



Application to open Hadlow Rural Community School

February 2012

www.hrcschool.org

Contents



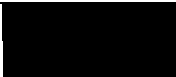
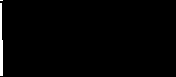
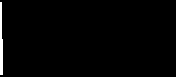
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Application Checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	√	
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	√	<input type="checkbox"/>
Section B: Outline of the school	√	<input type="checkbox"/>
Section C: Education vision	√	<input type="checkbox"/>
Section D: Education plan	√	<input type="checkbox"/>
Section E: Evidence of demand and marketing	√	<input type="checkbox"/>
Section F: Capacity and capability	√	<input type="checkbox"/>
Section G: Initial costs and financial viability	√	<input type="checkbox"/>
Section H: Premises	√	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	√	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	√	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to [REDACTED] between 13 and 24 February 2012	√	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	√	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	√	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED] [REDACTED] HADLOW Kent [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	<p>Please state how you would describe your group:</p> <p> <input type="checkbox"/> Parent/community group <input type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input checked="" type="checkbox"/> Other </p>
6.	<p>If Other, please provide more details:</p> <p>Hadlow College is an established provider of high quality education for FE and HE students studying land based courses. Hadlow College was inspected in June 2010 and was graded Outstanding. The College currently has approximately 1000 full time 16-18 year olds and circa 1500 19+ learners. In addition there are 650 HE students studying land based courses.</p> <p>Hadlow Rural Community School will be set within the beautiful 1,000 acre campus of Hadlow College, increase access to a new style of education and will drive up performance across this area of West Kent.</p>
7.	<p>Has your group submitted more than one Free School application in this round?</p> <p>No</p>
8.	<p>If Yes, please provide more details:</p>
9.	<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p> <p>Yes</p>
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Education consultants [REDACTED] [REDACTED], part of the [REDACTED] [REDACTED] have provided some additional capacity in preparing the application. [REDACTED] (appointed to the DfE PMES Framework for Academies and Free Schools in August 2011) fully understand that</p>

	further support post approval would be tendered through the Framework in competition with other Framework Partners and in accordance with public procurement requirements.	
Details of company limited by guarantee		
11.	Company name: Hadlow Rural Community School	
12.	Company address:  HADLOW Kent 	
13.	Company registration number: 07645462	
14.	Does the company run any existing schools, including any Free Schools?	No
15.	If Yes, please provide details:	
Company members		
<p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
16.	Please confirm the total number of company members: 3	
17.	Please provide the name of each member below (add more rows if necessary):	
	1. Name:	
	2. Name:	
	3. Name: :	
	4. Name:	

Company directors

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

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name:

2. Name:

3. Name:

19. Please provide the name of the proposed chair of the governing body, if known:

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes

21. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- The role that it is envisaged they will play in relation to the Free School.

The three company members are full time employees and of Hadlow College. They are the senior leadership team of the College.

22. Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc).

Not applicable.

Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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

√

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

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: [REDACTED] and [REDACTED]

Print name: [REDACTED]

