

Section 1: Applicant details

As Companies Limited by Guarantee, certain details will be publicly available on the Companies House website. However, personal information will be treated in accordance with the Data Protection Act 1998.

We realise that not all of this section will be relevant or appropriate to existing Academy sponsors.

Details of Company Limited by Guarantee	
Name: Alban City Free School Ltd	
Company address: [REDACTED] St Albans Hertfordshire [REDACTED]	
Company registration number: 7644208	
Main contact	
Name: [REDACTED]	
Address: [REDACTED] Rickmansworth Hertfordshire [REDACTED]	
Email address: [REDACTED]	
Telephone number: [REDACTED]	
Mobile: [REDACTED]	
Members and Directors	
Please confirm the total number of (a) Company Directors: 5 and (b) any other members of the Governing Body: 2 appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.	
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]

Related organisations
Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? No
If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:
If your organisation is an existing independent school, please provide your six digit unique reference number:

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Declaration to be signed by a Company Director

I confirm that the information provided in this application is correct to the best of my knowledge and that if the application is successful the Company will operate a Free School in accordance with the requirements outlined above and the requirements of the Independent Schools Standards* and the Funding Agreement with the Secretary of State.

Signed:

Print Name: [REDACTED]

Date: 27 May 2011

Each Member and Director of the Company should also complete and return the personal information and declarations from Section 9 (which is in a separate downloadable form).

* The requirements of the Independent Schools Standards are not applicable for 16-19 Free Schools.

Section 2: Outline of the school

Proposed school name:	Alban City School							
Age range:	4 to 11 years							
<p>Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time.</p> <p>If your application includes nursery provision, please add additional rows as appropriate.</p>		2012	2013	2014	2015	2016	2017	2018
	Reception	60	60	60	60	60	60	60
	Year 1		60	60	60	60	60	60
	Year 2			60	60	60	60	60
	Year 3				60	60	60	60
	Year 4					60	60	60
	Year 5						60	60
	Year 6							60
	Year 7							
	Year 8							
	Year 9							
	Year 10							
	Year 11							
	Year 12							
Year 13								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.	Not applicable							
Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).	No							
Is this an application for a single-sex school? If so, please tick the relevant box.	No. If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls							
Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).	Hertfordshire							

Section 3: Educational vision

Motivation

Our group of local teachers and parents have come together as a result of the desperate lack of primary school places in the centre of St Albans. With each year, as the birth rate continues to rise, it has become harder to gain a place at a school within walking distance of pupils' homes. Consequently, children are being offered places at schools a considerable distance from their homes, often passing the local school they had hoped to attend. As a result increasing traffic congestion and parental dissatisfaction with the worsening situation has grown.

A summary of predicted shortfall in school places in St Albans city, based on data supplied by Local Authority:

2012/2013 FORECAST	2013/2014 FORECAST	2014/2015 FORECAST	2015/2016 FORECAST
-149	-220	-211	-240

Speaking to local parents we discovered that although they were very happy with the quality of the education on offer in St Albans' schools, their real concern was actually getting a place in a school that was close to where they lived. Several talked about moving house or having to make long car journeys to reach the school their children had been allocated. There was a strong feeling that "someone" should do something about the lack of places. Comments from parents who responded to our initial questionnaire:

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We formed a steering group and identified a centrally placed site that was due to become vacant in June 2011. This is sited exactly where there is greatest demand for school places, in the St Albans Central area, but it is also in close proximity to other areas with a projected deficit of school places. The site is close to major transport links with London and the rest of Hertfordshire.

In discussion with the prospective parents in our group, we determined that not only

was there a real need for extra school places, but that school start and finish times made it difficult to work full time. Summer holidays were a particular concern as parents made complex arrangements with families, friends and other paid help in order to ensure their children were safe whilst they were at work. We decided that there was not only a need for school places but also for flexibility around opening times of the school with quality wrap around and holiday care. We decided it was possible to address these concerns in our school so that we were offering a real alternative to local schools whilst also addressing the need for more school places in St Albans.

Our next step was to contact a local provider of breakfast and after school care in the area. They were able to offer a breakfast club from 7.45am each morning and an after school Club until 5.30 pm. They were also prepared to arrange for holiday care for the summer holidays, in the first instance. By changing our opening and finishing times compared to other local schools, we are able to reduce the cost to parents of these services. This means we are able to offer a wrap around package to parents, with a summer holiday club all on the one site; making us a very different type of school for parents in the city centre.

Mission Statement

Children, their happiness, well-being and high achievement are the heartbeat of our school.

Vision Statement

We aim to provide a school of high educational standards which offers a real alternative to the existing provision on offer in the city. We want our school to meet the needs of local parents by offering high quality wrap around care and holiday clubs which provide exciting and healthy activities for children. A school where parents can feel confident that their children are safe and well cared for during their time with us.

We aim to be an inclusive school where all parents, whatever their circumstances and needs, feel able to entrust their children to us, confident that we will support and guide them to achieve their very best educationally, socially and physically in an environment that puts children's needs at the top of the agenda.

We aim to give our children opportunities to participate in the many sporting and cultural events in St Albans, so that they can work as part of a team, be proud of their own achievements and truly feel part of the St Albans community.

Ethos

We believe that children are at the heart of any great school. Their happiness and well-being is the key to their future success and will be embedded in a community that gives all children a sense of belonging and worth.

We want to encourage children who are curious and caring about the world around them, inspired to be courteous and tolerant in their relationships with each other and with the adults they meet.

We want a school that recognises that a child learns to value others by being valued

by him or herself, regardless of race, gender, disability, creed or culture.

We wish to promote a sense of belonging in our children and their families, to work in partnership with parents and cultivate a positive and enthusiastic attitude to learning. We want our children to have sound social skills, personal qualities of honesty, kindness and self discipline.

We intend to become a truly reflective school, responding to the diverse needs of our children and community, never compromising on giving our children the best possible experiences in their continuing education, so that they can leave us with a strong sense of self worth and their place in society, pride in their abilities, articulate and educationally well prepared to be successful in their future lives.

Aims and Objectives

Our aims are to:

- to be recognised as an outstanding school that provides high quality education
- enable children, whatever their circumstances and needs, to reach above national average standards during their time with us
- enable children to be responsible for their own learning
- ensure there is a positive learning focus, where learning is valued and success is celebrated by all within the school
- ensure that all children will be able to enjoy and celebrate their successes (through our definition of success - any improvement on past performance; whether it is academic achievement, sporting success, behavioural standards, and participation in cultural events or service to the community)
- ensure that our children feel safe and trusted
- develop children's sense of responsibility and citizenship
- operate an "Open door policy" for both parents and the local community

We will achieve our aims by:

- creating a learning environment in which children are enabled to attain the highest standards of which they are capable, regardless of innate ability
- employing excellent, fully qualified staff to lead the learning
- educating our children to move on to secondary school with levels of literacy and numeracy that are well above the national average
- teaching children to reflect on their own learning and to value their own achievements.
- ensuring our children are able to articulate their views and feelings with clarity and confidence
- giving children the expertise to reflect and assess their own learning and the ability to suggest what they need to do to improve
- recognising individual needs and providing tailored support to ensure that every child reaches their potential
- offering equal opportunities to all, both in school and in the wider community
- by giving every child the opportunity to learn a musical instrument and participate in making music with others

- setting up a school council where all children will have an equal say in suggesting improvements to the learning and environment
- recognising that each individual is unique, with talents to develop and a contribution to make
- nurturing a warm and mutually respectful relationship among adults and children, in a calm, purposeful atmosphere, where children feel safe and supported
- encouraging and praising children wherever possible
- providing a sense of community in which good citizenship, including respect for others and property, is paramount
- actively encouraging partnership with parents, enabling them to work with their children in the classroom and to become governors at the school
- reaching out to members of the wider community, seeking their support by becoming volunteers, advocates of our ethos and governors of the school
- developing and supporting a flourishing parent teacher association
- providing support to children and families whenever they are needed
- becoming a school an outstanding school as judged by OFSTED standards

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Section 4: Educational Plan

4.1 Admissions

As we wish to offer a new school to fill the gap of places in St Albans, parents and other primary schools need to see that we are operating in accordance with Hertfordshire rules and not attempting to impose rules that would squeeze out any specific group of children. Therefore, Alban City admissions arrangements will be in line with the existing Admissions Code, The School Admissions Appeals Code, and admissions law as it applies to maintained schools and academies. Our school will have 60 reception places available in 2012 and then 60 reception places each year thereafter.

The admission criteria will include pupils with statements of special educational need, children in care, siblings and those living closest to the school in that order of priority.

Our definition of a sibling is a child who is one of two or more persons having at least one parent in common and living at the same address.

The school's admissions policy includes: clear admissions criteria, an over-subscription policy and tie-breaking arrangements as set out below

Alban City proposed admissions criteria

Section 324 of the Education Act 1996 requires the governing bodies of all maintained schools to admit a child with a statement of special educational need that names the school, even if the school is full to capacity.

Our over subscription criteria will be:

1. Children in public care (children looked after)
2. Medical or social needs: children for whom it can be demonstrated that they have particular medical or social need to go to this specific school
3. Siblings: children who have a sibling on the roll of the school at the time of application i.e. reception through to year 5.
4. Children who live nearest to the school (based on straight line distance measurements from HCC)

Tiebreak: These rules are applied in the order 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 tiebreaker where two different addresses measure the same distance from the school, as in the case of a block of flats, 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 distance measurements for different addresses of separate applicants, the tie break will be random.

We intend that our school will be part of the coordination scheme and process as

published by Hertfordshire County Council for 2012/13. We will “buy in” to the Local Authority services for this important area of administration from their “Prospectus of Services for Academies”, at an annual cost of £1,000

We will contract with the LA to administer an independent appeals process (as used by many schools in the area) which complies with the Code. The fees for are per appeal, an extra £2,000 has been included in the proposed budget for Admissions.

If this is not possible we will administer our admissions for the year 2012/13 in the following way:

September 2011

- Publish our admissions code on the Alban City website
- Ask the Local Authority to publish it on their website in the relevant area
- Place an advert in the local papers giving details of our Admissions Code
- Email the head teachers giving them notice of our Admissions Code
- Email the heads of local preschools giving them notice of our admissions code

November 2011

- Publish our prospectus on Alban City website, including an application form for applying to our school
- Ask the Local Authority to host this on their website in the relevant area
- Deliver copies of our prospectus and application form to local preschools and child care centres
- Deliver copies of our prospectus and application form to health centres and GP surgeries

January 2012

- The deadline for applications will be in mid to late January to be aligned to the Local Authority’s deadline for admissions

February 2012

- We will rank our applications according to the admissions criteria set out below
- If we are oversubscribed we will use satellite data to determine the homes that are nearest to the school or seek the support of the Local Authority

March/ April 2012

- We will offer places to the families that fit our Admissions Code
- We will align our offers with the Local Authority offer dates

May 2012

- If not all the places in our school are accepted, we will advertise the vacancies on our website, in the local papers and in local shops in the high street
- We will also deliver leaflets in the areas where we know parents with young children live
- We will continue to accept applications up to and beyond our opening date
- These applications will be offered places in the order that we receive them
- If several applications arrive on the same day either through the website or by post we will apply our Admissions Code if we will become oversubscribed as a result of the applications.

4.2 Curriculum and Organisation of Learning

School Day

It is proposed that the school day will start at 8.30am and finish at 3.30pm. These times have been chosen to allow a “soft start” to the day. Parents may drop off their children at any time between 8.30am and 8.50am. Class teaching will begin for the day at 8.50am. For the first 20 minutes “soft start”, children will have time to review their homework; practise handwriting, number bonds and tables skills; have quiet reading time or socialise with friends within their year group by playing various educational board games. These activities will be supervised by the 2 class teaching assistants in the relevant classrooms.

This arrangement will aid working parents, giving them more flexibility in the morning. By having a “soft” start and a later end to the afternoon compared to local primary schools, it will also help to alleviate traffic in the city centre and allow us to offer pre and after school care at a lower rate.

There will be a morning break for all children of 20 minutes. Key Stage 1 children will have an additional break of 20 minutes in the afternoon. Lunch will be 1 hour and 15 minutes for Key Stage 1 and 1 hour for Key Stage 2. A daily assembly and registration of 20 minutes, will mean that teaching will take place for 24 hours and 10 minutes each week for Key Stage 2, with Key Stage 1 teaching lasting 21 hours and 40 minutes each week.

The school term will follow the dates as set out for Hertfordshire. This will ensure that parents with children at different schools do not have complex care arrangements to organise during school holidays. Thus there will be 190 teaching days for the children.

The Curriculum at Alban City School

When the school is up and running, it is planned that staff in all key stages will develop a skills based, creative curriculum, with the principal designate. This will be based on the National Curriculum expectations for each year group. The emphasis will be on the children acquiring the skills they need to develop independence and responsibility for their own learning through a themed approach, with meaningful links between several subjects under a topic heading.

In the first year of operation and when the school is fully operational, there will be three overarching themes, one in each term. For example; Journeys in the Autumn term; Opposites in the Spring term and Changes in the Summer term. The teachers would be able to plan in the appropriate aspects of each topic for their class.

The topic, Journeys, children could look at: their journey to school, how people travel on their journeys, how far food journeys to get to us, famous journeys in the past, the journey of their lives so far and the journey of Mary and Joseph in the lead up to Christmas. Delivery of these overarching topics will be closely monitored by the principal designate and senior leadership team, ensuring that the curriculum remains broad and balanced with sufficient emphasis on the core subjects. This

approach will allow staff to develop a curriculum that is geared to the intake of the school, taking account of the general abilities, social, cultural and religious backgrounds of the children.

It will also allow for personalised learning to be accommodated. For example if a group of children become interested in dinosaurs; within the topic Journeys, it will be possible to journey back in time to the age of the dinosaurs and research their names, habitats and feeding habits. Other children at the same time may be interested in trains and be able to find out where trains journey to from St Albans, where the longest train journey may be and how the trains travel on these journeys.

