		passed to Head of Year to ensure consistency of restorative justice approach can be applied	to take ownership of misdemeanours) Form tutors (and Key Teachers of SEND students if not same) Subject teachers Heads of Year SENCO Head	Key Teachers and SENCO for students identified as SEND as part of AfA programme	function of MIS Governing Body termly
Partici-pation **in extra-curricular**	Self-evaluation for staff to inform planning and delivery of extra-curricular offer	Attendance to each day's extra-curricular session Students'	MIS, daily	Leaders of extra-curricular sessions (e.g.	Form Tutors Heads of Year	A member of staff to be appointed responsibility for overseeing extra-curricular provision	Parents, half termly as part of progress grade report

Target Area	Purpose of target	What data will be gathered?	How will data be recorded/ collated and how often?	Who is responsible for recording?	Who will see the data?	Who will be responsible for analysis?	What will be reported, to whom and how often?
activities	Whole school evaluation for Head to assess progress toward softer targets re citizenship and participation in local / school community	extra-curricular session choices		teachers / other staff / Local Area Partners)			

Interventions

Target Area	Intervention. By whom?	Next intervention. By whom?	Next intervention (s) By whom?	Intervention impact assessed by?
Academic attainment of individual student in specific subject area	Subject teacher to try alternative differentiation / support / stretch technique	Learning Mentor to work with student in class or withdraw for short periods of targeted support	Key Teacher to be appointed who will arrange structured conversation with parents/carers	Head of Department
Academic attainment of individual student across the curriculum	Form Tutor to undertake academic mentoring to identify cause and work with subject teachers to	Literacy / Numeracy Co-ordinator to ensure that student is making required progress and	SENCO to carry out SEND diagnostic	Head of Year

Target Area	Intervention. By whom?	Next intervention. By whom?	Next intervention (s) By whom?	Intervention impact assessed by?
	prescribe targeted intervention. Form Tutor appointed as Key Teacher and will arrange structured conversation with parents/carers	can fully access the curriculum		
Academic attainment of a vulnerable group in a specific subject area	Head of Department to identify gap in attainment through regular progress grade monitoring conducts detailed needs analysis of particular vulnerable group	Head of Department leads "lesson study" (collaborative approach to raising attainment of individuals / small groups within a class by paired planning and observation)	SLT Line manager to facilitate pairing the department with another whose results with said vulnerable group are high in order to share best practice	SLT Line Manager (the Head until the school grows)
Academic attainment of vulnerable group / groups on whole-school level	Head to identify gap and compare results of vulnerable group across departments to identify areas of strength and weakness.	Head to pair departments and facilitate "lesson study" paired planning and observation. Time devoted during Wed pm CPD session to disseminating resulting best practice.	Head to conduct academic research into raising attainment for specific vulnerable group(s) in order to find schools with proven track record of success. Head to initiate contact with successful schools and begin "exchange" programme to find and share best practice	Head Teacher Governors
Workplace competencies (Opening Minds) below expected levels for	Real World Task teachers to identify students / groups and	Subject Teachers to reinforce through subject-specific teaching	A Local Area Partner / member of staff for whom the specific competency is a strength to be	Form Tutors

Target Area	Intervention. By whom?	Next intervention. By whom?	Next intervention (s) By whom?	Intervention impact assessed by?
individuals / specific groups	provide materials / opportunities / formative assessment for improvement within learning sessions		appointed as mentor	School Business Manager
Narrowing of gender, ethnic group or disadvantage related gaps	Each teacher to take responsibility for adapting class room teaching (e.g. differentiation) to ensure *every* child can achieve to the best of their ability	Key Teacher to conduct structured conversation with parents/carers and disseminate information to teachers to further adapt class room practice.	Learning Mentors / Local Area Partners to be appointed as learning champions to help raise student aspirations	SENCO Head
Attendance and punctuality	Form Tutor to identify cause of problem with student and/or through structured conversation with parents / carers	Next step intervention to include ICT based solutions such as "checking in" via social networks which incentivise attendance using points system	Attendance Officer to conduct formal meetings with parents/carers and to initiate penalty notices / a complaint may be laid against the parents in the Magistrates' Court under Section 444 of the Education Act 1996, or an Education Supervision Order relating to the pupil under Section 36 of the Children Act 1989 will be applied for.	Attendance Officer Head Teacher
Behaviour – low level	Teachers and other staff	Teacher issues C2 -	Teacher issues C3 - student	Head of Year

Target Area	Intervention. By whom?	Next intervention. By whom?	Next intervention (s) By whom?	Intervention impact assessed by?
disruption	have recourse to consequences ladder:\n\nC1 - student asked to reflect on behaviour	student automatically sent out for a two minute "cooling off" period	automatically goes to "shadow" - senior leaders room and issued a centralised detention of forty-five minutes (supervised by Head of Year)	
Behaviour – serious incidents including bullying	Restorative Justice used to mediate between perpetrator and victim	Structured conversation with parents and assessment of need to discover any potentially undiagnosed SEND	Internal exclusion	As a last resort permanent exclusion (see section D7 for more detail on measures which will be taken to avoid this)\n\nHead of Year/ SENCO
Continuing serious disruptive / rude / dangerous behaviour	Restorative Justice used to mediate between perpetrator and victim (be it another student or a member of staff) to resolve the conflict in a positive manner	Structured conversation with parents and assessment of need to discover any potentially undiagnosed SEND	Multi-agency approach introduced (ed. psych, counselling, family therapy etc)	Internal exclusion or as a last resort permanent exclusion (see section D7 for more detail on measures which will be taken to avoid this)\n\nHead of Year\n\nSENCO

Accountability and Performance Management

All teachers will have clear accountabilities in relation to the key metrics (see table above) through performance management processes which will ensure that teachers are held to account and are supported through performance development opportunities. In full accordance with new regulations (*The Education (School Teachers' Appraisal) (England) Regulations 2012*):

- The Governing Body will have a **written appraisal policy** which sets out an annual appraisal process for their teachers

- The **appraisal period will be 12 months**

- The Governing Body will appoint an **external adviser to assist in the appraisal process of the Head**

- The Head will ultimately decide who will appraise other teachers and staff (however see staffing structure organogram in Section D3 for initial accountability structure

- Teachers will be **assessed against their objectives** and the relevant **standards** (of which they will be made fully aware) and will undergo an **assessment of their training and development needs**, and, where relevant, a recommendation on **pay progression**.

- The **objectives** set for each teacher will, if achieved, **contribute to the school's plans for improving the school's educational provision** and performance and improving the education of pupils at that school. This will be ensured by the **Head** who will **quality assure all objectives** against the school improvement plan

- Teachers will receive **constructive feedback** on their performance throughout the year and as soon as practicable after observation has taken place or other evidence has come to light.

- When **progress** is **reviewed** during **termly meetings** if the appraiser is satisfied that the teacher has made, or is making, sufficient improvement, the appraisal process will continue as normal, with any remaining issues continuing to be addressed though that process.

- **If the appraiser is not satisfied with progress**, the teacher will be **notified in writing** that the appraisal system will no longer apply and that their performance will be managed under the **capability procedure**, and will be invited to a formal capability meeting.

- Formal capability procedures will then be followed in accordance with the regulations set out in **"Education (School Teachers' Appraisal) (England) Regulations 2012 (the Appraisal Regulations)"**

- the Governing Body will confirm whether or not a member of the teaching staff at that school has, within the last two years, been the subject of capability procedures (i.e. **procedures established in accordance with regulation 8 of the 2009 Regulations for dealing with lack of capability)**

Over-arching performance measures

In addition to the individual areas of focus, we believe strongly that there are a number of indicators that provide an assessment of the overall health of the organisation. These are listed below:

Ofsted grades

Overall and in all categories: Good at first inspection moving to outstanding within five years

Student, parent and other stakeholder satisfaction

It is central to our vision and ethos that our school is not just excellent in its delivery and outcomes but that it is genuinely valued by the community. A crucial indication of this is the extent of student and parental satisfaction.

- 95% of parents report high levels of satisfaction with the school in a number of different areas (e.g. information sharing and contact, pastoral care, academic achievement)

- 95% of Local Area Partners to report high levels of satisfaction with their involvement in the life of the school

Strategies

Brief daily electronic communication with parents/carers to enable them to meaningfully support the education of their child with real-time information (**behaviour** points (C1 etc), **achievemen**t points (R1 etc), **attendance** and **punctuality**

- We will also find out the **preferred method of communication** for our parents and be open to the use of **new and social media** to do so where appropriate

- We will hold **yearly parents' evenings** but also provide **more regular informal opportunities f**or parents and carers to access the school and our staff (see below)

- **Half-termly progress grade data** to be reported including information on **attainment** levels, **behaviour, Opening Minds** level, **effort**, participation in **extra-curricular** activities via our MIS

- Parents/carers to be invited to **Learning Evenings**; regular informal events timed to coincide with important points in the school calendar (e.g. at the start of a term, parents can come to school with their children to the **launch of a Real World Task project** to find out how they can support , discuss ideas and get the project started alongside their child)

- Parents and carers will be **invited to the Real World Task exhibitions** (with opportunities for parents who can only attend during evenings/weekends to do so)

- We will hold **informal coffee mornings / afternoons** where parents can find out key information about the school or obtain **assistance** with any aspect of their child's education (e.g. **understanding data** such as FFT or CATS or how to find and use the National Curriculum levels / GCSE grade criteria)

- We already have a **thriving and popular PTA** which is committed not only to engaging parents but also the wider community

- We are committed to **surveying parents at least annually** and **inviting suggestions** of how we can improve the service we provide to families in our area.

Staff morale, development and retention

Given the crucial role of teaching and leadership staff in delivering our vision a further indicator of our performance and resilience as an organisation is our ability to attract, develop and retain staff. In order to assess this we will measure:

- Annual staff turnover to be no more than 10% and average length of service to be above four years for staff.

- We would seek to have an average of twenty five applicants for all positions.

D6: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

We intend to ensure our Admissions Policy is in accordance with the School Admissions Code, the School Admissions Appeals Code and admissions law as it applies to maintained schools, academies and free schools. We are aware of the requirement under Section 324 of the Education Act 1996 to admit a child with a statement of special educational needs that names their school and recognise that this could mean we may exceed our Proposed Admissions Number in some years.