Date: 20 February 2012

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

Section B: Outline of the school

1.	Proposed school name:	Hadlow Rural Community School																																																														
2.	Proposed academic year of opening:	September 2013																																																														
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input checked="" type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:																																																														
4.	Date proposed school will reach expected capacity in all year groups:	<table border="1"> <thead> <tr> <th></th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> <tr> <td>Year 8</td> <td></td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> <tr> <td>Year 9</td> <td></td> <td></td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> <tr> <td>Year 10</td> <td>15</td> <td>15</td> <td>15</td> <td>45</td> <td>45</td> <td>45</td> <td>45</td> </tr> <tr> <td>Year 11</td> <td></td> <td>15</td> <td>15</td> <td>15</td> <td>45</td> <td>45</td> <td>45</td> </tr> <tr> <td>Total</td> <td>45</td> <td>90</td> <td>120</td> <td>150</td> <td>180</td> <td>180</td> <td>180</td> </tr> </tbody> </table> <p>There will be a single admission point in September. Admissions will be to two Year Groups – Y7 and Y10.</p> <ol style="list-style-type: none"> The school will admit 30 pupils into Year 7 in September 2013 as part of the Kent coordinated admissions arrangements. Each Year there will be a further 30 places admitted to Year 7 in September. A further 15 places will be available in Year 10 for pupils seeking mainstream education (not alternative provision). These pupils may be <ol style="list-style-type: none"> Already on roll in other secondary schools but without access to the range of options for example in a grammar school but wishing for a more vocational route Recommended by the Kent Admissions Service or West Kent AC PRU for a place in a mainstream school but NOT requiring Alternative Provision Recently arrived in the area. <p>Evidence from recent trends confirms that a number of pupils would benefit from a new form of education with more emphasis on kinaesthetic and work related learning experiences offered by Hadlow Rural Community School. The school will reach full capacity (Y7 – Y11) in September 2017. This admission pattern reflects trends in</p>								2013	2014	2015	2016	2017	2018	2019	Year 7	30	30	30	30	30	30	30	Year 8		30	30	30	30	30	30	Year 9			30	30	30	30	30	Year 10	15	15	15	45	45	45	45	Year 11		15	15	15	45	45	45	Total	45	90	120	150	180	180	180
	2013	2014	2015	2016	2017	2018	2019																																																									
Year 7	30	30	30	30	30	30	30																																																									
Year 8		30	30	30	30	30	30																																																									
Year 9			30	30	30	30	30																																																									
Year 10	15	15	15	45	45	45	45																																																									
Year 11		15	15	15	45	45	45																																																									
Total	45	90	120	150	180	180	180																																																									

		parental preference, the forecast growth in secondary pupil numbers to 2019-20, performance and destinations data, and demand from employers (see Sections C and E).
5.	Will your proposed school be:	Boys and girls (Mixed)
6.	Do you intend that your proposed school will be designated as having a religious character? No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? No	
9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Kent
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Neighbouring LAs Medway East Sussex
13.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

C1: Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.

Rationale - Why we are proposing to establish Hadlow Rural Community School (HRCS)

Hadlow Rural Community School (HRCS) will offer a new curriculum unique to this area of West Kent.

Context

Businesses in the environmental and land based sector enhance the quality of life for every man, woman and child in England. They improve well being, supply quality assured food, ensure the health and welfare of animals, provide leisure activities, enrich the rural and urban environment and protect out natural heritage.

As a leading agricultural region the South East of England is expected to have a growing role to play in the supply of food and non-food products. With strong and growing markets and a highly productive food sector the prospects for the region's agri-food sector are very positive. Caroline Spelman MP (DEFRA Secretary of State) acknowledged in her Speech at Cereals 2010 that the world faces a big challenge in coming decades to produce more food whilst impacting less and delivering the additional services which are increasingly required from farmland.

Kent and Medway have a relatively high concentration of land based and food sector activity. The sector makes a significant economic contribution to the sub-region and is an important influence on the both the rural landscape and the tourism and hospitality sector. There are around 5,500 land based and food business establishments in Kent and Medway, accounting for around 8% of the local business base in the area

The Sector Studies Series for Medway and Kent produced by the Learning and Skills Council (LSC, 2006) profiles the area very clearly. The land based sector in this part of West Kent is characterised by small businesses with more than three quarters (76%) of business establishments employing 1 – 10 people. The land based and food sector has a relatively significant proportion of self employed workers (30% of the workforce or 3,700 workers). Both small businesses and the self-employed are traditionally difficult to engage in workforce development as their first priority is usually being at work to generate income. The sector also has a larger proportion of male employees (57%) compared with females (43%) than the all industries average and an ageing workforce. Widening access and improving the recruitment of young people to all aspects of the sector are major issues for the future prosperity and growth of the sector.

Around 41% of the land based and food sector workforce are in sector specific occupations that are not found in other industries. These sector specific occupations are more prevalent in the land based sector (53%) compared with food manufacturing (28%).

Land based and food employers in Kent and Medway are less likely to report unfilled and hard to fill vacancies than employers across all industries. This results in a less visible skills gap and a contributory factor in attracting net migration from abroad and particularly Eastern Europe. Migrant workers are a common resource used to supplement local workforces especially within heavily seasonal industries such as agriculture and horticulture. Some 74,280 (10% of total) migrant workers entered the agricultural industry via the Worker Registration Scheme (WRS) from 2004-2008 although this estimate ignores those working for recruitment agencies / gang masters (Source: UK Border Agency). Hard to fill vacancies, skill shortages and skill gaps all appear to be more of an issue within the food manufacturing sub-sector than in the land base sub-sector. Both continue to be a significant concern particularly in the context of recently announced very high numbers of unemployed people and record numbers of young people aged 16 – 24 not in work.