The skills children would be developing will be the same, but the context may vary. Using the National Curriculum expectations in the foundation subjects, children's skills can be tracked right through their time in school. Each year, teachers would meet to discuss the next years' topics and plan together what aspects they will deliver for their classes based on previous year's tracking data.

In order to make the curriculum accessible and challenging to all needs, we will be mindful of the following:

If a child has more difficulties than most children their age with schoolwork, communication or behaviour, they may have special educational needs. Children who have learning difficulties or disabilities that make it harder to learn or access the curriculum will be provided with extra help in the classroom appropriate to their needs. We place great importance on early identification of children with special needs so that we can support them as swiftly as possible. Children with special educational needs may need help with:

- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

During the planning phase, the class teacher will ensure that work is differentiated, to allow for equal access to the learning to take place. Where children have a special educational need, the class teacher will plan specific activities relevant to that child so that they are enabled to participate in the lesson. Some ways of supporting equal access to the curriculum include: a different way of teaching certain things; some extra help from an adult; using particular equipment like a computer or special desk; using materials that scaffold the learning and provide small steps that will lead to success in an activity.

Every class will have a class teaching assistant who will be trained to support the needs of an children with special educational needs. In conjunction with the teaching assistant and SENCO advice, the teacher will decide when the child needs to be supported and when the child is able to work independently and on what activities it is safe to do so. Where necessary an Individual Education Plan will be drawn up and shared with parents. Strategies that enable an individual child to have equal

access to the curriculum will be detailed in this plan.

The needs of children with a physical disability will be discussed with parents and a care plan drawn up. This plan will indicate the level and type of support needed by the child. When planning the curriculum, the child's access to all aspects of a primary school curriculum will be considered. Special equipment such as a sloping board for writing or large print in books and worksheets will be used where necessary. Wheel chair users will still be able to participate in PE sessions but will may need support for some aspects of these lessons where they may be doing activities that are specific to them. Children with physical needs, will however be included in the all class lessons, joining in with those activities that they are able to attempt independently or with support across the wider curriculum.

The SENCO's role will be to evaluate the needs of all children on the special needs register and ensure that they are receiving targeted and worthwhile support in every area of the curriculum.

Children with English as a second language (E2L) may also need support to access all areas of the curriculum. Class teachers and the E2L teacher will plan collaboratively in order to scaffold teaching and provide targeted support to learners. Such support will often include pre-teaching to enable pupils to access the lesson, as well as support during the lesson and follow-up consolidation. Wherever possible the curriculum will be planned to take account of the culture and language of pupils. Some of the following strategies may support the child's greater access to the curriculum as a whole, and are especially important for children at an early stage of language acquisition:

- making sure the pupil knows the teacher's name and writing it down for the child
- demonstrating the meaning of instructions such as: sit down, stand up, come here
- not worrying if the beginner says very little at first, listening time is more important when starting to learn a new language
- involving the pupil in routine tasks such as giving out books and equipment
- giving the pupil opportunities to listen to the sounds and patterns of English for example through audio tapes
- identify the key vocabulary and language structures of the text/activity and using the class teaching assistant to pre-teach them
- being aware that the child may not understand the content of all the lessons
- making sure that the child is given meaningful task that is related to the lesson
- integrating the child into the class activity as far as possible, while differentiating at the correct level
- boosting confidence by giving time to complete a task, such as copying words or sentences under pictures; matching pictures to names, words or sentences; filling in missing words; sequencing; text marking; labelling; matching sentence halves; filling in tables and grids; giving yes/no, true/false responses.

Children who are literate in their first language tend to make faster progress than those who are not. They will be encouraged to use these literacy skills to support their learning. The use of visual support such as artefacts, pictures, videos, computer programmes will be used to support the learning where appropriate. Wherever possible, parents and carers will be encouraged to support homework tasks. Not all E2L children will be beginners in terms of their language development. Previous experience of learning English as an additional language will mean that children will be at different stages.

When planning the curriculum, teachers will be mindful of the ethnic origin of E2L children. Topics that are planned for the class can incorporate aspects that are particularly relevant to them. Taking the example of the topic Journeys; the curriculum can be designed to include a journey to the country of ethnic origin of an E2L child, pupils would be encouraged to bring in artefacts that they have at home to share with the rest of the class. Resources that reflect the diverse cultural and language backgrounds of the children will be selected to engage their learning eg bilingual texts will be purchased where necessary so that pupils can share books and read at home with their parents.

In lessons such as literacy, pre-reading a class text with the class teacher or teaching assistant gives E2L children an opportunity to try out the English words, understand their meaning and therefore have confidence to take part in the main lesson with the whole class. Similar sessions would support the acquisition of mathematical and scientific vocabulary. Wherever possible the planned curriculum will identify speaking and listening opportunities that will accelerate the acquisition of the English language.

The E2L teacher plays an important part during both the planning and delivery stage of the curriculum. It will be the role of this teacher to highlight the areas where E2L children may feel excluded from the curriculum and point out where the curriculum can be tailored to take account of their needs. The class teacher will ensure that strategies are in place to support their inclusion.

Pupils from deprived backgrounds may not have been exposed to sufficient stimulation to be able to acquire speaking and listening skills, have the ability to be responsible for their own behaviour or be able to look after their own physical needs by the time they attend school. They may demonstrate some of the traits of children with special educational needs. During the planning of the curriculum, especially in Foundation Stage and Year 1, opportunities to incorporate activities such as: role play areas, sharing activities and cooperative working will enable children from deprived backgrounds to develop the skills they will need to access the curriculum. Similar support to that given to special needs children and E2L children may be appropriate for these children. For example: targeted support and scaffolding of materials will enable the children to join in with all the lessons in school. Personal Social and Health Education (PSHE) will give opportunities to address pupils' physical and health needs supporting the child, yet establishing the ethos of caring for oneself and sharing with each other.

It is likely that some of these children will come under the remit of the SENCO. However it is still the responsibility of each class teacher to have an understanding of

the needs of all the children in his/her class and plan lessons that give equal access to every child.

It is generally recognised that gifted and talented students may be as vulnerable a group in schools as pupils with special educational needs. To reach their full potential, very able children need appropriate learning opportunities and focused teaching that builds on what they know and can do already and which presents them with new challenges. Schools in England are now required to indicate on a national register, which of their pupils are gifted and talented, and to make appropriate provision for them. To do this, we will need to identify and support highly able children, including the hidden gifted or underachievers - particularly children from disadvantaged backgrounds and those for whom English is not their first language.

We will identify gifted and talented students through our assessment processes, looking at intelligence, achievement and creativity. Some children may be identified by nomination by teachers, parents or others in the school. Care will be taken when the focus is on positive behaviours and achievements, as this may fail to reveal some gifted and talented students, including able underachievers.

We will meet the needs of high achievers in the curriculum by emphasising the provision of differentiated activities within the classroom. Enrichment activities that form part of classroom learning will aim to increase the variety and pace of learning. This may include using higher order thinking skills, developing children's enquiry and problem solving skills, and encouraging children's independence and intellectual risk-taking. Through enrichment, we will increase the breadth and depth of specific areas and subjects the children are already following as part of the normal curriculum.

Curriculum in the Foundation Stage

In the Reception and Year 1 classes, children will have access to well appointed classrooms with imaginative, safe and covered outside areas that encourage the learning in a variety of exciting and meaningful ways, in all weathers. The internal space will allow us to share learning across the the classes. Learning opportunities from the Reception class can be extended into Year 1 for those children who are not ready to progress to the National Curriculum. Equally children in Reception who are able to cope with aspects of the National Curriculum will have opportunities to work at this level during planned activities across two year groups and through the skills based approach.

At this young age, learning will be through structured play with the themed topics making realistic links between the areas of early development. Each topic will begin with a 'hook' to engage and stimulate the children's curiosity and interest e.g. a trip, a visitor or an exploratory session. This will then be followed by a variety of activities linked to the topic in which the children learn and apply new skills, whilst also developing and extending existing ones.

Learning will take place as a whole class, in small groups or on a one to one basis, as appropriate. Activities will be differentiated to enable all children to access the curriculum and for each child to consolidate and extend their own knowledge and

understanding. At the end of each topic children will be given the opportunity to review and evaluate their learning and experiences.

In the mornings the main learning will be based on literacy and mathematical skills, delivered through a themed approach. This will ensure that children build good foundations in these key subjects to enable them to continue to achieve and flourish as they progress through our school.

Being situated at the heart of the City means that the children will be able to experience visits to the weekly open air market, the city's museums, the cathedral, local church and mosque; all of which are a few minutes walk away.

Children in Reception will follow the Early Years Foundation Stage Curriculum and their progress will be carefully assessed against the profile, throughout these vital years. They will be taught through the six areas of learning:

Personal, Social and Emotional Development:

Through the use of “sharing time”, “circle time” and “philosophy for children”, we will provide an environment that supports our children in forming good relationships, positive attitudes, acceptable social behaviour and self discipline. We will also ensure through the study of the five main religions, that children recognise and value other people’s cultures and customs.

Communication, Language and Literacy Development:

Children will be encouraged to develop as confident users of standard English. In all activities, opportunities will exist for the use of conversation, questioning, answering and the development of all speaking and listening skills. Emphasis will also be given to the development of emergent writing skills, the use of mark making materials and the value of the written word. The fostering of the enjoyment of books and stories will be key at this age and sharing stories will be actively encouraged through a daily story time. Children will also be encouraged to take home books from the library to share with parents and carers.

The teaching of phonics for reading and spelling, using Letters and Sounds, will occupy a daily slot in the timetable. Children's progress in this area will be closely monitored so that any child at risk of falling behind his/her peers can be given intensive support swiftly.

Mathematical Development:

Through structured play and problem solving, children will be taught to understand basic mathematical concepts such as shape, space and position, pattern and relationships, measures and numeracy. As children's understanding develops, they will be encouraged to talk about how they have solved a problem and begin to record their work. Early identification of needs in this subject will enable support to be given to the children through a planned programme with the class TAs.

Knowledge and Understanding of the World:

This area of the curriculum will encompass history, geography, science, RE and ICT. Children will take part in a wide range of activities to increase their understanding of people, places and events. Science activities will enable them to use all their senses

to observe the physical world, notice patterns, predict outcomes and test their ideas in a fun way.

Physical Development:

The children will take part in a wide variety of physical activities both in and out of doors. These will be planned to improve basic individual skills such as running, jumping and skipping as well as shared skills such as throwing and catching. Opportunities for creative and expressive dance linked to class topics will be given in this area of development.

Creative Development:

Children will be introduced to a wide variety of art materials and techniques, cutting out, gluing and sticking, model making, 2D and 3D artefacts. They will also learn nursery rhymes, begin to explore sounds and pitch through musical instruments and be given opportunities to help create role play areas in their classrooms.

Communication, Language and Literacy along with Mathematics will be taught during the morning with an extended Learning Through Play session between. This play session will provide opportunities for children to take the initiative in their own learning as described above. Learning in this session, as in all others, will be differentiated to support the diverse learning needs in the classroom, not only considering ability levels but also the different learning styles of the children.

Curriculum in Key Stage 1

In this key stage, the children will begin to follow the National Curriculum Framework as they transfer from the Foundation Stage Curriculum. This means that they will study English, Mathematics, Science, ICT, Geography, History, PE, RE, Art, Music, PE and we will also introduce a Modern Foreign Language. We intend to smooth the transition between these two key stages by continuing the themed approach to learning and encouraging structured play, linked to aspects of the National Curriculum subjects where the links are meaningful and add to the children's understanding and eventual achievement. This means that in the second year of operation, the teachers will agree three new, overarching topics; one for each term.

There will begin to be instances where the subject is best taught discretely to ensure consolidation of an aspect of the subject. This will be especially true for subjects such as phonic teaching and for some aspects of English and mathematics. Cross year groupings for some of this teaching as the year progresses will support and extend learning.

English

Following the National Literacy Strategy, an emphasis on excellent literacy skills will be central to all learning at this stage in the children's development. There will be a daily literacy session which engages and inspires all children to take part. Role play and practical speaking and listening activities will continue to be used to develop the children's confidence when speaking in a small group or to the whole class. Talking partners, circle time and philosophy for children will also be used to support children in their thinking skills and to allow them to clarify and order their thoughts before recording them.

Mathematics

In this subject we will follow the National Numeracy Strategy. We will continue to give children concrete opportunities to develop their mathematical skills and reasoning. Use of role play areas, shopping visits to the weekly market, cooking, maths workshops and games will bring this subject to life for the children and show them how mathematics relates to the real world.

Science

In Year 1 children will learn about their bodies; explore sounds; look at how light and dark affects their lives. They will be given opportunities to carry out scientific investigations when studying how plants grow; investigating the use of insulating materials to keep things warm and look at simple forces. Year 2 will learn how to keep themselves healthy and how animals grow; look at plants and animals in the local environment; learn about the wide variety how they grow and reproduce; learn how to sort and classify living things; explore how heat changes materials; how forces can affect movement; build and test simple electrical circuits.

ICT

Skills in this subject will be taught in line with the Hertfordshire Scheme of Work. However, we wish our children to use a wide range of ICT skills across all the subjects. Children will be given access to digital cameras, digital recorders, digital movie cameras, laptops and tablet computers, as well as having access to PCs. We want our children to learn to use these with confidence and begin to decide themselves when it is appropriate for them to choose which piece of technology or hardware they will use in any of the work they are doing related to other National Curriculum subjects. Children who have specific learning needs will be encouraged to use technology to support them when expressing their views and recording their learning.

Geography

In Year 1, children may look at where they live, where friends live, where the school is, how they travel to school, what the streets around our school look like, what our school is like. They will consider their own safety, looking at traffic on the main road, keeping themselves safe and suggesting safety improvements to the school environment. In Y2 the children will discover more about our city, our country and the world they live in, beginning by looking at where they go on holiday.

History

The children in Year 1 may look at how their toys are different from those in the past and compare their own homes to those in the past. In Year 2, the children could explore what seaside holidays were like in the past,. They will then have an opportunity to study famous people and events in the past. Teachers will be free to decide the relevant people and events, through the skills based curriculum.