We are a local school, set up specifically to serve the need of families in Radlett, Shenley London Colney and surrounding localities, so preference will be given to applicants from this catchment area. Admissions will be based on where students live rather than any entrance exams or faith or gender criteria.

We plan to admit 120 students each year from September 2014 into Year 7. From September 2019, in addition to pupils transferring within the school, the school plans to admit a minimum of 10 external students to its 6th form.

We will contract the Schools Admissions Department at Hertfordshire County Council to implement our determined admission arrangements.

Our proposed oversubscription criteria for Harperbury Free School 2014/15 are:

Rule 1

Students who are in public care (children looked after) and children who were looked after but ceased to be so because they were adopted (or became subject to a residence order or a special guardianship order).

Notes: A "looked after child" is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.

"Adopted" means under the terms of the Adoption and Children Act 2002 - Section 46 (adoption orders).

"Residence order" means under the terms of the Children Act 1989 - Section 8 which defines a 'residence order' as an order settling the arrangements to be made as to the person with whom the child is to live.

"Special guardianship order" means under Section 14A of the Children Act 1989 which defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).

Rule 2

Students for whom it can be demonstrated that they have a particular medical or social need to go to the school (evidence should be provided by a professional dealing with the child's case).

Note: A panel of Governors will determine whether the evidence provided is sufficiently compelling to meet the requirements for this rule. The evidence must relate specifically to the school applied for under Rule 2 and must clearly demonstrate why it is the only school that can meet the child's needs.

Rule 3

Students who have a sibling on the roll of the school at the time of admission.

Note: a "sibling" is defined as a natural brother or sister, or a half brother or sister, or a

*legally adopted brother or sister or half-brother or sister, or step brother or sister who will be living with them at the same address at the date of their entry to the School. (Proof of the sibling relationship will be required if a place is offered). The sibling rule does **not** apply for children whose older siblings are or will be attending the 6th form (Years 12 and 13).*

Rule 4

Students who are children of a member of staff employed at the time of admission.

Note: Staff includes both teaching and non-teaching employees and applies only

a)   where the member of staff has been employed at the school for two or more years at the time of the application for the admissions is made, and /or

b)   the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

The child must be the natural child, step child or adopted child of the member of staff and live at the same address at the date of their entry to the school.

Rule 5

Students whose permanent address is in one of the priority areas and who live nearest to the school.

Note: Priority Areas are the administrative parishes of Aldenham, London Colney, Shenley and St Stephen plus the Borehamwood wards of Brookmeadow and Cowley Hill.

Distances are measured using a computerised mapping system to two decimal places. The distance from home to school will be measured by a straight-line from the NLPG (National Land and Property Gazetteer) address point of a child's home address to the address point of the school.

Rule 6

Students whose permanent address is outside one of the priority areas who live nearest to the school

Note: Distances will be calculated as for Rule 5

Additional Note:

It is the intention of the Directors to seek permission from the Secretary of State for Education before the school opens to add a Rule following the current Rule 3 enabling priority for the children of Founders. (This is because one of the motivations for most of the Founders is that they would like the option of our school for their own children but are concerned that the level of demand may mean they would be unable to get a place for them based on the distance rules).

Tie-breaking criteria

These rules will be applied in the order they are printed above. If more children qualify under a particular rule than there are places available, a tiebreak will be used by applying the next rule to those children. Where there is a need for a tie-breaker where two different addresses measure the same distance from a school, in the case of a block of flats for example the lower door number will be deemed nearest as logically this will be on the ground floor and therefore closer. If there are two identical addresses of separate applicants, the tie break will be by a random draw (carried out by the Admissions Department, not the school).

Appeals

All unsuccessful applicants have the right to appeal to an independent panel if their application for a place is unsuccessful. Parents wishing to register an appeal should contact the Schools Admissions Department.

Waiting Lists

At the time of secondary transfer all unsuccessful applicants (who do not gain a place at a higher ranked school) will automatically be added to the school's continuing interest waiting list. In Year applicants will have to confirm they wish to be placed in the school's waiting list if their application is unsuccessful.

Any places which become available will be allocated in accordance with the admission rules set out in this document, not on a "first come, first served" basis. The position of a child on the waiting list may change frequently and could move down as well as up if other children having higher priority have their names added to the waiting list. The length of time on a waiting list will not give any priority. Places will be offered from the waiting list if they become available. These places cannot normally be held open and it will be expected that they will be taken up almost immediately. Otherwise the place will be offered to the child with the next highest priority on the waiting list.

The School will hold waiting lists for all year groups for one academic year, after which the waiting list will cease. If parents want their child to remain on the waiting list after that academic year they will have to write in to request this.

Fair Access

The school participates in the County Council's Fair Access protocol and will admit children under this protocol before children on continuing interest waiting list.

D7: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Central to ensuring good behaviour and attendance in any school is the provision of an **engaging curriculum.** Our **project-based Opening Minds curriculum** allows for high degree of **student voice and choice** and provides concrete ways for students to see the **relevance** of what they're learning to their lives and their community. **Ofsted** have observed the excellent impact this type of curriculum can have in many other schools:

- "The **new Opening Minds course** in Year 7 is clearly having a **positive impact** on **improving behaviour and engaging pupils** more imaginatively in lesson activities."

- "The curriculum is now more interesting and relevant to students' needs and this means that students enjoy college far more than they used to and are **more willing to attend regularly."**

- In line with **our vision** that **every adult** connected with the school have **equal status**, all (from kitchen staff to Head to Local Area Partner) to be **trained in using the behaviour policy** and expected to do so consistently when in contact with HFS students

- To deliver our vision commitment to upholding **traditional values**, all those connected to HFS will be expected to **embody** our **key principles of honour, integrity and respect at all times**

- In accordance with Government expectations, the Head Teacher will "help to create a culture of respect and tolerance by supporting their staff's authority to discipline students, ensuring that this happens consistently throughout the school".

- HFS Governing Body and the Head Teacher to deal with allegations against staff "quickly, fairly and consistently" in a way which protects all concerned.

- A Home School Agreement will be put in place to ensure that the school, parents and students are made fully aware of their responsibilities regarding behaviour and attendance.

- **Attendance** will be improved by our **working breakfast hour** as students who are reluctant to attend school will be encouraged by knowing they will begin their day in a safe nurturing space with people who know and care for them.

- **Vertical tutoring** improves behaviour and well-being as **positive relationships between students of all ages** fosters the heightened sense of community integral to the HFS vision of a family-style ethos.

- **Stage not age teaching** (within Key Stages) helps to ensure all students are **appropriately challenged and supported** which helps to reduce poor behaviour.

- In place of a lengthy detailed set of school rules, a simple **"Do unto others as you would be done unto" code of conduct** which applies to every member of the HFS community (adults and children alike).

- Central to **our vision of developing our students holistically** we intend to create a culture rich in emotional Literacy and conflict resolution skills by implementing a **restorative justice approach** to behaviour management.

Restorative Justice

The Restorative Justice approach provides an **alternative to the belief that punishment**

will change behaviour and achieve compliance. It:

- is a process that **resolves conflict**

- **promotes telling the truth**, taking **responsibility**, **acknowledging harm**

- appropriate response to conflict and in doing so **creates accountability**

- not only allows the harmer to see the **impact of their behaviour** but also allows the "harmed" person the opportunity to see if they contributed to the conflict in anyway by their own behaviour.

- allows both participants to **agree their own joint contract** of how they are going to treat each other in the future, giving them a **personal stake in the success of the contract.**

Restorative approaches when implemented in a whole school approach:

Develop - emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility

Improve - behaviour, attendance, learning, teaching

Increase - empathy, happiness, positive life skills,

Reduce - exclusions, detentions, conflict, bullying, need for sanctions

We intend to develop community, social and communication skills by using a series of restorative circle techniques including:

Check in and Check out - Develop circle skills, taking turns, listening to other, develop community

Icebreakers - Focus attention, enjoy learning, practise social skills

Restorative Norms - Develop negotiation skills, verbalising concepts, defining needs

Aims for the day - Develop aspirations, identify skills, achieving goals

By using restorative conferencing participants will

Develop - truth telling skills, responsibility, accountability

Learn about - real impact of actions, consequences

Be able to - make amends, show remorse, change behaviour, agree a way forward

Benefits of using restorative approaches to the victim:

- Opportunity to participate in a process that they are central to

- Have their say

- Take back some control of their situation by choosing to participate

- Ask any questions

- Have a say about reparation, unpaid work, financial restitution, or an apology

- Witness genuine remorse

- Reduces anxiety and possible post-traumatic stress disorder

Benefits of using restorative approaches to the offender:

- Learn about the harm they caused

- Acknowledge that harm

- Explain what happened

- Opportunity to apologise

- Attempt to repair the harm caused

- Reduces re-offending

Bullying

At HFS there will be a **zero tolerance approach** to bullying that will be tackled as part of the Restorative Justice approach to conflict resolution

- 100**% of staff (teaching and non-teaching) will receive training** on how to tackle incidents of bullying so that all staff are aware and can intervene whenever an issue arises

- Form groups will be encouraged to achieve a **Bullying Free Status Award** which will be awarded every term for forms that achieve and maintain no incidents of bullying. This will be publicly recognised and **rewarded via assemblies** and displayed in form rooms.

- **Students and parents** will take part in a half termly **"well being" survey** via Survey Monkey which will keep a track on bullying as well as student's general happiness at the school

Any **incidents of bullying** will be **recorded and actioned appropriately** through the school's consequence and Restorative Justice Systems. It is vital that students who are involved (on both sides) of a bullying incident take part in the Restorative Justice approach in order to more effectively tackle bullying by allowing students to understand the potential effect it can have on the lives of individuals.

- **Anti-Bullying Week** will be given a **high priority** in the school to ensure that the school's message on bullying is reinforced.

- School pastoral and behaviour teams to review cases of bullying that have occurred to ensure that the school has/is dealing appropriately and to respond to any issues that may arise

- **Designated Mentors** established for each year group as a "**go to" person** to report incidents of bullying

- Key focus on bullying including **cyber bullying in PSHCE** lessons throughout the year groups

- Students will have a good awareness of different types of bullying and will take

active steps themselves to prevent it.