Hadlow College, judged by Ofsted as outstanding, is one of the three largest land based colleges in the South East of England. Hadlow has a long and distinguished record in meeting the training and development needs of the agri-food sector. With both a strong local market and nationally recognised expertise, Hadlow College is very well placed to establish Hadlow Rural Community School as a new free school and offer a new curriculum ideally suited to meeting the needs of the local area and wider community.

Standards in Secondary Schools

The standards achieved by most pupils in Kent overall and in this area are marginally above the average for England when considered as the percentage of pupils achieving 5 or more A*-C grades at GCSE including English and mathematics. Over 40% of pupils do not achieve this level and many of them attend the non-selective schools.

The majority of schools offer a curriculum with learning pathways that are academic with expectations of progression to Further Education (FE), Higher Education and well paid employment. There is very little provision in selective schools, grammar and denominational, for pupils with a preference for vocational learning pathways. There are no opportunities in any of the current schools for pupils wishing to follow academic or vocational learning pathways within a land based environment. This is a significant gap in provision which presents barriers to pupils wishing to achieve professional levels in areas such as veterinary medicine, business administration and estate management or more practical careers such as animal management and horticulture.

Kent operates a selective grammar school system which contributes to overall performance at GCSE which is just above the average for England although the gap has narrowed very slightly over the last 4 years. Table 1 below shows that the schools within a radius of 10 miles of Hadlow in the Sevenoaks, Tonbridge and Tunbridge Wells planning area are generally performing well. The grammar schools are popular with many parents and oversubscribed. Several underperforming schools have become sponsored Academies such as Knole Academy and Skinners Kent Academy and whilst there is some improvement performance at GCSE remains below the Kent and England averages.

Table 1 GCSE Achievement in schools with 5 miles of Hadlow

	School Type	% achieving 5+ A*-C grades including Eng and Ma				% achieving all English Baccalaur eate. subjects	% achieving A*-C grades in Eng and Ma
		2011	2010	2009	2008		
England – state funded schools		58.2	55.2	50.7	48.2	15.4	58.7
Kent LA		59.4	56.8	52.0	50.0	20.6	59.9
Knole Academy	Sponsored Academy	50	NA	NA	NA	12	51
Weald of Kent Grammar	Foundation / Academy	99	98	99	98	67	100
Tunbridge Wells Boys Grammar	Community	97	97	97	97	58	99
Tonbridge Grammar School	Foundation / Academy	100	99	99	99	92	100
Bennett Memorial	Academy	86	86	79	79	30	86
Hugh Christie College	Foundation	47	44	39	38	7	47
Judd School	VA	100	98	100	100	85	100
St Gregory's RC School	VA	70	54	57	61	19	70
Skinner's School	VA	100	100	99	100	75	100
The Hayesbrook School	Foundation	52	58	40	41	6	52
Wrotham School	Foundation	67	57	48	39	5	68
Tunbridge Wells Girls' Grammar	Foundation	100	98	100	100	96	100
Hillview School for Girls	Foundation	64	65	50	61	7	64

Access, Diversity and Choice

Kent and Medway have a grammar school system in place where currently some young people who pass the 11+ do not get allocated a place. This school would offer an alternative provision for young people of Kent.

The Secondary school population for Tonbridge and Malling District for 2010/11 is 9,586 although it is common for many secondary pupils to travel some distance from their home to access the variety of schools on offer in West Kent.

In recent times all the local Grammar Schools (7 in all) have been heavily oversubscribed as have a number of local non-selective schools near to the Hadlow area. Parents are concerned about the intense competition for school places in West Kent and there are high numbers of appeals cases in most schools in the area. In addition many popular and successful schools are becoming or planning to become academies and opting away from local authority control. This is adding to the

uncertainty about admissions in the area.

Although the school population is predicted to drop in Tonbridge and Malling over the next few years (9,347 in 2015) it is predicted by the Local Authority to rise again after 2015 and to exceed current numbers by 2019 (population 9,871) which will increase pressure on local schools to have admissions above their Pupil Admission Number.