PE

We will follow the Hertfordshire scheme for PE. Each half term will be related to a different area of this subject. Aspects of Dance, Gymnastics and Games will be taught twice through the year, building on previous learning. Teachers will be encouraged to link some aspects of Dance to their class topic for the half term,

where the links are meaningful. We will encourage links with our local sports providers; tennis, golf, football, rugby and running. This will help the children to develop new skills and experience a wide range of activities.

PSHE

Following the National Curriculum programme for PSHE and SEAL (Social and Emotional Aspects of Learning), we aim to promote healthy, independent and responsible members of society. We will encourage all our pupils to play a positive role in contributing to school life and the wider community through class & school councils, fundraising events, supporting nominated charities and involvement in community activities. Our children will develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society. We will teach PSHE in a variety of ways: as a discrete subject, through SEAL lessons, via assemblies and through other subjects such as RE, History, Geography, Literacy, Maths and Science, as well as through outdoor educational visits, community work and activities.

RE

We will follow the Hertfordshire Scheme for RE. In Year 1 children will learn about the wonder of nature and how religious people express their thankfulness, how light is used as a symbol, what it means to belong to a religious community, giving up something for love and why certain books are precious to communities. Year 2 children will learn about signs and symbols and giving and receiving. A church visit will be made during the unit, What Christians do at a Church. They will study the Easter story, look at the work of religious leaders and think about ultimate questions eg Who is God? Why am I here? What is good or bad?

Music

In this subject, the children will follow the National Curriculum Guidelines for Music. They will learn how sounds are made, explore different sounds and look at the duration of these sounds. In Year 2 they will look at pulse and rhythm and explore the pitch of sounds. This subject will be taught through active music making and singing. We hope to encourage all Key Stage 1 children to learn to play the recorder.

Art

Here again we will follow the National Curriculum Guidelines for art. Throughout this key stage, children will be introduced to different art techniques using paint, crayon, chalks, paper, natural and man-made materials. Their cutting, sticking and creative skills will continue to be developed through the topics they will study during these years. In Year 1, children will look at images of children in drawings, paintings and photographs and produce a variety of self portraits, using different media. They will look closely at the different textures of natural and man-made and produce collages using these. In Year 2, the children will continue to look at different materials and also sculpture. They will be given the opportunity to visit the local environment around the school and look at the shape, line and texture of natural materials existing in nature, comparing them to the shape, texture and pattern of the buildings around our school.

Design and Technology

We will follow the National Curriculum in this subject, giving children the skills to

design, build and evaluate various models. Year 1 children will have the opportunity to make 2D and 3D jointed models; they will have the opportunity to shown how to use cameras and “digital blue” recorders to produce moving pictures. They will look at ways of improving the school playground and work in small groups to produce 3D models to showcase their ideas. In Year 2, the children will explore wind-up toys and make a simple wind up vehicle. They will make puppets and in small groups, develop short plays to share with their classmates and parents.

MfL

A modern foreign language will be taught from Year 1, in a fun way, with an emphasis on acquiring vocabulary through instructions, repetition, songs and rhymes in much the same way that native speakers develop language from a young age. The language we introduce will be dependent upon the skills of the staff we employ.

Curriculum in Key Stage 2

The children will continue to follow the National Curriculum Framework in Key Stage 2. Once again, in order to make learning relevant and exciting for the children, there will be an integrated approach to learning through themed and skills based curriculum. We will continue to ensure that links are realistic and that they further the joy of learning for the children.

English

Using the National Literacy Strategy, literacy will continue to play a central role in children's learning, through a daily literacy lesson. Guided reading sessions will give children greater access to increasingly complex texts and enable them to discuss the use of language and grammar to create effective writing. Opportunities for "hot seating" role play, discussions, presentations and film making linked to the class theme. The use of varying ICT hardware will be encouraged, with children making their own decisions on the type of technology they judge is appropriate to the task in hand. This link to modern technologies will give children a real purpose to their work, whilst also ensuring that they have the opportunity to hone their knowledge and skills to achieve a specific goal.

Mathematics

There will be a daily maths lesson in all Key Stage 2 classes, we follow the National Numeracy Strategy to develop the children's mathematical understanding and confidence. Mathematical knowledge will be taught as a discrete lesson, especially when introducing new concepts to the class. But children will also learn to apply these number concepts, interpret data, study shape and space and explore measurement through practical investigations and problem solving activities. There will be an emphasis on learning tables and number bonds to enable children to solve mathematical problems and puzzles quickly and logically. AT1 Using and applying mathematics will be given a high priority in all classes and where possible, these maths problem solving activities, will be related to the class theme.

Science

In Science, we will aim to develop children's scientific knowledge, by means of exploration, questioning and investigation and provide opportunities for them to communicate and reflect upon their ideas in a variety of ways, instilling an awareness of how science relates to their everyday lives.

Information and Communications Technology

This subject pervades our lives. Society and employers expect schools to develop the capability of children to use ICT successfully. We will follow the Hertfordshire scheme of work for ICT. We intend to make use of the excellent existing ICT infrastructure in the proposed premises to develop a specialist expertise in this subject. Key to this will be those members of the steering committee who have a special interest and abilities in this area of the curriculum. We aim to teach the children the skills, knowledge and understanding in ICT, to help them to become confident users and enable them to learn more effectively. We intend to provide state of the art technologies that can be used to enhance the learning so that the use of computers, hand held technologies and audio visual devices become a seamless part of the learning within the school.

History

History develops the children's understanding of the past. In history there will be an emphasis on developing the children's curiosity about historical events and the achievements of people who lived in the past, especially how these have impacted on the way of life in our own country. They will have ample opportunities to explore the Roman way of life from the many buildings and artefacts present in the town. This will enable the children to learn how past events still influence their lives today, especially in a town like St Albans.

Geography

In Geography, we will aim to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. This will encourage geographical questioning and develop children's knowledge and understanding about places. Through observations and comparisons the children will learn to express their own views and judgements.

Children will have the opportunity to study weather, landscapes and map work. They will also gain an understanding of people and places in more distant areas, so they can begin to realise the world contains a great and rich variety of landscapes, climates, rural and urban areas, as well as rich and poor countries.

We also aim to help children to begin to develop an informed sense of responsibility about the quality of their immediate environment, through the formation of an eco team, with representatives from each class, who will be charged with responsibility for ensuring that we recycle, conserve energy and walk to school, so that we all reduce our carbon footprint as the school grows.

Physical Education

Physical education comprises of three main areas of activity outlined in the National Curriculum, Key Stage Two Programme of Study:- Dance, Games and Gymnastic activities. We will ensure at least 2 hours of PE a week, using both the inside and outside space to develop agility, balance and physical skills. Children will learn about the changes that occur in their bodies as they exercise and the importance of a healthy and active lifestyle. As the school grows in size, all children will be given the opportunity to take part in competitive sports both at local and county level. In our first year of operation, we will encourage all our children and parents to enter a team in the annual St Albans Fun Run which attracts teams from many local primary and infant schools.

Personal, Social and Health Education

This subject will be taught using both the National Curriculum framework and the Social, Emotional Aspects of Learning (SEAL). It will cover good health, relationships; understanding ourselves and others, citizenship, equality issues, anti-bullying etc.

We will aim to promote every pupil's personal and social development including health and well-being, spiritual, moral and cultural development. We aim to help prepare pupils for the opportunities, responsibilities and experiences of life.

Through encouraging self-awareness, positive self-esteem and confidence pupils will be encouraged to: stay as healthy as possible, keep themselves and others safe, have worthwhile and fulfilling relationships, respect the differences between people, develop independence and responsibility, play an active role as members of a democratic society, make the most of their own and others abilities.

Religious Education

The school will follow the Hertfordshire agreed syllabus which encourages children to respect the religious, spiritual and moral values of others and to consider thoughtfully their own values and beliefs. In Key Stage 2 children will study Christianity comparing it to Judaism, Islam, Sikhism and Bhuddism over the four years. The teaching of Religious Education provides the time and space to be spontaneous and creative; it also helps pupils develop reflective thinking skills. It enables pupils to explore the relationship between beliefs and actions.

The teaching of Religious Education in the school will be non-denominational. It will be about informing children about world religions and not about imparting a faith. Parents will have the right to withdraw their child from the teaching of Religious Education. If this is the case then they will be asked to contact the Head Teacher.

Music

From an early age children experience music in various forms for example – nursery rhymes, background music, songs and games. We aim, in school, to nurture and build on these experiences in order to develop an understanding and enjoyment of music. Using the National Curriculum Guidelines, children will be given opportunities to sing, play a variety of percussion and tuned instruments, explore sounds, compose, perform and listen to music from a range of times and cultures. All the children will take part in singing and musical performances to the school and for the wider community at various events. Professional musicians will be invited to school to work alongside the children and further their musical skills. We hope to introduce musical tuition for every child during the school day, funding for this has been included in the proposed budget.

Art

Art will be an integral part of our school curriculum, we will follow the National Curriculum Guidelines. Art will be used as a stimulus, creative responses for topics, or to illustrate work children have written in other subjects. The children will learn both practical skills, and knowledge and understanding of art. Knowledge and understanding will allow the children to reflect on their own and others work. They will learn about other artists and genres. They will gain an understanding of technique and learn about the huge range of media that is used in this subject. They will learn to critically analyse the work of others and to understand historical

influences on art. During practical lessons the children will have the opportunity to experiment with a variety of media or learn about specific skills and techniques. The range will include sculpture, printing, painting, drawing, textiles and clay.

Design and Technology

We will follow the QCA programme of study. Children will learn how to think imaginatively, and talk about what they like and dislike when designing and making. They will build on the experience gained in Key Stage 1, through investigation and play. They will explore how familiar things are designed and how they work. They will talk about, draw and model their ideas, then critically analyse their finished products. In this subject, the children will learn how to use tools safely, to use ICT as part of their design and to consider the health and safety aspects of food technology.

Modern Foreign Language

All children in Key Stage 2 will continue to learn a modern foreign language begun in Key Stage 1. In Key Stage 2, the Hertfordshire Scheme of work will be followed.

Curriculum Model

As already stated, we wish to develop a themed approach to the curriculum that is relevant to the children in the school. Where meaningful links can be made in the foundation subjects in all three key stages, they will be arranged around a topic to be decided by the principal designate and staff. We envisage each topic lasting one term and incorporating the skills that are needed at each level within the National Curriculum.

For all classes there will be a daily Whole School Assembly of 20 minutes. As the school grows, a daily Assembly will take place but on two days the assembly will be at separate times for Foundation Stage/ Key Stage 1 and Key Stage 2 so that the topics covered can be appropriate for the age of the children.

FS and KS1 timetables will last 21 hours and 40 minutes each week, excluding 25 minutes for registration, assembly and 2 lots of 20 minute playtime each day. The 20 minute morning playtime for these key stages is incorporated into Learning Through Play, so although children can choose activities, staff will be supporting and assessing their learning through teacher structured play activities.

Example timetables for each year group in these key stages, can be seen below. They have all been included as they show the weighting we propose to give to each subject. Parts of the curriculum will be delivered through the themed approach, but there will also be instances where the subject will be taught discretely.

The timetables also show the decrease in the length of time for Learning Through Play(LTP) activities over the three years and indicate the importance we place on this area of the curriculum.

It is important to note that these are indicative timetables and are given to illustrate the weightings that will be given to different subject areas of the school curriculum within a themed based approach.

Reception timetable

Y R	8.30-8.50	8.50-9.15	9.15-9.40	9.40-10.20	10.20-11.20	11.20-12.15	12.15-1.30	1.30-2.10	2.10-2.50	2.50-3.10	3.10-3.30
Mon	SOFT START	REGISTRATION+ A SSEMBLY	PHONICS	LANGUAGE DEVELOPMENT	LEARNING THROUGH PLAY	MATHS DEVELOPMENT	LUNCH + PLAYTIME	PE	KNOWLEDGE+ UNDERSTANDING	PLAYTIME	STORY
Tues								CREATIVE	KNOWLEDGE+ UNDERSTANDING		PSHE
Wed								PE	CREATIVE		STORY
Thurs								CREATIVE	KNOWLEDGE+ UNDERSTANDING		PSHE
Fri								PE	KNOWLEDGE+ UNDERSTANDING		STORY

Year 1 timetable

Y 1	8.30-8.50	8.50-9.15	9.15-9.40	9.40-10.30	10.30-11.10	11.10-12.15	12.15-1.30	1.30-2.10	2.10-2.50	2.50-3.10	3.10-3.30
Mon	SOFT START	REGISTRATION+ A SSEMBLY	PHONICS	LITERACY	LEARNING THROUGH PLAY	MATHS	LUNCH + PLAYTIME	SCIENCE	PE	PLAYTIME	STORY
Tues								MUSIC	HISTORY or GEOGRAPHY		PSHE
Wed								SCIENCE	PE		MfL
Thurs								PE	ART		PSHE
Fri								RE or D&T	ICT		STORY

Year 2 timetable

Y 2	8.30-8.50	8.50-9.15	9.15-9.40	9.40-10.40	10.40-11.10	11.00-12.15	12.15-1.30	1.30-2.10	2.10-2.50	2.50-3.10	3.10-3.30
Mon	SOFT START	REGISTRATION+ A SSEMBLY	PHONICS	LITERACY	LEARNING THROUGH PLAY	MATHS	LUNCH + PLAYTIME	SCIENCE	MUSIC	PLAYTIME	STORY
Tues								ICT	PE		PSHE
Wed								SCIENCE	HISTORY or GEOGRAPHY		MfL
Thurs								PE	ART		PSHE
Fri								RE or D&T	PE		STORY

In all Key Stage 2 classes, teaching time will be 24 hours and 25 minutes. This excludes 25 minutes for registration and assembly plus one 20 minute playtime each morning.