Rewards and Consequences

Although HFS is adopting a **Restorative Justice approach** to conflict resolution and behaviour management, this **will sit within a general framework for rewards and consequences** that will take a ladder approach.

It is essential that **every student has access to rewards in every lesson** and that those rewards exactly balance the level of consequences that could be issued; thus **promoting the focus on achievement and excellence**

Rewards:

It is extremely important at HFS that **good work, achievements and effort is rewarded**. Each student will have a Perspex tube with their name on in their form room. There are **three types of reward** that will be given in lessons and **represented by a different coloured token:**

R1 - bronze plastic token - good work/ answer/ effort

R2 - silver plastic token - sustained good work/effort

R3 - gold plastic token - exceptional work

In any lesson a student can achieve up to an R3. The students will take their tokens to their form room and place in the tube with their name on. **Form tutors** will be able to **track individual students' performance** around the school as well as keeping a tally of how their form group is doing as a whole. At the end of each **half term prizes** will be given to both **individual students** and **form groups** who have accumulated the most number of tokens.

In addition to this there will be **two further rewards** available to individual students which are:

R4 - invitation to a half termly celebration evening – prolonged effort or behaviour

R5 - letter of commendation home from head teacher – being a role model to others, helping in the school or wider community

Consequences:

- In line with **our vision** of a school, which is rated at least **"good" by Ofsted**, our aim at HFS is that there will be **few well-founded concerns expressed by parents, carers, staff and pupils regarding behaviour.**

- **Evidence** for this will be gained by a variety of means; firstly through a **regular well-being survey** of **all the school stakeholders,** which will provide detailed data regarding how all involved in the school feel about behaviour in and around the school.

- Secondly by **closely monitoring the consequence system** the Heads of Year can quickly **identify any 'flashpoints'** in terms of particular students or particular lessons that are causing particular concern and putting the appropriate measures in place, such as support and training, to counter these.

HFS will also employ a **structured consequence system** which will sit within the

Restorative Justice system and will take the following form:

For **low-level behaviours** in lessons or around the school (For example talking, off task, sight of a mobile phone) the following will be used:

Pre- consequences - verbal warning

C1 - student asked to reflect on behaviour

C2 - student automatically sent out for a two minute "cooling off" period

C3 - student automatically goes to "shadow" - senior leaders room and issued a centralised detention of forty-five minutes

At each stage of this system students are given the opportunity to reflect on their behaviour and consider their best options in terms of what to do next.

Detentions: students to be a given **reflection task** to complete about their behaviour and feelings associated with it ; this will then be shared with the teacher with whom the original misbehaviour took place. This should be regarded as a **serious punishment to be avoided** at all costs.

Any student receiving this consequence regularly will be flagged up for further support (e.g. **counselling**, **anger management**, **structured conversation with parents**) as well as internal and external systems such as **Success Cards** (students are given several targets they must meet each lesson, marked by their class teacher) and **PSPs (Pastoral Support Programmes)**

Obviously there are some incidents where **more serious consequences** should take place and these will be dealt with in the following way:

C4 – internal/fixed term exclusion- fighting, graffiti, extreme rudeness, smoking, bullying

C5 – permanent exclusion – violence, weapons, drugs, alcohol.

Despite the serious nature of these incidents, **students** will **still have an opportunity to make amends** by reflecting on their behaviour and what the outcome of this has been for others involved and encouraged to take part in a **resolution dialogue** that aims at helping the student **learn from their mistakes**. This might include not just senior teachers but also counsellors and members of the pastoral team.

- It is **essential that staff** members also **reflect on incidents** that occur in their classrooms in order to both an **active role in conflict resolution** but also to help minimalise the risk of repeat incidents by **reflecting on what they themselves could change about their role in the incident**

- **Student and group statistics** relating to both **rewards and behaviour** will be **monitored and tracked by pastoral managers and senior staff t**o ensure that interventions take place in a timely and effective manner.

Permanent exclusions

- Obviously **permanent exclusion** is the most extreme step on this ladder and as part of the school's emphasis on Restorative Justice will only be used as a **very last resort**. At the heart of the principles of **Restorative Justice** is the opportunity to **make amends, show remorse, understand the consequences of their actions** and ultimately learn from their actions. We will avoid adopting a blanket policy of permanent exclusion for any offence, seeking rather to **treat each case on its own merits.** We intend to follow the **statutory exclusion guidance from the DfE** which advises a range of strategies to avoid the need for permanent

exclusion including:

- **Early intervention** to address **underlying causes of disruptive behaviour** to include an assessment of whether **appropriate provision** is in place to support **any SEN** or disability that a pupil may have. This will take place as part of our **Achievement for All** programme

  Head Teachers to consider the use of a **multi-agency assessment** for pupils who demonstrate persistent disruptive behaviour (including possible interventions within the school for a pupil with SEN, seeking advice from the Educational

  Psychologist, Behaviour and Attendance team or specialist SEN Teacher as appropriate

- Providing **curriculum alternatives at Key Stage 4**, including attendance at a

  further education college or through **apprenticeship**s with our **Local Area Partners**

- **Temporary placement** in an in-school **Learning Support Unit** as part of a planned positive programme for pupils

- A **managed move** to another school, with the consent of all parties involved

- Allocation of a key worker such as a Learning Mentor, Connexions

  Personal Adviser, Attendance Improvement Officer or member of a Behaviour Support Team

- **Referral** to a specific support service, such as the **Targeted Youth Service** or the **Child and Adolescent Mental Health Service**.

- As HFS seeks to be **as inclusive as possible** and intends to fully abide by its "**statutory duty** not to **discriminate** against pupils on the basis of protected characteristics, such as **disability** or **race**" and will "give **particular consideration** to the fair treatment of pupils from **groups** who are **vulnerable to exclusion**". (DfE exclusion guidance)

- We will also comply fully with the **Equality Act 2010** by **not discriminating** against, **harassing** or **victimising** pupils because of their **sex**, **race**, **disability**, **religion** or **belief**, **sexual orientation**, because of a **pregnancy / maternity**; or because of a **gender reassignment**.

- We will also fulfil our duty to make **reasonable adjustments to policies and practices** for **disabled children**

Attendance and Punctuality

There is a **clear correlation** between **attendance** to school and **achievemen**t; students who have an attendance of over **95% are a third more likely to achieve 5 A* -C grades at GCSE than a student with 90% attendance**. Therefore at HFS attendance to school is a priority for every student especially as it can also be a clear indicator of student well-being.

For this reason, the **school target for all pupils' attendance will be 95%** with the overall aim for it to be **above average** for sizeable groups of pupils.

We will also comply fully with our **legal requirements** regarding attendance. We will:

- **Identify clear channels of communication with parents** and make provision for first-day of absence contact.

- **Identify** what is considered as **authorised/unauthorised absence**

- **Make clear to parents** that it is the **schoo**l - not the parent - which **authorises an absence.**

- **Make clear** to parents what is, and is not, **acceptable** as **reasons for absence.**

- State **how lateness**, both before and after closure of registers, is **recorded and monitored.**

- Make clear that **leave for holidays** during term time is granted **only in exceptional circumstances.**

- **Encourage all staff** - including ancillary and administrative staff - **to see attendance as part of their responsibility.**

- **Work closely** with the **Attendance Improvement Officer** whose will be allocated according to need, identified **using the school annual DCSF Absence data**.

- Where a student fails to attend school regularly without a legitimate reason and attempts by the Attendance Improvement Officer and the school fail to secure that pupil's return to regular attendance, **Herts County Council will take legal action**. A complaint may be laid against the parents in the Magistrates' Court **under Section 444 of the Education Act 1996**, or an **Education Supervision Order** relating to the pupil **under Section 36 of the Children Act 1989** will be applied for. Any exceptional mitigating circumstances relating to the pupil's absence will be taken into account, when considering legal action.

- We will also consider the use of **penalty notices** for the parents of truants as Subsection (1) of section 23 of the Anti-Social Behaviour Act 2003 adds two new sections (444A and 444B) to section 444 of the Education Act 1996. These new sections introduce penalty notices **as an alternative to prosecution** and enable parents to discharge potential liability for conviction for that offence by paying a penalty.

- In recognition of the fact that **Attendance registers** are **legal documents** that may be required as evidence in court cases, attendance will be **recorded at the beginning of the day in the working breakfast hour**, then at the **beginning of every learning session including the extra-curricular hour** at the end of the day using **SIMS** management information system or similar and the national **set of symbols as required by the DfE.**

- Attendance to lessons will be carefully monitored with **student truancy** resulting in an **automatic C3 detention.**

- Staff will be informed at the beginning of each week of students who will be absent from their usual lessons due to **Music instrument lessons**, **counselling sessions**, **meetings** or other for any other reason.

- SIMS will be used to monitor and track students' attendance. **Each form group** will get a **report weekly** with **Red/Amber/Green indicators** for individual students' attendance for that week.

- When the **school** is **at capacity** we will **recruit an Attendance Officer** to monitor attendance and be the first port of call for parents/students/tutors.

- **Heads of Year** will undertake this role **in the first years of the school** and will **liaise with parents of students** who fall below the required percentage of attendance and to provide support if necessary.

- The **Head Teacher** will **be ultimately responsible** for monitoring and reporting on attendance.

Rewarding Attendance

- At the end of the academic year **all students with 95+% attendance** will be taken on a **reward trip.**

- There will be **rewards every half term for the tutor group with the highest attendance** as well as **for individual students** who have the most sustained attendance or most improved attendance.

Parental Engagement:

- The **Attendance officer / Heads of Year** will be in **regular contact with parents** regarding attendance. **Attendance figures** will be **sent home** as part of the reporting cycle.

- It will be the **parent or carer's responsibility** to provide **reasons for absence** on the **first day of absence** or if there are medical appointments via letter, email or the student's planner.

- **Parents or carers** of students with **persistent absence** will be offered **support and guidance** by the school. This could be through the **Achievement for All** scheme where parents have three structured conversations per year with their child's **Key Teacher** so as to find out their views on the attendance problem treat them as an **equal partner** in finding possible solutions.

Other strategies and interventions:

- The school will **liaise with local bus companies** to ensure that the necessary transport is available for all students to reach school on time from the main catchment areas.