Although in 2010/11 83% of pupils in Kent were able to attend one of their schools of choice a significant number of pupils locally have had to be placed by the Local Authority in below capacity schools some distance from the Hadlow area with often difficult transport links. Hadlow is 5 miles from Tonbridge, the most local significant town along a busy, semi-rural route with limited public transport service. There is no railway connection close to Hadlow village. Parents have indicated that transport to the Schools in Tonbridge, Tunbridge Wells and Maidstone is a key issue for them and that they would welcome a more local secondary school.

HRCS will be able to comfortably attract pupils from beyond the District boundary due to its position and good communication routes. A growing population in the Kings Hill area has been established in easy access to the Hadlow Campus where instead of the planned 2,500 homes there are currently 3,437 and there is pressure to add a third primary school in the community.

In addition HRCS will offer a unique learning environment for the area as well as providing integrated progression routes through Primary and secondary sectors into Post 16 and HE programmes. This will make it an attractive offer for pupils and increase parental choice, especially for those who won't be in Grammar Schools.

Within a 5 mile radius of Hadlow there are 5 high performing independent secondary schools. For parents with the economic means these schools remain popular with parents. There is evidence that in the national economic climate some parents are no longer able to afford places at fee paying independent schools resulting in increased pressure on grammar, faith and non-selective maintained schools.

Kent LA Forecasts for Secondary School Demand

A Discussion Paper prepared by Kent County Council in January 2012 on Draft Pupil Projections for West Kent confirms the substantial pressure on secondary places both on overall capacity and on individual schools of all types. The West Kent area comprises three main parts for place planning purposes: Sevenoaks North, Sevenoaks South and Tonbridge and Tunbridge Wells District.

In 2011, 1151 students living in Sevenoaks South travel to selective schools in Tonbridge, Tunbridge Wells or further. Table 2 shows the approximate distances that Sevenoaks pupils currently travel between Sevenoaks Town centre and the grammar schools. For some pupils the distance from home addresses will be significantly further.

Table 2 Approximate distances travelled from Sevenoaks Town Centre to Tonbridge and Tunbridge Wells District Selective Schools

		Miles	Kilometres
Judd School	Boys	6.8	10.9
Tonbridge Grammar School	Girls	7.3	11.7
Weald of Kent Grammar	Girls	7.3	11.7
Tunbridge Wells Boys Grammar	Boys	9.0	14.4
Tunbridge Wells Girls' Grammar	Girls	9.0	14.5
Skinner's School	Boys	9.4	15.2

There are six non-selective schools in Tonbridge and Tunbridge Wells Districts that draw in Year 7 pupils from Sevenoaks South area. These are: Bennett Memorial Diocesan School, Hillview School, Hugh Christie Technology College, St Gregory's Catholic Comprehensive School, Hayesbrook School, Skinner's Kent Academy. Angley and Mascalls Schools, will occasionally take in pupils from Sevenoaks South.

The local authority aims to maintain a balance between the genders, ensuring that there are broadly equal numbers of places for boys and girls. This includes Grammar provision. It means that any new Grammar provision in Sevenoaks should provide the same number of places for boys as for girls. There is no set percentage limit to the ratio of Selective and Non-Selective places.

- All Grammar schools in West Kent are single sex. Weald of Kent, Tunbridge Wells Girls Grammar School and the Tonbridge Grammar School accept girls. Judd, Skinner's and Tunbridge Wells Boys Grammar schools accept boys.
- The Weald of Kent School and the Tonbridge Grammar School have both adopted Academy status.
- The Judd School, Tonbridge Grammar School and Skinner's School all have enhanced selection criteria.
- The nearest Grammar School for boys and girls that are not 'super selective', nor have academy status are Tunbridge Wells Grammar School for Boys and Tunbridge Wells Grammar School for Girls.

The popularity of schools in the Tonbridge and Tunbridge Wells Districts along with rising birth rates and net inward migration has almost eliminated any surplus capacity in the secondary sector. The impact is clearly evident in Table 3 which shows that every one of the 13 secondary schools will exceed its planned admission number in Year 7 in September 2018. Most will be full by September 2012. The two lowest performing schools using the percentage of pupils achieving 5 or more A*-C grades at GCSE including English and mathematics, are forecast to be full or very close to by September 2016.