Year 3 timetable (example for all of Key Stage 2)

Y 3	8.30-8.50	8.50-9.15	9.15-10.05	10.05-10.50	10.50-11.10	11.10-12.30	12.30-1.30	1.30-2.30	2.30-3.30
Mon	SOFT START	REGISTRATION+ A SSEMBLY	PE	MATHS	PLAYTIME	SPELLINGS LITERACY	LUNCH + PLAYTIME	SCIENCE	MUSIC
Tues			MATHS	ICT		LITERACY HANDWRITING		PE (1.30-2.10) RE (2.10-2.50) MfL (2.50-3.30)	
Wed			MATHS	PSHE/P4C		SPELLINGS LITERACY		SCIENCE	HISTORY or GEOGRAPHY
Thurs			MATHS	MUSIC		LITERACY HANDWRITING		HISTORY or GEOGRAPHY	ART
Fri			MATHS	PE		SPELLINGS LITERACY		SCIENCE	D&T

Only one example timetable has been created for this key stage as we expect all staff to be involved in devising the creative curriculum which will require a change to the timetables. However, the amount of time allocated to each subject would be adhered to as shown in the example above.

4.3 Organisation of Pupils

We intend to organise our children in a slightly different way to that which is followed by most schools. Our belief, that the transition between Reception and Year 1 and between Year 2 and Year 3 can lead to a drop in standards and that more vulnerable children may falter as they move between Key Stages, is instrumental in deciding on this arrangement. The various classes will be organised into Phases in the following way:

- Phase one; Reception and Year 1 children, aged 4 plus to 6 years of age
- Phase two; Year 2 and Year 3, children aged 6 plus to 8 years of age
- Phase three; Year 4, Year 5 and Year 6, children aged 8 plus to 11 years of age

Each phase will be led by a member of the Senior Leadership Team. Within each phase, the children will be organised into year groups, by age.

Each class will consist of up to 30 children, one teacher and a class teaching assistant who will be assigned to the class. The phase groups themselves will be sited close to each other with a spacious internal space that can be used by all classes in the phase. This arrangement will allow several key activities to take place across the phase groups.

Soft Start Activities

The school will open at 8.30am. Parents will be able to bring their children to school

at any time between 8.30am and 8.50 when registration will begin. During these twenty minutes, the central areas in the phase groups, will be allow a free flow of children across the year groups. The children will be supervised by the teaching assistants from their classes. Children will be able to read quietly or share a book with an adult, socialise with their friends, play literacy and mathematically based board games and other types of activities deemed appropriate to the particular phase the children are in.

Differentiated teaching

In some lessons, as the children progress through the school, some pupils made need extra support in an area of the curriculum and others may need to be challenged. The phase groupings will allow class teachers to organise small group teaching for their classes across the year groups. This will make very effective use of the staffing in the school. Some examples of the types of activities covered by these arrangements would be phonics teaching in the early years. Children struggling to keep up with the class can be taken in one group according to the phonic stage at which they are working. Children working at a higher phonic stage would be given work suitable to that stage of their learning. Equally as children progress through to Phase three classes, it will be possible to group the children according to ability for some subjects but also to group children in mixed ability, cross, class groups for activities such as music tuition, art and craft and PE.

Topic based working

We wish to develop a themed approach to our curriculum. This means that across the school, all the children will be working on the same theme in their lessons. It is common for teachers in two form entry schools to plan together, so the opportunity to be able to plan with more teachers means that the skills of different teachers can be used to enhance the learning of every child. This means that knowledge based learning can be delivered by a teacher or teaching assistant who has a passion for the subject and the ability to engender that passion in the children.

Social and Emotional Development

This is a key area in securing the ethos of the school. It is also vital in ensuring that children learn the skills they will need both educationally as they progress to secondary school and socially so that they are confident, articulate, well rounded individuals who are ready to face the world. We believe that the phase groupings will lead naturally to a family feel between the classes.

Because the children will be able to mingle informally during soft start sessions, they will be encouraged to support the younger children within their phases. As the school grows, there will be a strong emphasis on buddy partners both within phase groups and across the school. In the second year of operation, we envisage the first Reception class acting as buddies to the new intake, showing them around the school and supporting them in the dining room. The following year the children from the second class will be given buddies of their own to mentor.

Eventually, when the school reaches full capacity, we envisage each Year 6 child having a buddy in the Reception class. Year 6 will be given a weekly slot with their buddies when they can share books and play educationally games from story sacks. During the school year we will make opportunities for the four classes to work together on a set task. For example, Y6 could make a digital recording with their buddies, based around their buddies' favourite story sack. Both sets of children

would have a copy of the finished product to keep.

In Phase 1, there will be a number of children whose progress will still be being assessed against the Foundation Stage Profile as they prepare to move from the Reception class into Year 1, equally there will be children who are already working at level 1 of the National Curriculum. This means that for some areas of learning, children will be grouped with children of similar ability across the phase. Because the children in this phase will be used to sharing activities during “Learning through Play” sessions, cross class streaming would not feel unusual and we will avoid the labelling of children as that will not be in the same groups for all activities. By the time children move onto the next phase, it will feel natural to them to mix with other children in this way and setting for different levels will just feel like an extension of the normal way of working in their school.

In Phases 2 and 3, a continuation of this interaction will see groups working together on strategies such as the Early Literacy Strategy and Spring board in mathematics, receiving further support in phonics through Letters and Sounds, learning a musical instrument, taking part in a school production and working in mixed ability groups for aspects of the curriculum both across class groups and phase groups.

Extra-curricular activities will be introduced to the school as it begins to grow. Depending on the type of activity, these will be open to children from all age groups. As we intend that all children will learn a musical instrument, one of our first Extra-curricular activities will be a music club. Eventually we will offer a range of teacher led activities and bought in expertise. Where there is a cost from bought in expertise, for example football coaching, children from less affluent homes will be supported to attend through a supplement from the school. In this way all children will be able to access the opportunities that school clubs offer. We hope to encourage the local community to support some of the activities on offer; some members of the Archaeological Society live close to the school and would be interested in sharing their knowledge of St Albans and its heritage with the children. If there is enough interest, this could lead to an Archaeology club in the school in the future.

Within each class the class teacher will be responsible, with the teaching assistant for the achievement, progress and well being of the children in their care. Pastoral care is part of the culture and ethos of our school. Teachers will be responsible for having regard to the physical and emotional needs of the children. If there is a concern about a child in any area, this should be flagged up to the phase leader. However, if the concern is more urgent and the class teacher or phase leader believes the child may be at risk in any way, the Child Protection Officer in the school must be informed. This will be the Principal in our school and in his/her absence the Deputy Child Protection Officer. All staff will be given child protection training as part of their induction to the school. In addition, there will be whole staff training on a two yearly cycle for every member of the school staff.

Children will be allocated to a class so that there is a balance by gender and ability. Parents of twins will be allowed to request that their children are in the same or separate classes. In order to make decisions around the class children will be placed in, there will be several pre-school meetings with parents. Parents will be asked to

complete a form about their child giving information about their likes and dislikes, the activities they enjoy doing, any health issues and their independence in caring for themselves. The children and their parents will have the opportunity to take part in simple activities, such as cutting and sticking, building models and sharing books. In this way we will be encouraging parent participation in their children's learning and staff will begin to get a feel for the new intake.

Children will also be allocated to a house or team. The names of these will be decided by the staff with the children. The team system will enable children to mix in groups across the whole school for some activities, such as sports day. As part of our behaviour policy, children will be able to earn team points for good work, good behaviour and good citizenship.

4.4 Pupil Development and Achievement

We want our children to be successful and achieve high standards of education, behaviour and wellbeing. We have defined our success in several areas and these are listed below:

High standards of Education

- At the end of the Foundation Stage 90% of the children, will have moved from the early development matters statements in the 40-60+ months band to achieving 7 or more points in the Early Years Foundation Stage Profile assessment
- At the end of Key Stage 1, at least 90% of the children, will achieve a national curriculum level of 2b or above and the average point score of the class is close to 17
- At the end of Key Stage 2, at least 90% of the children, will achieve a national curriculum level of 4b or above in mathematics and English and the average point score of the class is close to 30 or above

High Standards of Behaviour

- The children are judged by visitors, to the school, to be well behaved in lessons
- The children are kind and courteous towards each other, as judged by visitors, school staff, parents and carers
- There have been no fixed term or permanent exclusions in the year

High Standards of Health and Wellbeing

- Children are eager to come to school, as judged by parents and carers
- 95% of the children say they enjoy coming to school
- Unauthorised absences are less than 5% in the year
- All parents and carers attend consultation evenings

How we will Measure Educational Success

We have an expectation that our children will achieve above the National Average for similar schools. Hertfordshire is a high performing authority with standards of achievement well above the National Average.

The area from which we will draw our children is mixed. However, our nearest, three

primary schools have very low levels of free school meals and children on school action plus. The average of the three schools is: 4.6% FSM for free school meals and 5.6% for children on school action plus.SA+. Their children regularly achieve standards well above expectations. Therefore we have set challenging educational targets for our pupils.

- As children enter the Foundation Stage, the percentage of children entering the school who are working within the 30 to 40 months and 40 to 50 months band of Age and Stage will be recorded.
- Account will be taken of individuals and groups of children who may have English as a second Language, are summer born, are on free school meals and who may be from more deprived backgrounds or who are boys
- Children will be re-assessed at the end of the year using Age and Stage but also against the the Early Years Foundation Stage Profile (EYFSP).
- Children who leave the Reception class with scores below 6 on the EYFSP and belong to one of the groups above,will be flagged up to the next teacher and will be closely monitored by the Phase Leader and rest of the Senior Leadership Team.
- Provision for support and challenge will be put in place for specific individuals or groups, as needed at the start of the next academic year. they will be very closely monitored so that individual or group support can be tailored to their needs.
- These assessments will be shared with parents through regular meetings and more formal consultation sessions, parents will be encouraged to become proactive in their children's progress. Those children that are not ready to access aspects of the National Curriculum in Year 1.

Children will be assessed against the National Curriculum levels in Reading, Writing, Maths and Science in Key Stage 1.

- All children will be teacher assessed against national curriculum levels in early October.
- Results will be entered into Assessment Manager (which we intend to purchase from the Assessment team in Hertfordshire)
- The Senior Leadership Team will agree targets for the class for the end of the academic year
- Children will be re-assessed in February and again in June
- Results of these assessments will be analysed in Assessment Manager and enable the Senior Leadership Team and teachers to gain a clearer understanding of any underperforming groups
- Pupil Progress meetings will be held in February to allow both class teachers and the Senior Leadership Team to evaluate progress and move support to under performing groups and to ensure that challenge materials are available for the more able learners
- The Senior Leadership Team will use the progress of every child in the class to hold teachers to account for the quality of their teaching
- Teachers will be expected to enable 90% of the children in their classes to make at least two thirds of a national curriculum level each year for children in their classes.
- .At the end of the year,teachers will have a further Pupil Progress Meeting

with their Phase Leaders to check that targets set in October have been met, this will form part of teachers performance management targets for the next year

- At the end of Key Stage 1, Key Stage 1 SATs tasks and tests will be used to assess all children in Y2 along with teacher assessment.

Throughout Key Stage 2, we will continue to track all children's progress in a similar way.

- In October of each academic year, Key Stage 2 children will undergo a series of tasks and open ended challenges which will enable the new class teacher to assess the baseline start for each child in their class in Reading, Writing, Mathematics and Science, assessments will be made against national curriculum levels
- Children will be teacher assessed on their work in February
- Pupil Progress meetings will take place with the Senior Leadership Team who will ensure that all children are working to their potential
- Once again account will be taken of individuals and groups of children who may have English as a second Language, are summer born, are on free school meals and who may be from more deprived backgrounds or who are boys
- Intervention support will be tailored to an individual or group's needs with the support of the SENCO
- At the end of each academic year the children in Y3 to Y5 will be assessed using optional SATs papers
- Y6 children will take the statutory SATs for eleven year olds.
- All the tests will be compared with the class teacher's assessment, giving a comprehensive understanding of every child's abilities.
- Results of all assessments will continue to be entered into Assessment Manager and analysed for varying groups of children within the school

How we will measure High Standards of Behaviour

The Principal and staff will be responsible for ensuring that pupils reach the targets set out earlier in the text. The following will be used to make judgements on how well the school is doing in terms of good behaviour:

- Informal reports from visitors will be used to show the success of the school's approach to good behaviour
- More formal reports from visits, made by governors, will provide opportunities to talk to the children about how they perceive the behaviour of others in their class and on the playground
- Classrooms are calm and orderly
- Children work independently without disturbing others
- There is a culture of praise and support from all the staff in the school
- Emphasising the positives in school by celebrating successes, of the school or individual, with the children
- Rewarding good behaviour in a way that all can see, these may include special certificates or stickers for the children

How we will measure High Standards of Health and Wellbeing

We want our children to enjoy all aspects of school life. Their health and well being are essential if they we are to achieve this. Parents and carers are vitally important to children's lives and their subsequent success at school. Measuring our success in this area will involve the following:

- Parents and carers tell us that their children are eager to come to school, even when they may feel a bit under the weather
- Children are eager to engage in activities
- Scrutiny of attendance data held in the school, by the governors, to assess the attendance levels
- Report from the principal to the govenors on attendance as part of principal's report each term which includes a breakdown of attendance by year group and by groups of pupils, such as pupils with learning difficulties and disabilities, girls and boys, which will help to illuminate any possible areas of concern, or of good practice.

Accountability

At the end of the Foundation Stage, the school will have its first comparators with which to judge itself against other schools in Hertfordshire. Another set of comparative data will be available two years later at the end of Key Stage 1. Although some tests can be administered, the vast majority of the data will be linked to teacher assessment.

Therefore, throughout the first four years of operation, in order to assist the governing body on its ability to determine the standards in the school, we will purchase specialist support from Hertfordshire's School Effectiveness Team. This critically evaluative and impartial assessment of the school's performance will give the Senior Leadership Team and the governors feedback on the performance and achievement of pupils in the school and will also give feedback on the quality of teaching and other indicators mentioned above. The support will give us a benchmark for determining not only that standards are high but also that the quality of teaching and learning becomes and remains outstanding.