- Where possible the school will provide a minibus pick up and drop off to areas not covered by local bus routes.

- **PSHE lessons** will explore links between attendance and employability during work-related learning units.

- Our **Local Area Partner contacts** will **reinforce the link** between **attendance, punctuality and employability** in a variety of ways: by **giving talks** on how candidates are selected for interview and the role attendance records play in this process, by **arranging mock interviews** with a range of students, by **mentoring** students with poor attendance and **showing them the disciplinary procedures** in their workplace for employees with poor attendance records.

Unavoidable Absences:

Students with **long-term absence** due to illness/operations will be **supported by liaison with home** and regular work provided through the **VLE** as well as **access to online tutoring**.

On occasions when students miss important deadlines, controlled assessments and such like the **school will arrange space within the school day for that student to catch up**,

for example during the **working breakfast hour** in the morning, once the student returns to school.

It is the **responsibility of the parent or carer to provide** the school with either **prior warning** in cases of known absence (medical appointments / family emergencies, funerals etc or on the first morning of absence if the student is ill).

Staff Attendance

Staff attendance is also a key focus thus ensuring the consistency of excellent provision for the students as well as being a key indicator of staff well-being. Therefore the **target for staff attendance for each year will be 95%.**

Staff annual performance evaluation will include good attendance.

Punctuality

As a school HFS recognises that **punctuality** is another **indicator of well-being and positive attitudes to learning** and it is a key quality that we hope to engender in both students and staff.

- We are setting a **target of 95% of students** are on **consistently punctual** at the **start of the day** as evidenced through the SIMS registration system

- The school is also setting a **target of 95% punctuality to lessons** which will be monitored through SIMS and by **ensuring that a register is taken every lesson in the first ten minutes of that lesson**

- Lateness will be monitored through **SIMS** to ensure the **early identification** of individual students

- **Families of persistently late students** will be supported through **regular contact** from **Heads of Year**

- Students who are **regularly late** will be **offered mentoring and peer support** in order to help overcome the issue. Using **mentors** within the **vertical tutoring system** will encourage **older students to be role models for younger years**.

- Students who are late will sit a **late detention** on the day that they are late and asked to fill in a **reflection form** regarding the reasons for their lateness

- **Time** will be built into the school day to facilitate **movement between lessons** thus helping to ensure good punctuality

- The recruitment of an Attendance Officer who will monitor and track punctuality as well as attendance and act as a home/school liaison

- **Clear expectations about corridor etiquette** will be made from the outset through form tutors and the pastoral team during the **student induction**

- Staff will be responsible for observing **movement around the school** and intervening where necessary

- Staff, students and parents will take part in a **half-termly Well Being survey** through Survey Monkey which will highlight areas of development but also help identify links between attendance, punctuality and well-being which can then be addressed

Achievement For All (AfA)
- HFS will seek to adopt the **Achievement For All programme**, a proven charity

based framework that seeks to **improve the attainment, attendance and well-being** of students (particularly those who are SEND) as well as **decrease** incidents of **bullying** and poor behaviour

- Following the AfA pilot scheme the teacher and parent surveys conducted by the Charity showed that there was a **significant improvement in positive relationships** between students, parents and carers and staff as well as a reduction in bullying and behaviour problems in students compared to those at non-AfA schools

- Furthermore there was an **average increase of 10% for students whose previous attendance had been below 80%**

- Parent surveys also showed an **increase in parental engagement** with schools which for all students, not just those who are 'hard to reach', is essential in helping to promote a positive attitude towards school

Student Well-being

Safeguarding and Child Protection

There are three main elements of safeguarding that are key at HFS: that the school is as **safe as possible for all**, that it is **compliant with necessary legislation** and that it provides an **enjoyable and rewarding** experience for all. Within this framework are further elements such as Child Protection, Accident Prevention, the recruitment of safer staff and volunteers and a zero tolerance approach to bullying.

Safety

- The school site will correspond to **all aspects of health and safety legislation**

- **Access** to the building will be only available via an **electronic entrance system** and the main reception area will not give access to the rest of the school without a **door code**

- The site team will **respond immediately** to any potential **health and safety issues** such as fallen trees, exposed wiring, damaged furniture and the like.

- **All accidents will be recorded** and actioned accordingly

- Child Protection Officer to **monitor number of on-site accidents** and highlight any recurrent issues for instance uneven paving slabs

- **PSHCE** lessons and assemblies will address **importance of safety, road safety and accident prevention**

- **Staff** will **be on duty** at the start and end of the day to ensure safe road crossing and traffic awareness

- **All staff** to be **responsible** for **ensuring safety** in and around their areas. For example making sure there are no trailing wires, that access to exits are clear and students can move freely

- **All off site experiences** to be subject to a **risk assessment**

- Any **on-site physical** activities to be subject to a **risk assessment**

- **Students, parents and staff** will be **regularly surveyed** on how safe they feel the

school is as part of the well-being survey. Any issues to be instantly raised and actioned accordingly

Child Protection

- The school will appoint **staff responsible** for **Child Protection** who will act as the Designated Child Protection Officers within the school. These will work with families and outside agencies to ensure that all concerns are addressed with the best possible outcome for the student

- **All staff** will complete **mandatory Child Protection training every two years**

- All staff, volunteers and visitors including Local Area Partners working regularly with our students must have an up to date **Enhanced CRB**

- Students will be encouraged to speak to "someone they trust" regarding any worries or concerns that they may have

Providing an Enjoyable and Rewarding Experience

It is very important at HFS that all students find school life an enjoyable and rewarding experience. This will be shown by:

- Students engaging in **unsolicited conversations about their learning**

- **95% of homework completed** on time and to a good standard

- Willingness to **participate in extra-curricular clubs** and activities with 95% of students regularly attending at least two activities a week

- Staff and students treat one another with **mutual respect** as evidenced through classroom observation and the well-being survey

- **High standards of attendance and punctuality**

- **Low instances of bullying**

- On site counselling services available for both staff and students

On-line safety

All students will be taught the **key elements of online safety** through **PSHE** lessons and **within the curriculum** as opportunities arise. The following will be the key focuses:

- Educating students about **cyber-bullying** and taking a hard-line view of any students who transgress this in terms of sanction. However also ensuring that students involved have the opportunity to reflect on and understand the significance of their actions and the impact these could have on other individuals

- Staying safe online – making sure that students are aware of the **dangers of chat rooms** and how to avoid getting into potentially dangerous or illegal situations

- **Zero tolerance policy** on accessing **pornography** in school

- Ensuring students understand the **appropriate barriers between staff and students in relation to social networking sites**. Staff will also be trained on staying safe by for instance not accepting friend requests from students and so forth

- Staff to set up school based Twitter/Edmodo accounts for sharing information with students
- Students and staff to only use the **school based email system for contacting one another**

Physical and Mental Health

- It is important that students and staff with any existing or arising medical issues are fully supported by the school
- **School to liaise closely with parents** of incoming students regarding any **existing medical issues**
- **All appropriate staff** to be made **aware of any medical issues** relating to individual students and what steps might be necessary should there be any problems
- Designated **First Aid trained staff** to be available at all times
- All **student medication** to be kept at reception in **clearly labelled bags** for individual students. All staff will be aware of which students require medication and when. If necessary students will carry inhalers or epi-pens on them at all times
- **Time out/toilet cards** to be issued on individual basis
- **TA support** for students with severe mental issues. One-to-one teaching to be provided in a safe environment if necessary
- Clear identification of students with learning and behavioural difficulties and support put in place by the pastoral and SEN teams
- The school to provide **appropriate access arrangements** for those with physical disabilities to allow easy access to and around the school

Section E: Evidence of demand – part 1

	2014				2015			
	A	**B**	**C**	**D**	**A**	**B**	**C**	**D**
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	95	79%	120	120	118		**98%**
Year 8					120	95		**79%**
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	120	95				213		

Section E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as the first choice for their child.

We started in November 2010 inviting parents to register their interest in our proposed school via our website (www.harperburyfreeschool.org.uk) or by email, FaceBook or Twitter. Our website has been viewed 9,500 times in the past 12 months. We have subsequently visited 10 of the local primary schools, seven school fairs and four local fairs and other events. We have held four public meetings around the local area with total attendance of over 200 people, in each case making a detailed presentation and providing leaflets and forms for parents to register with us. We have maintained regular contact with these parents through a monthly e-newsletter which now goes to over 500 local families.

We have made presentations to parents at our public meetings describing our overall plans and education ethos and have encouraged everyone to look at our website for more information. We have also used our website and e-newsletter to seek views on aspects of

our plans, such as asking about homework, term and holiday timings, single sex teaching and views on which modern foreign languages we should offer. We have used their responses to help shape our plans.

The majority of registrations by families have come via email from our website so they have been able to read details of our Vision and education plans there. The rest have come from direct contacts at primary schools, meetings, fairs and other local events where we have discussed our Vision and plans individually. We have compiled all contacts we have made from all sources into a spreadsheet and an address book, which we use for our e-newsletter.

Earlier this year we contacted all the parents who had previously registered their children with us by email asking them to confirm that our school would be their **first choice** for their children by agreeing to the following statement:

"You are confirming that you support the aims of Harperbury Free School and intend to select Harperbury Free School as the first choice Secondary School for your child/children, the names and details of which you have previously provided or provide in reply to this email."

We have compiled details of those who have confirmed this into the spreadsheet and a map below.

Postcode Area	Town/Village	2014 Admissions	2015 Admissions
AL2 ██████	London Colney	11	21
AL2 ██████	Park Street	6	7
AL2 ██████	Bricket Wood	1	8
AL4	Colney Heath	1	1
WD6	Borehamwood	15	18
WD7 ██████	Radlett	28	35
WD7 ██████	Shenley	25	22
WD25	Aldenham	2	2
	Other*	6	4
TOTALS		95	118

*Other includes areas outside our priority areas including Potters Bar, Bushey and North London.

We are continuing to recruit further registrations of children for whom our new school would be their parents' first choice. We are confident that we will have totals in excess of our proposed PAN by early 2013 for admissions in the first two years. We also already have 95 registrations for 2016, 75 for 2017, 73 for 2018 and a further 163 for the years from 2019 onwards - although we have not confirmed all of these as being first choices that far into the future.