The principal designate will report on the progress and attainment of all groups of children within the school, as well as behaviour levels and the wellbeing of the children in school, on a termly basis to the Governing Body. When the first cohort of children move from a key stage, the principal designate will begin to include comparisons of Alban City children's progress with those of children nationally and within Hertfordshire, in the report for the first term of each academic year. We would expect this first comparative report to be given in the first governor's meeting of the second academic year.

Governors will be expected to make a termly visit to the school to ensure that they can see the strategies for raising attainment in the principal designate's report is being translated into action in the classroom.

The above procedures will enable us to better compare our standards with national and Hertfordshire levels.

Special Educational Needs

By adopting Hertfordshire's admissions code, children with a statement of special educational need and those who are children looked after would be given priority for places at the school.

In our initial staff structure, the role of SENCO will be part of the principal designate's job description. As the school grows we would look to appoint a dedicated SENCO who would have overall responsibility for this vital area. This person would be a member of the Senior Leadership Team.

We will have regard to the SEN Code of Practice through the following procedures:

Our definition of special educational needs is:-

- A learning difficulty where a child has a significantly greater difficulty in learning than most children of the same age
- A disability, which needs different educational facilities from those that schools generally provide for children of the same age in our area
- SEN provision is when the provision is additional to or different from that made for the child's peers

We will aim to recognise and respond early to individual needs. We will ensure we offer equal opportunities to all and develop self-esteem and confidence in all pupils. We will also work closely with parents and outside agencies to provide the best possible education for those children with additional needs or disabilities.

In planning SEN within the whole school curriculum, we will ensure all our teachers have suitable training so that they can set suitable learning challenges, respond to pupils' diverse learning needs and are able to analyse potential barriers to learning and assessment. Our SENCO will liaise closely with outside agencies to assist class teachers to incorporate advice. It will be the SENCO's role to include all stakeholders when setting IEP's, by giving advance notice of the meetings and actively seeking to engage parents in this process. The Senior Leadership Team will monitor each child's progress through Provision Mapping.

We will make use of multi-sensory teaching approaches to promote pupils' knowledge and understanding where appropriate for example the Early Literacy Strategy, Additional Literacy Strategy, Springboard in Mathematics, Talking Partners in both literacy and mathematics. We will also use relevant software programs such as Accelerated/Write, Wordshark and Number shark. Resources such as Numicon mathematics apparatus and a variety of reading schemes, both whole word and phonic based will be made available to support in one to one tuition and small group teaching.

We will encourage and support the participation of pupils in their learning. We acknowledge that the key to meeting the needs of all children lies in the teacher's knowledge of each child's skills and abilities, matching this knowledge with early identification of any additional need and facilitating appropriate provision. We will

expect all teachers to liaise closely with the Inclusion Leader and take account of the variety of learning styles the children may have and adapt their plans accordingly. Staff will encourage the involvement of pupils in target setting and reviewing their own progress against these targets.

Members of the Senior Leadership Team, in line with the cycle of monitoring, will carry out the monitoring of the teaching and learning of pupils identified as having additional learning needs, through lesson observations, pupil interviews and work scrutiny.

When the school first opens, we intend to have weekly meetings with each parent in the first half term so that we can identify any specific needs as early as possible. We have arranged support from a very experienced and outstanding SENCO at a nearby primary school who will be able to give us 2 days of consultancy support in the September term. She will work alongside our new staff, identifying needs of the pupils and training them in provision mapping, writing IEPs and setting SMART targets.

We also wish to ensure that any children with a physical disability are integrated fully into the school with no anxiety for them or their parents. The proposed school building has disabled parking spaces, ramps for access to the main entrance and very wide corridors allowing freedom of movement for children who need to use a wheelchair or other disability aid, so we are confident that we can meet their needs. The SENCO will meet with all parents of children with a physical difficulty including those less obvious physical disabilities such as diabetes. The child's needs will be discussed with parents and a care plan drawn up outlining the agreed support for these children. The plan will be reviewed on an annual basis with parents and any relevant outside agencies.

4.5 Behaviour and Attendance

Our behaviour policy will be developed more fully in conjunction with parents and children. There will be an expectation that everyone will be responsible for their own behaviour.

- We believe the best person to compete against is yourself and that raising your own standards is vital for future personal and academic success.
- We believe that successful schools increase children's self confidence by recognising and celebrating individual achievements and improvements.
- It is the class teachers who facilitate this process through their warm response to children's efforts and through a system of rewards that are worked for and valued.
- We will develop a calm atmosphere in which children are kind and courteous to each other and supportive of each other's learning.
- Behaving as a responsible and caring member of a school community will always matter.
- Doing better than your own last best efforts, however, will always be a challenge for every child.

We will keep the rules simple and relevant to the children so that they know precisely what is expected of them when they join the school. The following are rules that we

believe are compatible with the ethos of our school:

Talking and Listening Rule

- We stop, look and listen when an adult talks to us
- We listen without interruption
- When we want to speak we put up our hand and wait our turn politely

Learning Rule

- We concentrate hard on our work
- We finish each task to the best of our ability
- We try our best at everything

Caring Rule

- We are polite and well mannered to everyone
- We care for each other as well as ourselves
- We are kind to each other

Ready for School Rule

- We arrive at school on time
- We come to school with the correct equipment for the day
- We make sure our school clothes are kept neat and tidy

Movement Rule

- We always walk, never run indoors
- We keep to the left in the corridors and on the stairs
- We move around the school quietly so as not to disturb other children who are working
- We walk to our classrooms from the playground

Safety Rule

- We listen to teacher's instructions
- We stay in school until home time
- We use all equipment safely and never play around with tools or writing equipment
- We play safely and with thought and care for others

Rewards

Recognition for excellent work, effort or good citizenship will be given according to improvement or a particularly good performance related to the child's abilities. There will need to be evidence of improvement or particular effort or notable thoughtfulness to others. By recognising effort and personal qualities, we will be able to give equal access to the system for all children. The types of rewards would include:

Minor

- Verbal praise within the classroom on a one to one basis
- Pointing out good behaviour
- Smile, nod, thumbs up from the class teacher
- Showing work to the class
- Comments written in workbooks.

Medium

- Earning points for the school team
- Receiving a sticker
- Sharing work with the class
- Being given a responsible job
- Becoming star of the day in the class

Major

- Showing work to another class teacher or the principal
- Sharing what has been done in school assemblies
- Receiving a SEAL based certificate
- Receiving a praise postcard from the principal to take home and share with parents

When the opportunity arises, class teachers will always try to talk to individual parents about good behaviour.

From time to time class or individual needs may require other strategies or reward performance and effort. These may include; a special Tables Challenge for a class or a Good News Book for an individual. These will be used at the teachers' discretion.

Where possible, good behaviour will always be reinforced, and bad behaviour prevented, by praise and encouragement. However, where positive strategies do not succeed staff will, as appropriate, take the following action:

1. Talk to the child and explain why the behaviour cannot be tolerated
2. Refer to the school or class rule that has been broken
3. Ask the child what can be done to put things right for example an apology which could be verbal or written; carry out an action mend, tidy, play with, help
4. Allow the child to carry out the suggestion or direct the child to an appropriate course of action
5. Ensure appropriate action is taken
6. Impose sanctions that match the transgression
 - A warning and reprimand
 - Carrying out a helping task
 - Writing an apology
 - Working apart
 - Working alone
 - Work done at home
 - "time out" of play
 - loss of play during break and/or lunchtime
 - withdrawal of privileges (e.g. clubs, choosing)

Repeated bad behaviour or serious breaches of conduct will lead to an escalation of the sanctions. They will involve:

1. an interview with the class teacher
2. discussion between teacher and parents
3. use of monitoring sheet or home/school book
4. interview with the Assistant Head (recorded)

5. interview with the Head (recorded)
6. parents informed and consulted again
7. involvement of support services
8. longer term sanctions as above
9. temporary exclusion from school
10. permanent exclusion from school

Some, or all, of the above may be appropriate courses of action and their use will vary according to circumstances. Teachers will always contact parents where there is concern about behaviour. Where parents are concerned about their child, they will be able to make an appointment to discuss the issue with the child's teacher as and when the concern arises. Where it is thought appropriate to involve support agencies, such as the Educational Psychologist, in resolving problems of behaviour this will always be done with the prior involvement and consent of parents.

No behaviour that hurts another either physically or emotionally will be tolerated. Name calling, racial abuse, taunting, unwanted harassment and unkind personal comments all fall within this category. Our school ethos will be based on mutual respect, trust, caring and consideration for others. This ethos encourages 'non-bullying' behaviour and bullying of any description will be totally unacceptable in our school. As the relationship between staff and children will be characterised by mutual respect and trust we are sure that, should any child experience bullying, they would feel able to talk to a member of staff about it.

We will seek to encourage a climate in which the children themselves actively discourage bullying and view reporting incidents of bullying as being responsible rather than 'telling tales'. Should any incident of bullying take place we would wish it to be reported immediately to school either by children or parents. The report will be listened to, taken seriously and appropriate enquiries made. The outcome of those enquiries will be made known to all those involved.

Attendance

Regular attendance is essential if a child is to make the most of the educational opportunity available to them. We intend to establish and maintain a high profile for attendance and punctuality. We will do this by relating attendance issues to our school's values, ethos and curriculum.

We will actively monitor attendance and expect parents to inform us by phone in the first instance, followed up by a letter or email citing the reason for their child's absence. If a phone call is not received and we have not been previously notified of an absence, we will contact the parents instantly to ensure that the child is safe.

We will discourage parents from taking holiday absence, making clear their legal rights in this area but also pointing out to parents and pupils that high rate of attendance lead to sustained and therefore successful learning. We will draw up a home/school agreement which will incorporate parental responsibilities regarding their children attending school regularly.

Parents, of children who have persistent unauthorised absences from school, will be asked to attend a meeting with the principal designate where the absences will be

discussed. If this does not result in an improvement in attendance, the principal designate will send a formal letter to the parents indicating that the school will contact the Educational Welfare Officer for the area if attendance does not improve. If despite these steps attendance is still poor the principal designate will seek support from the Educational Welfare Officer.

4.6 Community Engagement

We are aware of the school's responsibility to act in accordance with the Equality Act 2010. To this end we will actively promote good community relations.

We will foster community engagement in our children through the setting up of a school council as soon as possible after the school opens. Obviously this group will be strongly adult supported to begin with but we feel it is important to establish the internal school community as soon as is feasible. We want our children to become socially responsible citizens so will allow the school council (with guidance in the first few years) to decide on a local charity they wish to support. We will establish links with a nearby care home for the elderly with a view to sharing our harvest produce and inviting residents to our first and subsequent Christmas concerts.

As the school grows, we expect the school council to represent the children in their classes, in meetings with children from other classes, the Senior Leadership Team, and members of the Governing Body. We intend that the School Council will eventually be given a small, annual budget to manage. They will need to consult with their peers and children from other classes to decide priorities for spending the money in the budget, wisely. They will learn about making tough decisions and giving clear arguments for them. School councils subsequent Action Plan will be incorporated into the School Development Plan and will be monitored closely by the Governing Body.

We will work with parents to set up a Parent Teacher Association. In the first few years of opening, the group will be small but this will be an opportunity to make sure that all parents feel engaged with the school. We envisage the principal designate taking a major role in this area. Members of the first PTA committee will also take a role in publicising the school and connecting with the local community.

The area around the school contains many distinct faith groups and businesses. We will approach the religious leaders of these faith groups and ask if they will visit our school to talk about their faith. We will arrange visits to local places of worship so that children can learn about the importance of faith to different groups.

One of our directors has many connections with the Bangladeshi community from her previous job. She is held in high esteem by the community and will be taking on the responsibility for overseeing the links we intend to forge. She will approach the parent she knows who is part of this community and ask her whether she would be interested in joining the governing body of the school as her community representative. With this help we wish to set up a mother and toddlers group within the school day and will extend personal invitations to the Bangladeshi community. We would like to use this group as a springboard to ensure Bangladeshi and other Muslim mothers feel able to participate more fully with their children's education.

We are actively seeking to make links with local businesses and sports clubs with a view to involving them in the development of our school. Some of these enquiries have already led to additional people offering their support or wishing to join the steering group or eventual governing body in the future.

We are also seeking to work in partnership with existing local community schools and in our first year, we hope that we can invite other reception classes and their teachers and vice versa, to visit us and share in activities like singing or a fun day centred around simple sporting activities. The lead proposer has contacts with Heathlands, a local school for deaf children. She will invite the headteacher and a group of children to visit the school when it is open with a view to our children hosting regular classroom visits from the children at Heathlands. We would like to set up a signing class in our school so that our children can learn to communicate with the children from Heathlands.

There is a strong extended school consortia in St Albans and we hope to be able to become a part of this. This is especially important as much of Hertfordshires's decision making, regarding support for special educational needs, is devolved to these local groups and we will need to outreach to the consortia in order to access support for our children and share best practice and expertise.

We have already formed a strong partnership with the the Local Authority at County Hall. They have supported us in the search for suitable premises, provided us with expert advice from MACE regarding the conversion of the proposed site into a safe and viable 2 form entry school, suitable for primary aged children. The LA have printed our information leaflets and posters and provided technical support by hosting and collating electronic replies to our survey. The school placement team has given advice on admissions and the consultation process once the school is approved. They will continue to support this process for us right up to opening and beyond.

The LA has commissioned a traffic assessment regarding our proposed site in order to assess the impact of the new school on traffic in the city. When responses from St Albans District council have been slow, the LA has facilitated the process for us. We expect this partnership to continue, not only because it is giving us access to all the help and advice available to Community and Faith schools in Hertfordshire but also because their encouragement and belief in us has been inestimable.

Section 5: Evidence of Demand and Marketing

5.1 Demonstrating Demand

Hertfordshire County Council's forecast shows the following unsatisfied demand in central St Albans for Primary School (Reception) places for the next four years:-

Demographic Data supplied by Local Authority

St Albans Primary Schools, with a count of the children who live closer to each school than any other, by year of entry to reception. This demonstrates the significant and growing need for additional school places in St Albans city centre.

The location of the new school would fall in the St Albans Central area, but would also be in close proximity to other areas with a projected deficit.