Section E: Evidence of demand – part 2

Section E2: Demonstrate how you intend to reach out to the wider community including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

We are fortunate enough to be part of a local community that is keen to invest time and resources into the future of its young people.   In canvassing to gauge demand for our school we have been overwhelmed by the unremittingly positive response from those who do not simply agree that it is vitally necessary for their area but who also wish to become involved and be part of the experience. We have already had offers of support from a wide variety of local businesses and other organisations as we envisage this school as a focal point of the community. We plan to bring together those who have expertise to impart such as St Albans Rangers football club and the Herts and Middlesex Wildlife Trust, facilities or equipment to offer such as Radio Verulam, business acumen to share such as BAM, a locally based major international building & construction company or important knowledge to impart of our country's civic functions such as St Albans City and District or Shenley

Parish Councils.

As the site we are hoping to use will effectively become a new village of around 1,000 residents living in a development of new build homes, along with a new hospital (and eventually, we hope, our new school), our vision of a school truly within the heart of its community is certainly well within reach.

However, any good relationship is based upon both give and take. We intend not only to take advantage of all the support from our community but also to give back by opening up the school to local evening classes and clubs that could benefit from our learning spaces as well as our sports hall which we hope will be shared with the new local residents. The site we have identified already has usable football pitches with space for tennis courts and more which we intend to share with our feeder primaries and other local organisations (such as local Scout, Beavers and Cubs and Guide, Brownies and Rainbow groups with whom we already have established links). We will also be offering our feeder primary schools the opportunity to use our Science labs, ICT or other facilities.

We know from our extensive contacts with local parents at public meetings, local fairs, and primary schools as well as through our online facilities that our concept of a local non-selective school is an appealing option for them. We have identified significant levels of support from parents of all faiths and none across the area, which, for example, has the highest proportion of Jewish families in the country outside of North London. A significant number of parents from the three local faith primary schools (Catholic, Jewish and Church of England) have all expressed a preference for a local school over faith-based secondary schools.

Parents and our other stakeholders (local enterprise and community/voluntary contacts, governors, primary school students and staff, neighbouring residents etc) will regularly be invited to watch and help to assess the performance of our Real World Tasks so that we involve and engage the whole community. Feedback (against clearly stated success criteria) is to be invited from stakeholders and reflected upon by students to make learning both relevant and worthwhile.

We have had pledges of support from a range of local figures including James Clappison MP for Hertsmere and Councillors from the County Council and local District, Borough and Parish Councils.

We have support from a range of local businesses as diverse as Gristwood & Toms (tree surgeons), Click (photographic studios), Sean Stanley Ltd (architects) and Barry Allsuch (estate agents) plus locally based branches of large businesses such as BAM Construction (an international construction company) and Marks and Spencer (see Section D1 for more details).

We also have support from a number of local voluntary and community organisations such as the Herts & Middlesex Wildlife Trust (who have reserves near the proposed school site), the Radlett and Aldenham International Friendship Association ("one of the big problems we have is that our partners in France, Germany and Hungary would like to arrange secondary student exchanges and we do not have a secondary school") and a number of local amateur sports clubs covering tennis, cricket, rugby and football.

We are confident that we will be able to engage these and many other local businesses and organisations with the school's activities to their mutual benefit and are looking forward to being able to do so.

Section F1: Demonstrate a clear understanding of, and describe, the respective roles of the company members, governing body and principal in running your school.

Harperbury Governance Structure
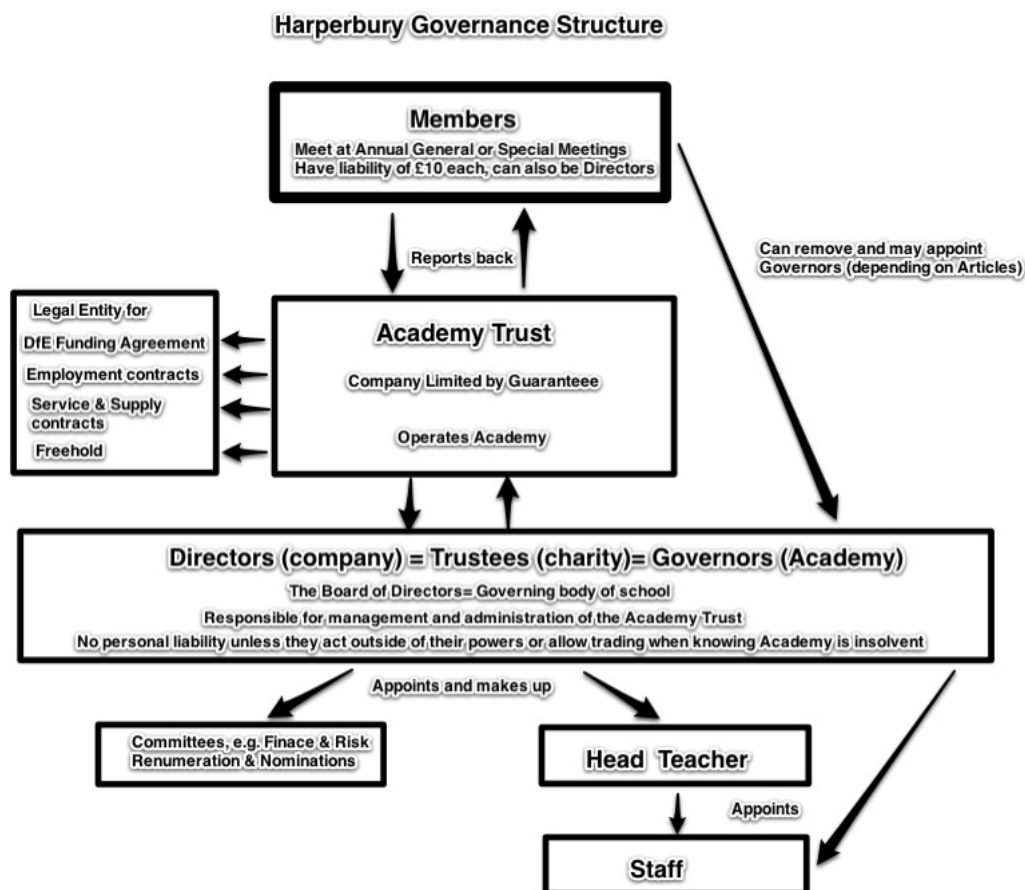
The ███████ will form the Executive Committee of the Board of Governors as Founder Governors to oversee the setup of the school. They will choose one of themselves to Chair the Board. The Head Teacher will join the Executive Committee as a Governor once appointed (*January 2014*). Prior to the opening date we will appoint a teacher Governor (elected by teaching staff), a (non-teaching) staff Governor and co-opt two Community Governors. The Head Teacher's PA will act as Clerk to the Board of Governors. During the first term (by *November 2014*) two parent Governors will be elected by parents.

Before or once the school has opened ███████. She would also then be eligible to stand for election as one of the teacher governors. The three other Founder Governors are pledged to remain in those roles to provide continuing support for at least the first two years of operations of the school. After this we propose the Board should review the structure and numbers of Governors required to run the school and the Founder Governors will stand down if appropriate.

During the pre-opening period we will also be able to call upon the expertise of our company Members who have a wide range of business expertise and experience. (see F2 for details)

All our Members are prepared to make themselves available to help in the necessary tasks to get the school up and running and beyond. We will also be able to draw upon expertise

from our business and community partners where appropriate. However, we will utilise the services of commercial educational support organisations where we believe they would provide the most cost effective solution to filling any gaps in our expertise or in completing time-sensitive tasks.

Once the school is open it will be for the Head Teacher and their senior leadership team to run the school on a day to day basis, with the delegated authorities approved by the Governing Body as part of the governance framework (mentioned below). **The Governors will meet regularly (suggested as 6 times a year initially) and take a strategic role, act as a critical friend to the School and be accountable for its decisions. They will set aims and objectives and agree, monitor and review policies, targets and priorities.**

Within the Governing body it will be for the Teacher Governors to take responsibility for raising issues concerning teaching staff and similarly the Parent Governors, Staff Governor and Community Governor for their "constituencies".

Any issues or concerns raised by anyone about the school would in the first instance be directed to the Head Teacher. Issues relating to the operations of the Company (such as concerns about financial matters) would be passed to the Chair of the Governors to be considered by the relevant Governors or the whole Board if appropriate.

If there were concerns relating to the conduct of the Head Teacher, these would be directed to the Chair of Governors in the first instance. It will be the responsibility of the Governors to ensure that all matters raised with either the Head Teacher or the Governors are dealt with in a timely and satisfactory manner.

Recognised gaps in experience in the group and how they will be filled

Although we have had some help and advice from a number of senior teaching staff we do not have within our group an experienced Principal/Head Teacher. It is therefore our top priority to recruit a Principal as soon as possible. The Principal will be closely involved in developing all aspects of the school including implementation of the Education Plans, building designs and equipment, choosing and appointing staff and external contractors.

We have considerable business financial experience within our group although no direct personal experience of school financial management. We intend to employ suitable school financial consultants to be managed by ██████████ to help us establish systems and processes prior to opening and then employ an experienced school financial manager as soon as the school is open.

Project management expertise and experience

We have substantial Project Management experience within our group. ██████████. He will take the lead in working with the Education Funding Agency on the development of the school buildings and facilities and will be able to devote up to 3 days a week during 2013/14 on this work. ██████████, ██████████ and ██████████ will all be able to provide support on project management if required.

██████████ and ██████████ both have experience as middle leaders in planning and managing the development of timetables and staff resources within secondary schools and will be able to provide support to the new Head Teacher in this task.

██████████, ██████████, ██████████ and ██████████ all have substantial experience of planning and implementing business activities and will be able to put these to use in various aspects of the pre-opening work.

██████████ has considerable experience helping companies to implement efficient

business processes and business support software.

Governance structure

Pre-opening

All Members of the Company are committed to helping in the development of the school up to opening on a voluntary basis. The Group will meet regularly to co-ordinate and review progress.

The Directors will take responsibility for planning and implementing all tasks needed to ensure the opening date is met. They will work with the Department for Education and Education Funding Agency and consultants, contractors and other members of the Group as necessary to achieve this.