Closest Primary School	Admissions Capacity	Year of Entry to reception				Grand Total
		2011/12	2012/13	2013/14	2014/15	
	90	76	75	64	78	518
	30	81	90	102	120	649
	60	39	61	71	65	387
	45	69	62	64	55	444
	30	28	41	32	34	226
ST ALBANS CENTRAL Total	255	293	329	333	352	2224
Surplus/deficit of places		-38	-74	-78	-97	
	30	63	76	88	114	534
	60	67	54	59	45	354
	30	39	46	35	31	266
ST ALBANS SOUTH WEST Total	120	169	176	182	190	1154
Surplus/deficit of places		-49	-56	-62	-70	
	30	49	68	56	56	384
	30	81	94	81	68	511
	60	42	43	45	47	296
ST ALBANS SOUTH EAST Total	120	172	205	182	171	1191
Surplus/deficit of places		-52	-85	-62	-51	
	22	40	27	30	39	225
	30	22	30	31	35	184
ST ALBANS WEST Total	52	62	57	61	74	409
Surplus/deficit of places		-10	-5	-9	-22	

ST ALBANS CITY Total	547	696	767	758	787	4978
Surplus/deficit of places		-149	-220	-211	-240	

*** Indicates the schools in closest proximity to the proposed site.**

In order to get direct feedback from parents of young children in central St Albans and to understand demand for a new Primary school, we instigated a survey in January 2011. The questions we asked on our initial survey, were as follows:

1. Would you be interested in sending your child to a new local school?
2. How many children do you have?
3. What are their ages?
4. What is your postcode?
5. Would you be interested in joining the campaign and assisting the school in any capacity?

This survey indicated that there was a need for a new school and that of the 83 respondents, 82 supported a new school and 55 were interested in sending their children to the new school. We were also able to form a strong and committed steering group from the offers of support that were given in answer to question 5.

We then refined our questionnaire to find out exactly what age groups we would be able to fill. We also needed to know whether parents would apply to our school for a place for their child. Our next questionnaire was hosted for us, on the Local Authority Website. We set up a link from our website to this new questionnaire.

The new survey opened late March 2011 (is still ongoing) and asked the following questions:

- 1) Would you select the Alban City as one of your child's/children's preferences?
- 2a) In which year would your first child need a Reception place?
 - 2012 (date of birth from the beginning of Sept 2007 to the end of Aug 2008)
 - 2013 (date of birth from the beginning of Sept 2008 to the end of Aug 2009)
 - 2014 (date of birth from the beginning of Sept 2009 to the end of Aug 2010)
 - Other, please state
- 2b) In which year would your second child need a Reception place?
 - 2012 (date of birth from the beginning of Sept 2007 to the end of Aug 2008)
 - 2013 (date of birth from the beginning of Sept 2008 to the end of Aug 2009)
 - 2014 (date of birth from the beginning of Sept 2009 to the end of Aug 2010)
 - Other, please state
- 2c) In which year would your second child need a Reception place?
 - 2012 (date of birth from the beginning of Sept 2007 to the end of Aug 2008)
 - 2013 (date of birth from the beginning of Sept 2008 to the end of Aug 2009)
 - 2014 (date of birth from the beginning of Sept 2009 to the end of Aug 2010)
 - Other, please state
- 2) Please give your contact details:

Name, Address, Postcode
 Email
 Telephone

3) Please add any comments and ideas

Results from second survey:

Over 94% of the respondents to the survey indicated that they would select Alban City Free School as one of their child/children's preferences

Question 1 Would you select Alban City Free School as one of your child's/children's preferences?	Response	Number of responses		
	Yes	211		
	No	22		
	Don't know	11		
	TOTAL	244		
The responses on the survey reflect the very high number of multiple births in St Albans over the next four years, including two sets of triplets.				
Question 2	2012 (dob 1.09.07 to 31.08.08)	2013 (dob 1.09.08 to 31.08.09)	2014 (dob 1.09.09 to 31.08.10)	2015 (dob 1.09.10 to 31.08.11)
2a. In which year would your first child need a reception place (if applicable)?	58	51	68	16
2b. In which year would your second child need a reception place (if applicable)?	3	8	27	22
2c. In which year would your third child need a reception place (if applicable)?	1	0	1	1
TOTAL	63	59	96	39

2015			
2015			
2015			
2015			

5.2 Consultation

We will undertake statutory consultation in accordance with Section 10 of the Academies Act 2010 at an appropriate time.

Our consultation plan

We consulted widely during the preparation for our proposal and will continue to build upon the list of respondents we gathered, following approval. The organisations we will consult with include:

- parents and carers
- potential feeder nurseries, pre-schools, childminders and children's centres
- local schools and education providers, including primary and secondary schools, both state and independent providers
- Hertfordshire County Council (as the Local Authority). The school is not close to another LA.
- district, town and parish councils
- the local MP
- community groups e.g. local archaeological society
- residents close to the proposed school site

The information to be provided

We would provide a clear statement of the proposal and its proposed date of implementation (September 2012), followed by information on:

- the reason for seeking to establish the school of the size and age range proposed (including information on the anticipated shortage of reception places based on information from the Local Authority)
- the location of the school and our plans for the new use of the building in collaboration with the county council and central government
- our mission and values
- a summary of our proposed curriculum
- our admissions policy

We will ask respondents for their views on the setting up of our school. We will provide an on-line response form as well as a paper response form. People will be able to indicate whether they support the proposal or not, or don't know. It will ask whether they are parents/carers, schools, or others. There will be space for them to write any comments or views they may have. The consultation period will be 12 weeks

Following the consultation period, an analysis of the survey will be communicated to local residents through our website and with door to door leaflet drops in the areas that people live, who responded to our second survey. Analysis of the reports will be carried out by a member of the steering group. Our website designer will be

responsible for publishing this on the website and two of the parents in the steering group will take responsibility for designing and distributing the leaflets locally.

Our proposed method of communication

We will communicate the consultation through a variety of media, which would include:

1. a letter outlining the proposal, proposed opening date and asking for comments
2. the consultation survey, with a website link to the online survey (hosted by Local Authority for us)
3. a copy of the letter (1) above, on the school's website with a link into the online survey (2) above
4. an press release to the local papers with direction to the websites
5. posters and copies of the consultation survey to be sent to nurseries, pre-schools, children centres, libraries, GP surgeries etc. to ensure their availability where parents and prospective parents are likely to visit
6. the continued use of social networks e.g. face book; mums net
7. visit to the local consortia of the head teachers at one of their monthly meetings
8. a public meeting at the proposed site of the new school

5.3 Marketing Strategy

In order to make the school and survey known to the wider community we have carried out the activities below:

- Set up a website www.albancityschool.org.uk (with a link to our survey) and have e-mailed this website link to various parenting groups in St Albans.
- Designed and printed a short information leaflet introducing our school and a poster advertising our application to open a new school in the city centre and our website details. These have been delivered to local preschools and doctor's surgeries with a request that they be displayed in a prominent position.
- Held an Open Evening at our proposed site which was well attended not just by prospective parents but also by interested members of the community, several offering their help in the setting up of the school.
- Manned a market stall on a Saturday market day, handing out leaflets and requesting parents of young children to fill in our paper copies of the survey. The market stall was especially effective for reaching out to the Bangladeshi community in St Albans and families from a local area of public housing. Many of whom had not heard of our plan, but were very interested in a school that was so close to the city centre.
- Our lead proposer was interviewed on St Albans District council
- Sent a press release to the local papers. The information was printed on the front page of the "Herts Advertiser".
- Added links to our website onto Facebook site "St Albans needs more

- schools” and the St Albans [REDACTED] Facebook page
- Contacted the leaders of local toddler and pre-school groups/classes (e.g. local swim schools, [REDACTED], Baby Signing & Music classes) and asked them to distribute information leaflets and the website link to their participants.

Future Marketing Plans

Between submission to open a free school and acceptance of our proposal we will continue to drive awareness by undertaking the following:

In communities that have limited knowledge of our plans:

- We have identified a nearby area of public housing and an area where there is a large Bangladeshi community.
- Canvas door to door in areas where parents are least likely to know about our school.
- Offer specific coffee/tea sessions for the Muslim community through the local mosque. This is a sensitive area and we will rely on the excellent contacts and reputation of one of our directors, who worked as an E2L teacher for many years. She is still well respected by these groups. We hope to persuade a representative from the community to join the steering group and become a governor in the future.
- Ask several restaurants and businesses, in areas where parents are not aware of the plans for a new school, to display our posters. We will leave paper copies of our survey for completion which will be collected by members of our group at a later date. This will save postage costs to the residents and overcome the problem that some families may not have access to a computer or the skills to fill the form in, online.

In general across the city:

- Hold more open days. This will give families an opportunity to look around the approved site and meet the people on the steering group and see what an exciting school it will be.
- Members of our steering group will hold coffee mornings or tea and cake afternoons, inviting parents who have indicated an interest in sending their children to our school, so that they can hear about the progress and find out more about how we propose to develop our ethos and curriculum.
- Visit local pre-school organisations, including a Children’s Centre which is within half a mile of our site, and talk to staff and parents about our school.
- Continue to send press releases to local newspapers and radio with updates on how the plans are progressing
- Send press releases/editorials to local publications such as the church newsletters, [REDACTED], St Albans Guide
- Contact pre-school and toddler groups with updates
- Publish Frequently asked questions & answers on our website

Following acceptance of our Proposal:

- We recognise that parents will be comparing Alban City School with other established local schools and that we need to enable them to understand

what the school will be like when it is up and running. As part of this we want to present what the school will be like in practice to parents so that they have the confidence to list it as one of their preferences. In order to achieve these aims, we will:

- Make our group available at open evenings at the site so that prospective parents can meet us (especially the lead proposer and the trustees) as the face of the school.
- Push the builders to fully refurbish one classroom so that parents can physically see the type of learning environment we are proposing. If this is not possible, we will ensure that full plans and architects drawings are available for parents to view at the open evenings.
- Address all the practical questions that parents usually have when choosing schools such as wrap-around care; drop off times and processes; lunchtime; outdoor space; sports facilities and school uniform so that parents can get concrete answers on these points.
- Give parents plenty of opportunities to meet the team, see, hear and read about what is being proposed and feel confident that we are all united by our commitment to establish a fantastic new school.

In order to maintain and continue to improve awareness of the new school we intend to carry out the other following activities:-

- Produce a prospectus for parents in preparation for the opening of the admissions process in late September 2011. This will carry much more detail than our information leaflet. Parents will be able to access the prospectus on our website and we will make hard copies readily available.
- Give Local Estate Agents copies of our leaflets and ask them to hand them out to parents with young children, who are looking to move into St Albans.
- Hold a series of open evenings and afternoons at our proposed site, allowing parents to see the developing school for themselves. We will invite local councillors and other interested parties to attend.
- Continue to update all parents who have expressed an interest in our school by sending regular bulletins via email and displaying them on our website.
- Continue to update our list of parents who have expressed an interest in our school through the online survey and paper copies of the survey, collected at the local market.
- In September, when parents begin to look at schools to decide their preferences for schools, members of the steering group will arrange to show small groups of parents and children around the new school site and explain how we expect to put our vision and ethos into practice. We expect to continue these tours on a weekly basis until the deadline for application for admission to the school.
- Contact local pre-schools and give details of our prospectus for their parents
- We have talked to the Local Authority Admissions Team and will be buying into their services at a cost of £1,000 through their Academies Package. This will mean that not only will parents have one simple form to fill in, but it will also be seen that we are operating our admissions in a fair and open way.
- The above steps will be repeated each academic year to ensure that our school is always in the public arena. Once the school is up and running, we

will also have our children and their learning, as a shining example of what prospective parents can expect for their own children.

Section 6: Organisational capacity and capability

6.1 Capacity and capability of the Company

Until now the steering group has been responsible for marketing the school, developing the proposal and getting it ready for submission to the DfE. During this time, there has been ample opportunity to capitalise on each person's skills.

As the school gets close to opening, an executive committee will be formed from the steering group. When we appoint our principal designate, he/she will become a member of the steering group and then the executive committee.

The steering group consists of:

* [REDACTED] [REDACTED], [REDACTED]
* [REDACTED] [REDACTED], [REDACTED]
* [REDACTED] [REDACTED], [REDACTED], [REDACTED]
* [REDACTED] [REDACTED], [REDACTED], [REDACTED]
* [REDACTED] [REDACTED], [REDACTED], [REDACTED]
* [REDACTED] [REDACTED], [REDACTED]
[REDACTED], [REDACTED]
[REDACTED]: [REDACTED], [REDACTED]
[REDACTED] [REDACTED], [REDACTED]
[REDACTED]: [REDACTED], [REDACTED]

*Indicates those members of the steering group who will become the executive committee.

CVs are attached for all the above, at the end of this Section.

The key areas we need to address as we approach the opening of the school are:

- Overseeing the refurbishment of the site and any legal agreements that need to be set up
- Making sure we have robust systems in place to manage the financial planning for the school when it is open and during the lead up to the opening
- In-depth planning of the operation of the school to deliver high quality education from the start, ensuring there are detailed plans for the delivery of the curriculum, drawing up key policy documents
- Recruiting staff, drawing up job descriptions and HR policies
- Continuing to market the school and gain the support of prospective parents
- Recruiting additional governors with additional skills to support the school

Building and Sites Expertise

[Redacted]

Experience

[Redacted]

Commitment

[Redacted]

Financial Expertise

[Redacted]

Experience

[Redacted]

Commitment

[Redacted]

Educational Expertise

[Redacted]

[Redacted]

Commitment

[Redacted]

Educational Expertise

[Redacted]

Experience

[Redacted]

Commitment

[Redacted]

Project Management Expertise

[Redacted]

Experience

[Redacted]

Commitment

[Redacted]

[REDACTED]

Marketing and Communications Expertise

[REDACTED]

Experience

[REDACTED]

Commitment

[REDACTED]

Legal and Accounting Expertise

[REDACTED]

Experience

[REDACTED]

Commitment

[REDACTED]

Others who have provided ad hoc support on the steering committee

[REDACTED]

[REDACTED]

Skills Gaps

There are several areas where we will need to buy in long term support and expertise. Most of this will be bought from the services offered through the Academies Handbook in Hertfordshire or through the School Effectiveness Team in Hertfordshire.