Once the Principal and other staff are appointed they will work closely with them, handing over appropriate responsibilities to them over time.

Post Opening

████████, ████████ and ████████ are committed to remaining as Founder Governors for at least the first two years after opening. ████████ would hope to be appointed as a teacher at the school and as a Teacher Governor, subject to appropriate due process.

Other Members of the company are prepared to continue to provide support and assistance if requested or required.

We will establish a governance framework, working within the Articles of Association, legal responsibilities, and recommended practice. The framework will include:

- Matters Reserved for the Governing Body
- Delegated Authorities to specific employees i.e. Head Teacher but also establishes clear roles and responsibilities of:
    - the Chair of Governing body
    - the role of a committee chair
    - terms of reference of the following committees:
        - Chair's Committee
        - Finance & Risk Committee
        - Hearings Committee
        - Appeals Committee
        - Pupil Discipline Committee
        - Curriculum Committee
        - Remuneration & Nomination Committee
        - Premises Committee
        - Head Teacher's Performance Review Group
- Conflicts of Interest Policy (based on Institute of Chartered Secretaries and Administrators model), including maintaining an interests register.

Section F2: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

Our principal education experience will be provided by our teaching staff, led by the Senior Leadership Team who will all be experienced secondary level teachers. This will be supplemented by expert presentations and direct involvement by members of our local community from business or statutory or voluntary organisations.

We recognise there may be occasions where we are unable to find appropriate teaching staff at the time we wish to appoint them according to our plans. In such circumstances we will consider both employing temporary agency teaching staff and/or using the services of commercial providers of education services.

We have had some discussions with commercial suppliers of specialist curricula and will be happy to utilise such services if deemed necessary to ensure the high standards of education for our students to which we aspire.

We have two secondary teachers with substantial educational experience within our core team of Members. We have had help in formulating our Educational Vision and devising our Education Plans from a number of other teachers with senior teaching experience as well as support from Zail Enterprises education consultants, the New Schools Network and Tribune Business Systems (schools ICT specialists).

We recognise this is inadequate for running the school which is why our first priority is to appoint an excellent and visionary Principal to lead the school and subsequently appoint a group of outstanding teaching and learning support staff. This recruitment activity will be led by ⬛⬛⬛⬛⬛, starting in early 2013. He will allocate himself the necessary time required to do this from his business commitments.

The other main setup activities are setting up the educational plans, the design and construction of school buildings and other facilities, financial management and admissions management and administration. These will be project managed by our Members with extra support being brought in from appropriate suppliers as required. The main roles we have identified and which Members will lead on them are listed below:

Table of Members and each of their relevant roles pre and post opening – including time commitment

Name	Experience	Role pre-opening	Role Post opening
⬛⬛⬛⬛⬛	⬛⬛⬛⬛⬛	⬛⬛⬛⬛	Teaching staff & Founder Governor
⬛⬛⬛⬛⬛	⬛⬛⬛⬛⬛	⬛⬛⬛⬛	Founder Governor (2 to 4 days a month)
Name	Experience	⬛⬛⬛⬛	Role Post opening

			Founder Governor (2 to 4 days a month)
████████	████████	████████	Founder Governor (2 to 4 days a month)
████████	████████	██████	
████████	████████	██████	
████████	████████	██████	Administrative support (2 to 4 days a month)
████████	████████	█████	
████████	████████	█████	Financial monitoring and oversight (2-3 days a month)
████████	████████	█████	
████████	████████	█████	PTA
████████	████████	█████	Marketing & publicity

Summary CVs of Members

████████
████████

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED], one of our [REDACTED], will manage the Education planning activities on a voluntary basis during 2013. She will be supported by [REDACTED], one of our [REDACTED]. [REDACTED] will be able to spend up to 2 days a week on this and [REDACTED] up to 2 days a month. Subject to appropriate recruitment processes we would like to employ [REDACTED] as a teacher to support the new Principal from early 2014 so they can work together to ensure the Education Plan is ready for implementation when the school opens. If we believe it is necessary to provide more resources for this work we will consider employing specialist education consultants such as [REDACTED] with whom we have worked on this application, subject to an appropriate tendering process.

[REDACTED]. They will work closely with the DfE and EFA as well as architects, designers, Planning authorities and builders and other contractors as well as ensuring other Group Directors and Members are kept informed on progress. We recognise that the time between approval of this application and the date for opening the school in September 2014 is extremely tight. [REDACTED] and [REDACTED] will be able to allocate up to 2 days a week to these tasks during 2013 and 2014.

[REDACTED], will be responsible for financial management during the pre-opening stage. We plan to employ an experienced School Business Manager pre-opening with whom [REDACTED] will work to hand over the financial management of the school when opened. [REDACTED] and will be responsible for taking an overview of all financial matters during pre-opening phase and beyond when the school is open and report to the Board. [REDACTED] will be able to spend a day a week during 2013 and 2014 on this and [REDACTED] will be able to spend up to 2 days a month.

We will contract Hertfordshire County Council's School Admissions Department to run our admissions process in 2013/14. [REDACTED], will be responsible for working with them to ensure this is successful. He will be supported in this by two of our [REDACTED], [REDACTED] and [REDACTED]. [REDACTED], [REDACTED] and [REDACTED] will make the necessary time available for this work from June to October 2013. They will

also be responsible for running the stakeholder consultation process during 2013/14 and the school Open Day events in October 2013, where they will be helped by other Members of the school and our "PTA" which has 9 parent members who all plan to send their children to the school.

All of our Members are prepared to help in any other tasks required to establish our new school. In addition we have offers of help from many other people, including parents who hope their children will be able to attend the school. We are confident that we will be able to deliver it within time and budget with the resources we know we can call upon.

F3: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

There is a strong range of functional expertise within the Governor and Member Group beyond educationalists. The group are able to fulfil a range of essential professional roles for the School such as; Finance, Technology (including digital strategy and social media expertise), Marketing & PR.

███████ We have been working with an education services provider, Zail Education, who have provided their services pro bono, in assisting in developing the financial plan and assumptions. ███████

We have contacted other members of the local community who have relevant school finance experience and school management experience, who have committed to providing advice on financial and management matters as the governing body prepares for the school opening.

Prior to opening we plan to recruit a School Business Manager (Q1 2014), who will have relevant experience in school finance (see F5 and Financial Plan). Prior to this appointment the financial planning by ███████ and ███████ and outsource contact procurement will be overseen by ███████. ███████

All are committed to contributing their time and expertise to the financial management of the school and the leadership team.

F4: Show how you will access other relevant expertise to manage the opening and operation of your school.

There is a strong range of functional expertise and experience within the Governors and Members beyond Financial (see details in F2). They are able to fulfil a range of essential professional roles for the School such as:

Project Management
Marketing Services, Design & PR
Recruitment
Company Secretarial
Human Resources
Financial management
Bid Management
Procurement
Technology (including digital strategy and social media expertise),
General Administration

The group also includes individuals (█████████, █████████ & █████████) with considerable knowledge and experience of working with local government at all levels. Our area has three tiers of local government, County, District/Borough and Parish/Town councils. We have good personal contacts with both Councillors (of all political persuasions) and officials within all the local councils, which we believe will greatly help in achieving our ambitions as they have all indicated their broad support for the new local secondary school we are proposing.

In addition to our immediate and wholly committed group of individuals the Harperbury Free School Project members are able to call on the expertise of a range of local and national businesses, including educational support specialists such as Zail Enterprises and Tribune Business Systems, building design and construction expertise, such as local architects Sean Stanley Ltd and locally based international businesses such as BAM (construction, including schools) and RES (world leading renewable energy company), management support from Marks and Spencer and a number of local small businesses ranging from tree surgeons, photographers and estate agents.

Summary of Zail Experience

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We are absolutely clear that we will be able to bring together a team of committed individuals, businesses and other organisations to be able to set up and run our new school in a sustainable manner as quickly as possible.

Below is a summary of the group's skills.

Members' Competence Matrix

	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Education	***			***								
Recruitment/HR	**	***	***				*		*			
School Leadership	**			**								
Finance			**	*	**	**	**	***	***			**
Property			*		**	**			***			
Project/Programme Management	*		***	*	***	**	**	***	***			***
Governance	*		**	*	**			**	***			*
Communications	*	**	**	*	**	**	***	*	*	**	**	

Key:

* Some experience

** Relevant Experience

*** Considerable relevant experience

SectionF5: Provide realistic plans for recruiting a high quality principal, other staff and governors in accordance with your proposed staffing structure and education plans.

"Show me a good school and I'll show you a good school leader…when you poke into the inner workings of a successful school, you will find without fail…a skilful leader who understands how to transform educational practice, not just transacts educational business." **(Crews, A C & Weakley, S (1995)** *Hungry for leadership: Educational Leadership Programmes in SREB)*

We believe that the key to hiring the right staff and governors for our school and for ensuring that such appointments are aligned to the vision of the school is about securing the right Head Teacher. We recognise that this individual will play a key role since they will be the figurehead of the school and will be employed on a full-time basis two terms advance of the school opening.

The recruitment of the Head Teacher will be led by ████████ and ████████. ████████ will provide both educational expertise and experience of the recruitment process. ████████

████████ has achieved success based on his ability to effectively assess talent against stringent competency expectations and match individuals to the values and culture of organizations. He is adept at identifying and articulating the behaviours, the methods and operating style of executives and matching this with the requirements of organisations. This experience, alongside ████████'s educational expertise, will be invaluable for the process we will undertake in appointing the HeadTeacher for HFS. ████████ and ████████ fully understand that getting the recruitment approach right is essential to enable the Governors to appoint a Head Teacher who is the *right fit* for HFS.

████████ and ████████ will be further supported in this process by members of the HFS team who contribute the following subject matter expertise;

██████
██████
██████

Timeline

The HFS team will secure a Head Teacher who is in a position to commence employment with the school on 1st January 2014. With this in mind the successful candidate will need to serve notice to their current employer in September 2013.

Dec 2012 – Commence Long-List Compilation

May 2013 – Complete Long-List (at the point that we receive confirmation of the outcome of our bid).

June 2013 – Narrow to Short-List

July 2013 – Interview and Assessment Process

August 2013 - Offer and Acceptance Managed

Recruiting the Head Teacher

We have incorporated into our Role Profile the six key requirements of the role of Head

Teacher as determined by the National Standards for Head Teachers, In addition, commissioned by the National College of School Leadership (NCSL) and produced by Hay Group, the report on '*Recruiting Head Teachers and senior leaders - A study into the recruitment and selection of head teachers and senior leaders in schools*' has been very instructive in our proposed approach to securing a Head Teacher who fits with the current and future needs of HFS.

The NCSL report defined a successful recruitment process as encompassing **seven stages**: preparation, definition, attraction, selection, appointment, induction and evaluation. The report stressed that investment of time, analysis and resource in the earliest stages of the process is often overlooked and getting this right will contribute hugely to a successful outcome.

The report further defines the function of a successful recruitment process is to ***discover fit between candidate and institution***. We understand the importance of being absolutely clear of the context and strategy in translating our requirements into our assessment criteria and we believe we have achieved that. Our rigorous recruitment process has also been designed to ensure that we are able to embrace equal opportunities for all applicants and make a fair, objective and informed selection decision rather than rely on any subjective 'gut feel' influence.

Preparation

We are clear on the roles that specific members of the HFS group shall play in the recruitment process.

- ███████████ and ███████████ – Lead the Recruitment Process together and will take responsibility for the Attraction and Assessment of Fit with the HFS Role Requirements.

- ███████████ – Assist with the Attraction element of the process (long and short list work).

- ███████████ – Assist with the Educational Assessment.

- ███████████ & ███████████ – Leadership Assessment

- ███████████ – Assessment of commitment to strong governance and quality standards.

Definition

We shall appoint a leader for the school who has an outstanding track record and is committed to the success of the local community, its families, children and school staff. It is essential that the Head Teacher is completely aligned to the vision, values and education plan of HFS. These aspects form the bedrock of the school we will build and our Head Teacher must be aligned to these principles. As is detailed in the Role Definition below, we have very specific requirements for the role and this detailed work will be invaluable to ensuring that we maintain focus on the right appointment throughout the recruitment process.

Attraction

We do not under-estimate the challenge of attracting and appointing the right candidate to the role of Head Teacher of HFS. We are fully aware that the quality of leadership we are

able to secure is likely to be the single most important factor in our control in determining the success of HFS.

This first appointment is the most important that we will make. We will be encouraging applications from current heads and deputies with a demonstrable track record of leadership and experience.

We will offer a highly competitive salary (**upper quartile**) and benefits package but we feel that the biggest attraction to an outstanding candidate will be their affinity with the Vision, Values and Goals of HFS. We are absolutely focused on identifying and selecting a Head Teacher whose primary driver is to lead HFS on this journey.

We will create a Long List of potential candidates for the role of Head of Harperbury Free School through the following means;

- Advertisement in print media

- Advertisement in online media channels

- Promotion of the hiring process through Facebook and Linked In, pushing traffic to the HFS web site that will provide information on how to apply

- Mapping and name generation through networking and research of highly regarded Heads and the execution of selective proactive approaches through social media, email and telephone calls.

It is important to note that we commenced the compilation of the Long List some months ago and we have a list of names already that fit our requirements for HFS. These are individuals who are currently showing great vision and innovation in the leadership of their schools. Whilst we have not formally approached individuals as yet, a good deal of background research and name generation has already been undertaken.

The greatest care will be taken to ensure an equal opportunity to be included in the process is provided to all potential applicants. This objective will guide choice of advertising media for the role as well as the robust, competency based selection process that that will be employed in selection.

All potential applicants will be directed to the web site of the School that will display the Values of the Harperbury Free School and details of the Schools' approach to Curriculum. It is essential that the ethos and defining characteristics of the School are absolutely clear so that applicants can make a proactive choice regarding their fit with this project before deciding whether to formally apply for the post.

Selection

The Long List will be reduced to a Short List for face to face interview through an objective process of checking applicants CV and Covering Letter against the requirements of the role. All first round interviews will be conducted by a panel of HFS Governors as noted above and will include ██████████ and ██████████.

For the initial face to face interview process we will prepare a Competency Matrix based on the Role Definition noted below. Each competency will be broken down into a simple scoring system and all elements of the process will be documented in a consistent manner. This process represents a robust selection method to ensure that we appoint the best candidate for the School in a fair and transparent manner.

Examples of questions that will be asked are noted below. The approach we take is to encourage the candidate to share real examples of their experiences. Some of the questions are searching for negative behaviours (i.e. searching for behaviours contrary to

the value set we are seeking). We will drill down through our questioning techniques to establish the following outcomes for each question;

- **Context** – what was your role and authority at the time? What were the challenges or opportunities the institution was facing at that time?

- **Conduct** – what part did you play? What did you do (avoid the "we did X as part of a team") we will establish precisely what the candidate did, who they influenced and to what degree this pushed the boundaries of their capability. What did they learn from the experience?

- **Conclusion** – what was the outcome for the institution and the people impacted. What was the impact for the children and their learning? What were the implications of this situation for all stakeholders?

Example Questions;

We value innovation, creativity and enterprise

"Can you give me an example of where you have built relationships with local businesses that has had a tangible benefit for your school?"

"Give an example of where you have empowered your staff to create a culture of creativity within the school"

We value humility and a commitment to empowering others

"When you consider your achievements a senior leader in recent years, what might you have done differently / what different decisions might you have made that would have produced a better outcome for your students?"

We believe in achievement through enterprise and project based learning.

"Can you give me an example of where you have promoted project based learning within your school?"

"Make the case for Project Based Learning as a contributor to high achievement; please share real examples where you have seen this work in practice"

We promote equality of opportunity

"Give an example of where questions were raised regarding the approach of your school to the promotion of equality of opportunity and share with us how you dealt with this"

Leadership

"Give me an example of where you have had to manage underperformance from a senior and popular staff member"

"What has been the greatest challenge of leadership you have encountered in your career?"

Appointment

It is worth noting that we will take great care to give detailed feedback to all unsuccessful

candidates as soon as we have secured our chosen candidate. We will give honest and open feedback that we hope will help them in any future interview process. We are aware that the brand of HFS will be impacted by this process and each of the applicants will be a talented and committed senior school leader and we will endeavour to ensure that, regardless of the outcome of their application, that each individual will have a positive view of our school.

It is vital that we identify a Head Teacher who is completely aligned with the Vision and Values of HFS since this will be imperative to secure their services. We will be interviewing candidates who are in high demand and our value proposition for must strike a chord with their dreams and ambitions for the school they want to build.

A key attraction for talented candidates will be the opportunity to build something literally from scratch. This is a 'once in a career' opportunity. The opportunity to take a Vision and lead it towards reality for thousands of children and their parents, to make a very real difference to the local community and to build an inspirational group of teachers and school staff

We will identify a candidate for whom this opportunity is the culmination of all of their career goals.

We will pay a competitive, upper quartile salary and provide a hugely supportive, committed and talented group of Governors to help them on their journey.

Induction

We appreciate that the journey of our Head Teacher's from appointment to successful performance in the role will be far from straightforward and we need to ensure we provide the right support for them on that journey

We will use the outputs from the interview process to aid the personal development of the Head Teacher. We believe that this aspect is often overlooked and we will ensure that the documentation from the rigorous panel interview feeds into the Head Teacher's Personal Development Plan.

We will obtain the commitment from the Head Teacher of a successful Free School that has been recently launched to provide a mentoring role for our new Head Teacher. This would involve structured face to face time every month for the first 6 months and the offer of advice by telephone call where appropriate.

Evaluation

We shall define a range of success criteria in the appointment of Head Teacher for HFS at the outset of the process and hold ourselves to account as a Board of Governors to seek any and all means of continually improving and learning from the process.

The Head Teacher Role at HFS

Our intention is to appoint a leader for the school who has an outstanding track record and is committed to the success of the local community, its families, children and school staff. It is essential that the Head Teacher is completely aligned to the vision, values and education plan of HFS. These aspects form the bedrock of the school we will build and our Head Teacher must be aligned.

The HFS team are not seeking to control a Head Teacher to do their bidding, as a team we are clear that we do not have all the answers. Rather we seek a talented and inspirational Head Teacher who is aligned to our beliefs and equipped to bring them to life. Inevitably, the vision, values and the educational plan will evolve through the leadership of that individual and they will be the driving force of the school for our Community.

The Head Teacher we select to lead HFS shall have the following experience and attributes;

- A proven track record of implementing innovation within their school
- A growth mindset
- Down to earth and self-deprecating
- Resilient, energetic and optimistic
- Affinity with and passion for the Vision of HFS
- Courageous and committed to finding the right answers, even if it involves asking the really difficult questions

Outlined below are the capabilities and behaviours that we will expect from the successful applicant. We will seek evidence through a panel interview and structured competency based interview questioning, alongside a thorough referencing process.

We have embraced the three key principles advocated by the National Standards for Head Teachers; that the work of a head teacher should be **learning centred**; **focused on leadership** and **reflect the highest possible professional standards**.

The National Standards recognise the key role that school leaders play in raising levels of attainment in order to meet the needs of every child. The standards align seamlessly with the vision and values of the HFS.

We will be seeking evidence of capability in each of the six key areas determined by the National Standards, as noted below. In the context of all of these requirements, we also require the Head Teacher to embrace the Vision and Values of HFS and to promote the right culture at all times. We will expect the Head Teacher to role model the right behaviours and be an exemplar for the values of the School.