The main advice areas for us will be:

- ICT support with a managed service which includes connectivity
- Legal and accounting services, to give us long term support
- Payroll and HR services for contracts
- Recruitment of the principal designate, from the school governance team

Curriculum Vitae – [REDACTED]

Name	[REDACTED]
Address	[REDACTED]
Contact number	[REDACTED]
Email address	[REDACTED]
Education	[REDACTED]
Other Qualifications	[REDACTED]
Career history and Achievements	[REDACTED]
Current Responsibilities	[REDACTED]
Support on Offer	[REDACTED]
Level of Commitment	[REDACTED]

Curriculum Vitae - [REDACTED]

Name	[REDACTED]
Address	[REDACTED]
Contact number	[REDACTED]
Email address	[REDACTED]
Education	[REDACTED]
Other Qualifications	[REDACTED]
Career history and Achievements	[REDACTED]
Current Responsibilities	[REDACTED]
Support on Offer	[REDACTED]
Level of Commitment	[REDACTED]

Curriculum Vitae - [REDACTED]

[REDACTED]

Curriculum Vitae – [REDACTED]

Name	[REDACTED]
Address	[REDACTED]
Contact number	[REDACTED]
Email address	[REDACTED]
Education	[REDACTED]
Other Qualifications	[REDACTED]
Career history and Achievements	[REDACTED]
Current Responsibilities	[REDACTED]
Support on Offer	[REDACTED]
Level of Commitment	[REDACTED]

Curriculum Vitae – [REDACTED]

Name	[REDACTED]
Address	[REDACTED]
Contact number	[REDACTED]
Email address	[REDACTED]
Education	[REDACTED]
Other Qualifications	[REDACTED]
Career history and Achievements	[REDACTED]
Current Responsibilities	[REDACTED]
Support on Offer	[REDACTED]
Level of Commitment	[REDACTED]

Curriculum Vitae – [REDACTED]

Name	[REDACTED]
Address	[REDACTED]
Contact number	[REDACTED]
Email address	[REDACTED]
Education	[REDACTED]
Other Qualifications	[REDACTED]
Career history and Achievements	[REDACTED]
Current Responsibilities	[REDACTED]
Support on Offer	[REDACTED]
Level of Commitment	[REDACTED]

Curriculum Vitae – [REDACTED]

Name	[REDACTED]
Address	[REDACTED]
Contact number	[REDACTED]
Email address	[REDACTED]
Education	[REDACTED]
Other Qualifications	[REDACTED]
Career history and Achievements	[REDACTED]
Current Responsibilities	[REDACTED]
Support on Offer	[REDACTED]
Level of Commitment	[REDACTED]

Curriculum Vitae – [REDACTED]

Name	[REDACTED]
Address	[REDACTED]
Contact number	[REDACTED]
Email address	[REDACTED]
Education	[REDACTED]
Other Qualifications	[REDACTED]
Career history and Achievements	[REDACTED]
Current Responsibilities	[REDACTED]
Support on Offer	[REDACTED]

Curriculum Vitae – [REDACTED]

Name	[REDACTED]
Address	[REDACTED]
Contact number	[REDACTED]
Email address	[REDACTED]
Education	[REDACTED]
Other Qualifications	[REDACTED]
Career history and Achievements	[REDACTED]
Current Responsibilities	[REDACTED]
Support on Offer	[REDACTED]
Level of Commitment	[REDACTED]

Curriculum Vitae – [REDACTED]

Name	[REDACTED]
Address	[REDACTED]
Contact number	[REDACTED]
Email address	[REDACTED]
Education	[REDACTED]
Other Qualifications	[REDACTED]
Career history and Achievements	[REDACTED]
Current Responsibilities	[REDACTED]
Support on Offer	[REDACTED]
Level of Commitment	[REDACTED]

6.2 Hiring the Principal Designate

We wish to appoint an outstanding leader who believes in and is excited by our vision of Alban City School. We want someone who will be committed to the success of the school and be able to deliver the quality and standards of education that we aspire to in our new school.

The qualities we are looking for are based on the National Standards for Head teachers. The standards embody three key principles which we believe in for our school.

They are:

- That the work of a head teacher should be learning centred
- That it should be focused on leadership
- That it should reflect the highest possible professional standards

The national standards recognise the key role that school leaders play in raising the levels of attainment in order to meet the needs of every child.

The national standards are set out in six key areas that together represent the role of the principal.

- Shaping the Future
- Leading Learning and Teaching
- Developing Self and Working with Others
- Managing the Organisation
- Securing Accountability
- Strengthening Community

We have looked at each area and personalised the particular professional qualities that we will be seeking in our principal designate.

Shaping the Future

Is committed to:

- the free school concept, our school vision and to the equity and excellence that sets the highest standards for every child
- setting and achieving ambitious, challenging goals and targets
- inclusion and the ability and right of all to be the best that they can
- the appropriate use of new technologies

Is able to:

- think strategically and communicate our vision in a range of compelling ways
- inspire, challenge, motivate and empower others to carry the vision forward
- model the values and vision of the school

Leading Learning and Teaching

Is committed to:

- raising standards for all in the pursuit of excellence
- continuing learning for all members of the school community
- the entitlement of all the children to outstanding teaching and learning

- choice and flexibility in learning that is personalised to meet the needs of every child

Is able to:

- demonstrate personal enthusiasm for and commitment to the learning process
- demonstrate the principles and practices of outstanding teaching and learning
- access, analyse and interpret information
- develop relevant strategies for performance improvement
- acknowledge excellence and challenge poor performance across the school

Developing Self and Working with Others

Is committed to:

- effective working relationships
- shared leadership
- effective team working
- continuing professional development for self and others in the school

Is able to:

- foster an open, fair, equitable culture and manage conflict
- collaborate and network with others within and beyond the school
- challenge, influence and motivate others to attain high goals
- give and receive effective feedback and act to improve personal performance
- accept support from colleagues and governors

Managing the Organisation

Is committed to:

- distributed leadership and management
- equitable management of staff and resources
- sustaining personal motivation and that of staff
- sustaining a safe, secure and healthy school environment
- collaboration with others in order to strengthen the school and contribute to the development of capacity in other schools

Is able to:

- establish and sustain appropriate structures and systems
- manage the school effectively on a day-to-day basis
- delegate management tasks and monitor their implementation
- prioritise, plan and organise themselves and others
- make professional, managerial and organisation decisions based on informed judgements
- think creatively to anticipate and solve problems

Securing Accountability

Is committed to:

- principles and practice of school self-evaluation
- the school working effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all its children

- individual, team and whole-school accountability for pupil's learning outcomes

Is able to:

- demonstrate political insight and anticipate trends
- engage the school community in systematic and rigorous self-evaluation of the work of the school
- collect and use a rich set of data to understand the strengths and weaknesses of the school
- combine the outcomes of regular self-evaluation with external evaluations in order to develop the school

Strengthening Community

Is committed to:

- effective team work within the school and with external partners
- work with other agencies for the well-being of all children and their families
- to involvement of parents and the community in engaging in school activities, supporting the learning of the children and realising the school vision
- collaboration and networking with other schools to improve outcomes

Is able to:

- recognise, value and take account of the richness and diversity of the school's communities
- engage in dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities
- listen, reflect and act upon community feedback
- to build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all children

We realise that this is the most important appointment we will make. The principal designate will need to have all the characteristics listed above and be able to take our vision and ethos and turn it into a reality for the school community. He/she will need to be a truly inspirational leader. However, the development of the free school will also provide a wonderfully exciting opportunity for a leader to bring new ideas and thoughts to our school which will further enhance the learning experience for all.

We will advertise for a principal as soon as our proposal is approved. In this way we will hope to be able to appoint a leader who would begin work in January 2012. Initially this will be a one year appointment with targets set to be achieved by the end of the Foundation Stage. We will then review and consider our options. We will advertise on the Hertfordshire Jobs website and in the local and national press, to get the widest possible field of candidates.

The recruitment panel will reflect the makeup of our steering group, so that we will have representatives from prospective parents and others. Panel members will have recruitment training and we will seek external support from both school governance and the school effectiveness team in managing both the application and interviewing process.

The panel will draw up a job description and personal specification. We will also update our marketing material so that we can sell our vision and demonstrate our expectations of high standards. Potential candidates will be asked to fill in a detailed application form, provide a copy of their curriculum vitae and enclose a letter of application explaining how they will deliver our vision what they will do to achieve high standards over the next few years.

After the deadline for applications, the panel will meet to shortlist potential interviewees in accordance with the job description and person specification we have drawn up. We hope to attract a wide field of potential leaders from current head teachers, deputy head teachers and assistant head teachers with clear leadership skills. Candidates will be invited to interview by letter.

The interview process will enable members of the steering group to meet the candidates informally. There will be a series of interview tasks which will assess the candidates' potential under pressure and a formal interview in order to ascertain the candidate's strengths and weaknesses. Following the appointment of a principal designate, he/she will be required to complete an occupational health form and undergo CRB checking. On receipt and approval of these forms the appointment will be confirmed. If we are unable to appoint at this stage, we will repeat the process.

Once appointed the principal designate will play a major role in promoting the school to the wider community, extolling our vision, taking responsibility for drawing up a detailed curriculum, appointing new staff, ensuring that the building refurbishment meets the needs of the school and that resources are in place and appropriate to a primary school.

6.3 Governance

Once our application is approved, the directors of the company limited by guarantee will form the Executive Committee that will oversee the setting up of the school. Some of the existing steering group will join this committee. On opening the governing body will form two main committees: Premises and Finance and Pupil Achievement. It will be the role of these committees to ensure that the management and deployment of resources leads to significant achievement for the learners. The governing body will be responsible for the strategic direction of the school. The governors will be responsible for maintaining the vision and ethos of the school and holding the Principal accountable for the school's success.

In order to achieve this, the governing body will need to:

- be aware of what the school is doing to achieve its objectives
- be able to assess and evaluate the achievement of the children
- consider whether the educational experience that is being delivered accords with our vision
- consider whether we are delivering value for money
- determine whether we are engaging with the wider community and seeking their views
- determine whether we are helping to prepare prospective children for school before they arrive and preparing children for moving on to secondary school
- ensure that we are complying with all our legal duties

When the school opens, our governing body will consist of the following governors as set out in the memorandum and articles of association:

5 members of the Company Limited by Guarantee
Up to 5 governors appointed by the members of the company
The principal
1 staff governor
1 Local authority governor
At least 2 parent governors
Up to 3 co-opted governors

Currently the members of the governing body and members designate of the governing body looks like this:

Chair of Governors: [REDACTED]
Members: [REDACTED]
Members Designate (Prospective parents): [REDACTED]
All of the above are members of the steering group.

We expect the three members designate to be appointed, either by the members of the company limited by guarantee or to be co-opted onto the governing body.

We intend to recruit future governors in the following way:

- By continuing the conversation with our Local Authority to appoint an LA governor
- By approaching the school effectiveness team with a view to appointing a county adviser to the governing body
- On opening, by approaching parents to nominate and appoint two parent governors

All governors will undergo governor induction training with the Local Authority so that they are fully aware of their roles and responsibilities in relation to governing a school. The chair of governors will take part in specific training on the role and responsibility of this position on the governing body.

6.4 Financial Oversight

We have two chartered accountants who are part of our steering committee one of whom has agreed to become the finance governor. Their expertise in this area will be crucial and will enable us to fulfil our financial responsibilities.

Long term financial oversight will be undertaken at governing body level and they will have ultimate responsibility for the financial health of the school. The Premises and Finance committee of the governing body will be expected to oversee financial, human resources and premises issues.

The Principal will manage the day to day running of the finances and will be accountable to the Premises and Finance committee for the efficient use of funds within the school.

██████████ ██████████, will take the lead in overseeing the financial planning for the governing body.

We will buy in the services of a financial adviser from Financial Services in Schools to support the Principal in drawing up a draft budget for review by the Premises and Finance committee. The budget will be drawn up to reflect the school's priorities as set out in this proposal.

The Financial Adviser will oversee the financial management until we are able to appoint a Finance Manager of our own. The Financial Adviser will report to the Finance governor and the Principal and will prepare a report for the Premises and Finance committee each term.

In order to fulfil our obligations regarding the correct end of year accounting procedure, ██████████ will advise what needs to be done in order to produce the annual accounts, the annual audit and the Annual Report. We will purchase professional services to support the production of these.

Budget preparation and submission in accordance with regulations will be managed by the financial adviser, overseen by the Finance governor and will be approved by the full governing body. It will be the governor's responsibility to ensure that full and accurate records are kept, through their monitoring procedures.

A schedule of financial delegation will be drawn up, detailing financial responsibilities within the school. This will be approved by the governing body. At the first meeting in each financial year the governors will be required to sign a declaration of business interests.

We will purchase the Hertfordshire financial software. This has the advantage of being familiar to the Financial Adviser and to other members of the governing body. The Financial Adviser will use this software for drawing up monthly budget monitoring sheets which will be used to report to the Principal and Leadership.

Using benchmarking data, the governing body will compare the allocation of financial resources with those in similar schools. In this way we will be sure that we are getting good value for money in all of areas of our school budget.

Our schedule of financial delegation will detail at what level of expenditure we will need to seek several quotes and at what level we would need to go to tender. For lower cost services and resources, it will be easier and good value to source these, through the Local Authority services to schools. This is particularly true for service based agreements such as cleaning and catering. Tendering for quotes can be very expensive so it will be up to the governing body to decide when we do this.

To ensure complete financial oversight, the governing body will ensure that all the appropriate policies around financial procedures are compliant with the new Schools Financial Value Standard. This will be a requirement of all schools that have not attained Financial Management Standard in Schools by March 2012.

6.5 Leadership and Staffing

In order to provide the best education we can for our children, we aim to appoint high quality, fully qualified teachers in all classes. We will seek to appoint support staff who are keen to sign up to our vision of how the school should be and turn our vision into a reality. Health and CRB checks will be made on all who are appointed to the school to ensure the highest standards of safety for our children. Training for all staff will be a high priority to ensure that the school is at the cutting edge of education.