Shaping the Future

- Leadership and implementation of the strategy and vision of HFS
- Articulate the HFS vision in a compelling and inspirational manner
- Inspire, challenge, motivate and empower others to deliver the vision

Leading Learning and Teaching

- Drive continued learning and development for all members of the HFS
- A commitment to the entitlement of all the children to outstanding teaching
- Demonstrate the principles and practices of outstanding teaching and learning

Developing Self and Working with Others

- The confidence and judgement to embrace shared leadership and effective delegation

- Able to foster an open, fair, equitable culture and effectively manage conflict

- Able to give and receive effective feedback and act to improve personal performance

Managing the Organisation

- An inspirational, equitable and professional approach to the leadership and management of staff and resources

- Able to sustain personal motivation in the face of challenge and setback

- Able to sustain a safe, secure and healthy school environment

Securing Accountability

- Ensure that the school promotes the academic, spiritual, moral, social, emotional and cultural development of all its children

- Committed to individual, team and whole-school accountability for children's learning outcomes

- Able to combine the outcomes of regular self-evaluation with external evaluations in order to develop the school

Strengthening Community

- Committed to involving parents and the community in school activities, supporting the learning of the children and realising the school vision

- Engage in dialogue to build partnerships and community consensus on values, beliefs and shared responsibilities

- Able to build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all children

Post Head Teacher appointments

Once the Head Teacher has been appointed that individual will play a leading role in the recruitment of the remaining staff required for the HFS opening. The Head will be supported by the governors during the selection processes. These roles include the following;

- **PA** – to commence in Q1 2014 and fulfill a range of duties to support the work of the Head and the Governors in preparing HFS for opening

- **School Business Manager** – to commence in Q1 2014 and fulfill a range of duties to support the work of the Head and the Governors in preparing HFS for opening. In particular the School Business Manager will have responsibility for budget planning, the procurement of the outsourced services, and supporting the recruitment process

- **Teachers** – to be in a position to give a term's notice in Jan 2014 and contribute to the educational work required in advance of the school opening. Also to assist in the

recruitment process for the teaching staff for the school. We are very positive about the benefits of recruiting teachers on a part-time basis where appropriate to enable us to deliver our educational vision, whilst retaining financial discipline. We believe that this approach also illustrates our approach to providing equal opportunity for all potential HFS employees

Governor Appointments

Post approval by the DfE and prior to opening we will recruit the additional governors to strengthen oversight. Our aim will be to create a broad and balanced board of governors. The members will appoint:

- Two independent Governors, known as Community Governors. These governors will be involved in a local organisation or business and will have previous experience either at management level or as a past governor of secondary school leadership and/or secondary school management/finance. The selection process will be the same for appointing the Head

- The Head Teacher

- Twostaff governors to be elected by the Staff (one teaching and one non-teaching)During the first term parents will be invited to put themselves forward for election for initially, a maximum 2-year term. Thereafter Parent Governors will be elected for a maximum 3 year-term

The Local Authority may appoint one governor and the Secretary of State may appoint additional governors.

Section G: Initial costs and financial viability

Section G1: Provide accurate financial plans that are consistent with the rest of your application and based on realistic assumptions about income and expenditure.

███████

Section G2: Show how the school will be viable by operating within the expected levels of funding available both during the post-opening period and when there are pupils in each year.

███████████

Section G3: Show how the school will be financially resilient to reductions in income.

███████

Section H: Premises

There has only ever been one state secondary school in the area (in London Colney) but this was closed in the 1970s and turned into a business park so there are no former school premises available. We have considered a number of potentially suitable sites suggested by local residents and from our own knowledge. We have checked these against the sites identified in both the Strategic Housing Land Availability Assessments (SHLAA) produced by both St Albans City & District Council and Hertsmere Borough Council and rejected those they decided were unsuitable for development. All the settlements in our area are surrounded by the Green Belt and are also part of the Watling Chase Community Forest, so available sites for a school are scarce and building on a green field (and Green Belt) site, although theoretically permissible, would be strongly opposed by local residents and planning authorities.

Although there are other possibilities around the area we are ideally looking for a site in the middle of our four communities to reduce travelling times and provide walking and cycle access for many of our students. Our preferred site is a former ███████.

This site is generally known as ████████. Ownership is shared between the ████████. ████████

████████

The site is mainly within St Albans District (St Stephen's Parish) but part of it is in the neighbouring Borough of Hertsmere (Parish of Shenley) so both are likely to be involved in any planning applications, although St Albans will take the lead. The planned development forms part of the St Albans City and District Council's Core Strategy and the area available for development of around 49 hectares has been identified as being suitable for "broad mixed development" within their SHLAA. It is a "Previously Developed Land or PDL" site within the Green Belt, so any buildings will need to remain largely within the existing overall "footprint". The Core Strategy includes an outline plan for the site stating that their overall aim is "to provide a truly mixed and sustainable community at ████████, which enables the ████████

Their plans for the site envisage building between 300-400 homes on the site, including "some age restricted housing to meet the need for elderly care provision and to reduce the impact at peak hours on local roads, Radlett railway station and local school places". They also envisage developing joint community facilities, including a gym, allotments and recreational space plus substantial Green Infrastructure provision, including improved public footpaths, bridleways and new woodland planting. They have made clear that they expect the fields, woods, trees and other "green" parts of the site to be retained as the whole site is in the Green Belt. In addition, the Council envisages the "provision of a new bus route that enters the ████████ and links it to London Colney, Radlett and beyond".

We have discussed our plans with St Albans Council as we recognise that school buildings on the site would reduce the total numbers of houses that can be built there. The Council has made clear their preference for the site to be used for the maximum number of homes (up to 400 units) rather than a school. However they do recognise the need for a new secondary school in the area and we note that their Core Strategy also identifies a requirement for up to an extra 18.7 FE of new secondary provision in the next 15 years, with 4.7 FE coming from the children of new residents living in the new houses – with ████████ being the largest area identified for such new houses. They plan for this to be met by expansion of existing schools, in some cases into the Green Belt, but acknowledge the need for new secondary schools and propose that reserve locations should be identified for such new schools in St Albans District. They have not been done this yet and

have been reluctant to tell us where these might be.

As it is such a very large site we have identified several areas, which we feel would be suitable for our school. One such area is a circular avenue called ██████████ ████████

Based on the guidance provided by Partnership for Schools and the NSN we estimate our proposed school buildings would require a gross area of accommodation of around 8,200 square metres (0.82 hectares out of the total of 49 hectares available for development). This amount of space is certainly available within the ████████ (it would replace two or three of the existing buildings depending on the exact design and number of floors permitted) so we are confident there is more than sufficient space there even with the necessary external areas needed for social interactions, parking and access roads and paths.

There are other areas within the ████████, which could equally well accommodate our school. These are mainly within the part of the site that is in St Albans District but there is also a part of the site that is within Hertsmere Borough (Shenley Parish) which is also easily large enough and we feel this may be a suitable backup option if St Albans District continues to prefer housing on "their" part of the site as Hertsmere and Shenley Councils are more supportive of our proposals.

The full address of the site is:

██████████

Nr Radlett
Hertfordshire ████████████

This site is a green area within the Green Belt with mature trees, woods, an orchard and open spaces around it including existing sports facilities used by local clubs. The nature of this site means that all developments within the site, including the hospital and housing will be required to be built within the existing building footprints to avoid any damage to the trees and open green spaces. The overall site fits very well into our vision of a school located within a peaceful and friendly environment to help create an atmosphere suitable for encouraging learning in the widest sense. We envisage considerable use of the existing green spaces and surrounding countryside for learning as well as for sports activities using the facilities already in place for football, tennis and other sports.

There are several large sports fields which have been and are still being used several times a week by the St Albans Rangers Football club (voluntary club) involving hundreds of young people and there is also a now privately-owned bowling club using the former hospital bowling greens. Additionally, we are aware of former cricket pitches (used for a while after the main hospital closed by London Colney Cricket Club but now neglected) and disused tennis courts. We have also been told that some of the fields were previously used for rugby and they would seem to be suitable for this in future too.

We have had discussions with the other parties involved, including the ████████ the four local Parish Councils (Aldenham, Shenley, St Stephens and London Colney) as well as the Rangers Football Club. All are generally supportive of our plans for a new school, although it is fair to say the ████████ is really only interested in getting the maximum price for their part of the site.

Knowing that the site has extensive facilities for sports and outdoor recreational activities, plus the allotments, orchards and even the potential for a small farm, we are excited by the possibilities for developing all of these, either within the school or in collaboration with the

local community that will develop within ████████ and the wider community of our surrounding catchment areas of Radlett, Shenley, Park Street, Bricket Wood and London Colney.

Developing the fields and other areas into high quality sports facilities will be a major task taking several years and will be expensive. We recognise much of this would be outside of the scope of the usual Free School funding and would need an extensive series of projects and fund-raising efforts (grants from Sports England etc and donations from local individuals and businesses) to be able to accomplish it. However, we are confident that the unique opportunities, coupled with the significant numbers of amateur and professional sports clubs nearby, provide the possibility of developing and establishing these facilities for the benefit of the local and wider communities.

For the record, we should mention that we have identified the following local sports clubs as potential partners for such developments:

Radlett Cricket Club
Middlesex Cricket Club (MCC) – based at Radlett Cricket Club from 2012
Shenley Cricket Club
London Colney Cricket Club
Tabard Rugby Club (Radlett)
Radlett Lawn Tennis and Squash Club
St Albans Rangers (amateur football club)

St Albans City Football Club (semi-professional)
Arsenal Football Club (training grounds next to ████████)
Watford Football Club (training grounds next to ████████)

Assumptions made in Application

We have not included any of this vision for the future of the sports facilities within our application as it is outside of the scope of the basic application. We have therefore only included costs for the care and maintenance of the immediately surrounding grounds to the buildings we aspire to use for the school.

However, we would aim to start developing plans for the sports fields and other facilities in partnership with other local bodies after the approval of our application so that some facilities will be available to our students and the wider community as soon as possible.

Alternative site

We have identified an alternative site which would be suitable for the school although we feel it would be distinctly "second best" to any location within the large ████████. This is known as ████████ in Bricket Wood. This Green Belt site of 185 acres includes the former ████████ which occupies 14 acres of Previously Developed Land with over 250,000 sq ft of accomodation, plus the now ████████ which has a swimming pool, sports hall, tennis courts and an athletic running track.

This site is privately owned, sold by to developers ████████ in April 2012. They plan a mixed development of housing plus medical facilities such as a nursing home, although indicated to us that they would be happy in principle to include a school.

Our view is that this site – although a very pleasant green site with nearby woods and farmland – is much less suitable for our proposed school as it is only accessible via a small country lane and is too far from the main catchment areas of Radlett, Shenley and London Colney (although near to the other areas of Bricket Wood and Park Street). This would

require far more students to travel by bus or car than for ███████.

The full address of this site is:

████████   150

Bricket Wood,
St. Albans,
Hertfordshire ██████████.|

The owners are:

████████   London ████████████