Accountability

Principal		
Overall responsibility for school, quality of education and community engagement		
Deputy		
Overall responsibility for school, quality of education and community engagement		
Finance Manager		
finance, legal, personnel and site issues		
Phase Leader	Phase Leader	Phase Leader
E2L, teaching, learning and the curriculum,	teaching, learning and the curriculum,	teaching, learning and the curriculum,
SENCO		
Special Educational Needs, learning support		

Teaching staff performance management will be carried out annually by the Principal designate, Deputy Head and Phase Leaders. The Principal designate will be responsible for the Performance Management of the Deputy Head and Phase Leaders. The Deputy Head will be responsible for the Performance Management of the SENCO, E2L teacher and PPA cover teachers. Phase Leaders will conduct the Performance Management for the teachers in their Phase.

Performance will be monitored through pupil progress meetings, lesson observations and general performance in the wider life of the school including upholding the ethos of the school during interaction with parents and the wider community. Staff will be held to account through termly (or more frequent) lesson observations made by members of the Senior Management Team and through the progress of children within their class.

Annual Performance management meetings for teachers will review the progress of each child in the class. Teachers will be expected to identify what strategies have led to the most progress in the year and will need to justify any lack of progress and outline what initiatives have been taken to support a particular child's lack or low

level of progress. Staff who fail to meet the standards expected of them will be subject to increased lesson observations and will have to work to fortnightly, short term targets. If these are not met, despite support and training, then staff will be subject to competency proceedings.

Support staff will have their performance monitored through lesson observations and an annual performance review. These will be carried out by experienced teachers from a different phase and the SENCO. For all members of staff; teaching, support staff and administrative staff, the annual performance review will also identify additional training needs and career opportunities.

The secretary, ICT manager, premises manager and finance managers performance will be monitored by the principal and there will be an annual performance review with opportunities to improve delivery of the services with additional training where required.

Staffing Structure

The principal designate will be closely involved in developing the structure as the school evolves. We will appoint a Phase Leader for 2012. The principal designate will be instrumental in this appointment as he/she will be working closely with the Phase Leader to translate our vision and ethos into practice.

As there will be only 60 children in the school, initially the principal designate will take responsibility for overseeing the additional needs of any children by acting as the SENCO.

The Phase Leader would have the additional role of overseeing the needs of any children with English Second Language (E2L). This means rigorous and robust systems can be set up from the outset to identify and support children with additional needs. As additional staff are appointed the systems will be in place for early identification of special educational needs and support can be moved swiftly to where it is needed.

Because the first two Reception classes will be in a new school, we believe it is very important to have experienced teachers and excellent practitioners who are familiar with both the foundation stage curriculum as well as the National Curriculum for Key Stage 1. We appoint teachers on in their third year upwards. In the third year of operation, we will appoint a deputy to support the Principal.

The table below indicates how we intend to build up the teaching staff as the school grows in size.

For simplicity, the teachers are shown in the same class each year, this will not be the case in practice. Preparation, Planning and Assessment cover is included. Teaching Assistants (TAs) will be trained to lead the learning in Reception through to end of Year 3 classes. There will be two TAs in each class for these sessions and lessons taught will be in line with the key skills of the TAs eg a modern foreign language, art, music, or leading Philosophy for children sessions. Training will be provided to ensure that TAs are able to lead the classes with confidence at the same time as enhancing the learning.

Leadership posts are in yellow, these posts will either be filled internally by existing teachers or externally as the school grows.

Teaching Staff 100% capacity

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
	Principal	Principal	Principal	Principal	Principal	Principal	Principal
Reception	Teach M3+TLR	Teach M4+TLR	Teach M5+TLR	Teach M6+TLR	Teach U1+TLR	Teach U1+TLR	Teach U2+TLR
Reception	Teach M3	Teach M4	Teach M5	Teach M6	Teach U1	Teach U1	Teach U2
Year 1		Teach M3	Teach M4	Teach M5	Teach M6	Teach U1+TLR	Teach U1+TLR
Year 1		Teach NQT	Teach M2	Teach M3	Teach M4	Teach M5	Teach M6
Year 2			Deputy	Deputy	Deputy	Deputy	Deputy
Year 2			Teach NQT	Teach M2	Teach M3	Teach M4	Teach M5
Year 3				Teach M3	Teach M4	Teach M5	Teach M6
Year 3				Teach NQT	Teach M2	Teach M3	Teach M4
Year 4					Teach M3	Teach M4	Teach M5
Year 4					Teach NQT	Teach M2	Teach M3
Year 5						Teach M3+TLR	Teach M4+TLR
Year 5						Teach NQT	Teach M2
Year 6							Teach M3
Year 6							Teach NQT
Non Teach Deputy						Deputy now Non Teaching	Deputy now Non Teaching
SENCO	Principal	Principal	0.2 fte	0.4 fte	0.4 fte	0.6 fte	0.6 fte
E2L	TLR	TLR	TLR	0.4 fte	0.4 fte	0.4 fte	0.4 fte
PPA cover Teach	1 day; for TLR	2 days; 1 for TLR, 1 for NQT	3 days; 1 for DP, 1 for TLR, 1 for NQT	4 days; 1 for DP, 1 for TLR, 1 for NQT	4 days; 1 for DP, 1 for TLR, 1 for NQT	5 days; 3x1 TLR, 1 for NQT	7 days; 3 x1 TLR, 1 for NQT
PPA cover Teaching Assistant	½ day teach	3x½ days Teach	3x½days teach	4x½days teach	6x½days teach	5x½days teach	5x½days teach

A phase leader will be appointed on opening. When the deputy starts he/she will be the phase leader and teaching. In the fifth year of operation, two phase leaders will be appointed. These phase leader will join the Senior Leadership Team. The deputy would then become non teaching and roles and responsibilities will be reassigned

between all the Senior Leadership Team, with the deputy sharing the principal designate 's workload.

In our 90% scenario, there would be two phase leaders, with the deputy leading a third phase but co-sharing a class to allow for additional leadership time. All phase leaders will have half a day leadership time in addition to half a day PPA time. We would look to recruit more NQTs

Recruitment

The principal designate will be responsible for appointing all new staff to the school. In conjunction with the executive committee and after opening, the pupil achievement committee, the principal will draw up job descriptions and person specifications. Advertisements will be placed on the school website, Hertfordshire website and in the local press. Applicants will be asked to complete an application form, provide a curriculum vitae and write a letter of application stating why they wish to work at our school and giving examples of how they feel they could support us to achieve our vision and aims. Following the deadline, the principal and pupil achievement committee will short list possible candidates against the person specification. The candidates will then be invited for interview. On appointment candidates will need to fill in an occupational health form and undergo CRB clearance

Where possible the principal designate will visit all prospective teachers at their current schools and observe a lesson. The principal designate will be looking for candidates who deliver lessons that are good or better, judged against OFSTED standards. The principal designate will particularly look closely at the classroom environment, its organisation and whether it encourages independence in the learners. Another key aspect will be the behaviour management style, does the teacher model positive behaviour and use praise to engage the children. These and other competencies will also be tested during the interview process.

We hope to be able to appoint a dedicated SENCO in the third year of operation, depending on the number of special needs children in the school. The SENCO would then become responsible for arranging meetings with parents to discuss the needs of their children and support teachers in drawing up Individual Education Plans for those on School Action, School Action plus or who have a statement of education need. The SENCO would also liaise with external agencies, seeking support and ensuring that advice from specialists is implemented in the classrooms. It is not our intention that the SENCO will routinely deliver this additional support. Instead the SENCO will oversee the delivery through the training of class teaching assistants and class teachers.

If numbers of children indicate a need, a dedicated E2L teacher will be appointed to serve a similar need to the SENCO. This role will, however, have a strong community link responsibility. The E2L teacher will be expected to ensure translation of documents and correspondence to families where English is not needed. The E2L teacher will also be expected to actively outreach to families, inviting parents into school to discuss their children's needs and visiting pre-schools so that type of support can be identified and established before the children join the school. Much of this will already have been put in place by the TLR teacher.

In order to deliver quality support for children with additional needs and support the learning in the classrooms, the following structure for education support staff will be in place year on year until the school is at full capacity. Support staff will also be trained deliver the “soft start” activities in the morning and in Reception, Year 1, 2 and 3 will cover PPA time for their class teachers. The lessons they teach in these sessions will draw on their strengths as individuals. All support staff will be known as Teaching Assistants.

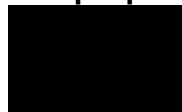
Support Staff

2012-2013	Reception A	TA 30 hours	8.30am to 3.45pm	daily
	Reception B	TA 30 hours	8.30am to 3.45pm	daily
2013-2014	Year 1	TA 25¾ hours	8.30am to 2.30pm 8.30am to 3.30pm	3 days 2days
	Year 1	TA 25¾ hours	8.30am to 2.30pm 8.30am to 3.30pm	3 days 2days
2014-2015	Year 2	TA 25¾ hours	8.30am to 2.30pm 8.30am to 3.30pm	3 days 2days
	Year 2	TA 25¾ hours	8.30am to 2.30pm 8.30am to 3.30pm	3 days 2days
2015-2016	Year 3	TA 23 hours	8.30am to 2.30pm 8.30am to 12.30pm	3days 2days
	Year 3	TA 23 hours	8.30am to 2.30pm 8.30am to 12.30pm	3days 2days
2016-2017	Year 4	TA 20 hours	8.30am to 12.30pm	daily
	Year 4	TA 20 hours	8.30am to 12.30pm	daily
2017-2018	Year 5	TA 20 hours	8.30am to 12.30pm	daily
	Year 5	TA 20 hours	8.30am to 12.30pm	daily
2018-2019	Year 6	TA 20 hours	8.30am to 12.30pm	daily
	Year 6	TA 20 hours	8.30am to 12.30pm	daily

A school secretary, premises manager, business and finance manager and an ICT manager will be employed. Apart from the premises manager, these will be part time, term time only appointments. Two midday supervisory assistants will be appointed to cover lunch time in the first year. As the school grows, additional midday supervisory assistants will be appointed and it is intended that teaching assistants who finish at lunch time will have the opportunity to take these roles. This will support the delivery of consistent behaviour management across the school.

Section 7: Premises

The proposed site is as follows:



St Albans
Hertfordshire



It is currently owned by [REDACTED] and will become vacant in July 2011, when the [REDACTED] moves to a new base on the [REDACTED].

We have selected this site on the basis of a review of the site searches undertaken by the Local Authority, through its advisers; [REDACTED] [REDACTED] and the lengthy dialogue between the LA and St Albans District Council. The LA has concluded that there are no other suitable sites able to serve central St Albans and on that basis is progressing the acquisition of the site (contracts have been exchanged and completion is due in July 2011), with a view to making it available to our [REDACTED]. We are fully in agreement with the LA's conclusions.

The analysis of the site undertaken by the LA's planning consultants and informal consultation with the relevant planning bodies confirms that the site is feasible as a school site. The site benefits from lawful use for educational use (D1) and does not require planning permission for potential use as a primary school. As there is no other suitable site in the centre of St Albans, this is the only site we can consider, in order to deliver school places to meet the needs of the residents of the city. Therefore, we requested an early inspection from Partnership for Schools. This was carried out on Wednesday 4th May 2011.

The building on the site consists of a ground floor and first floor with numerous rooms on each floor. The building is accessed via an existing secure front entrance onto the main road. At the front of the building is the main office for the School of Law, this would become the school office. There is a large refectory and kitchen and a large lecture theatre which would be suitable for an assembly hall and gymnasium.

The existing teaching spaces can be easily reconfigured to provide classrooms in excess of 60.5 square metres each. There is also space for a large staffroom, offices for the principal designate, deputy head, SENCO, PPA rooms for staff, group withdrawal rooms and a large area on the first floor for a library. There is additional space for a food technology area and ample storage for stationery and resources. Children would be able to move safely from room to room through wide corridors and work in light and airy classrooms.

On the right hand side of the property, there is parking for 26 vehicles with an additional 3 disabled parking spaces. Access to the car park is via an electronically controlled barrier. Children and parents would access the property to the left hand side of the property through a secure gate which would be locked during the school

day. This leads to a large tarmac area to the rear of the property which would deliver a very large playground easily separated for KS1 and 2 children. This whole area is surrounded by a brick wall and a secure gate which separates the play area from the car parking area.

There are 2 courtyards adjoining the proposed Foundation Stage classrooms which would allow for safe play. Planning permission will be applied for so that the courtyard areas can be covered, to allow play outside during all weathers.

Despite being sited on a main road to the front of the building, the traffic noise is surprisingly muted in both the classrooms and proposed hard play area to the rear of the school. At the back of the school the local parish church and its extensive grounds provide a buffer to the town centre and give the school an expanse of green with many trees. [REDACTED] were commissioned by the LA to prepare a Travel Plan in response to concerns that dropping off and picking up children outside the site was not possible. As we are filling a need for local places, we will be encouraging parents to leave their cars at home. We will be adopting many of the suggestions in this report but will also be promoting the school as a “walking school”. However we will operate a “Pedal and Park” area, for parents travelling up to London from the nearby mainline station. As the school grows, a Travel coordinator will be appointed to encourage the setting up of Walking Buses.

Two possible grassed areas of land that could be used for a sports field have been identified. One is adjacent to the proposed site of the new school and is owned by St Albans District Council. Children would only need to cross a public right of way to gain access. It could easily be used at play and lunch times. It is approximately 1200 square metres. It has several mature trees and would be unsuitable for a football pitch. A further area of land has been investigated. This is a detached playing field belonging to a local primary school and is approximately 15 minutes walking distance from the proposed free school site. The current principal designate of the primary school has indicated she would be happy to share use of the field, subject to approval by both her governing body and the Local Authority.

Outline plans have been developed for refurbishment of the Law School Building, to allow school opening in September 2012. We are in discussion with the LA and its professional advisers, around the details and specifications of the works.