HRCS will provide both a new curriculum unique to the area and some badly needed additional capacity. The proposal to admit 30 pupils at Year 7 will increase diversity

and access for parents and admitting 15 pupils to Year 10 will provide additional opportunities for those pupils wishing to pursue a different curriculum in a land based environment without creating any significant impact on other secondary schools in the area.

Sevenoaks, Tonbridge and Tunbridge Wells Year 7 Forecasts Using POP4 Methodology

Showing the thirteen schools that over 97% of Sevenoaks south students attend.

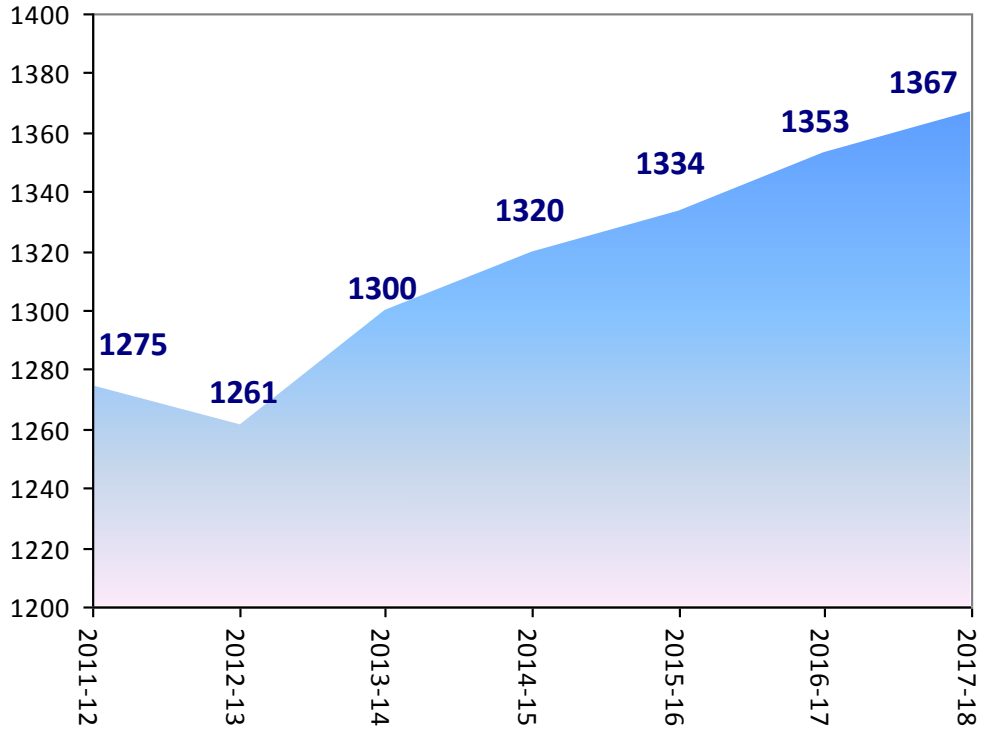
		PAN	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Knole Academy	Non-Selective	240	208	203	210	226	230	236	241	241
Weald of Kent Grammar	Selective	150	166	172	173	180	180	190	186	178
Tunbridge Wells Boys Grammar	Selective	180	189	188	193	198	199	216	220	214
Tonbridge Grammar School	Selective	150	151	151	158	165	165	178	172	160
Bennett Memorial	Non-Selective	224	230	227	233	235	231	261	263	252
Hugh Christie College	Non-Selective	208	175	187	192	200	209	219	214	205
Judd School	Selective	125	124	132	132	134	134	141	137	128
St Gregory's RC School	Non-Selective	180	182	171	181	184	180	195	209	198
Skinner's School	Selective	115	122	121	121	122	122	133	138	128
Hayesbrook School	Non-Selective	151	165	158	172	177	169	179	183	179
Wrotham School	Non-Selective	120	124	116	127	119	133	127	125	119
Tunbridge Wells Girls' Grammar	Selective	140	152	147	152	148	150	167	186	168
Hillview School	Non-Selective	208	203	201	209	211	207	220	224	211
Total		2191	2191	2174	2253	2299	2309	2462	2498	2381
Status Quo Shortfall			0	-17	62	108	118	271	307	190

- **Red** denotes where a school PAN is not sufficient to manage the Year 7 forecast
- **Orange** denotes where a Year 7 Forecast is not within the recommended 5% allowed for parental preference

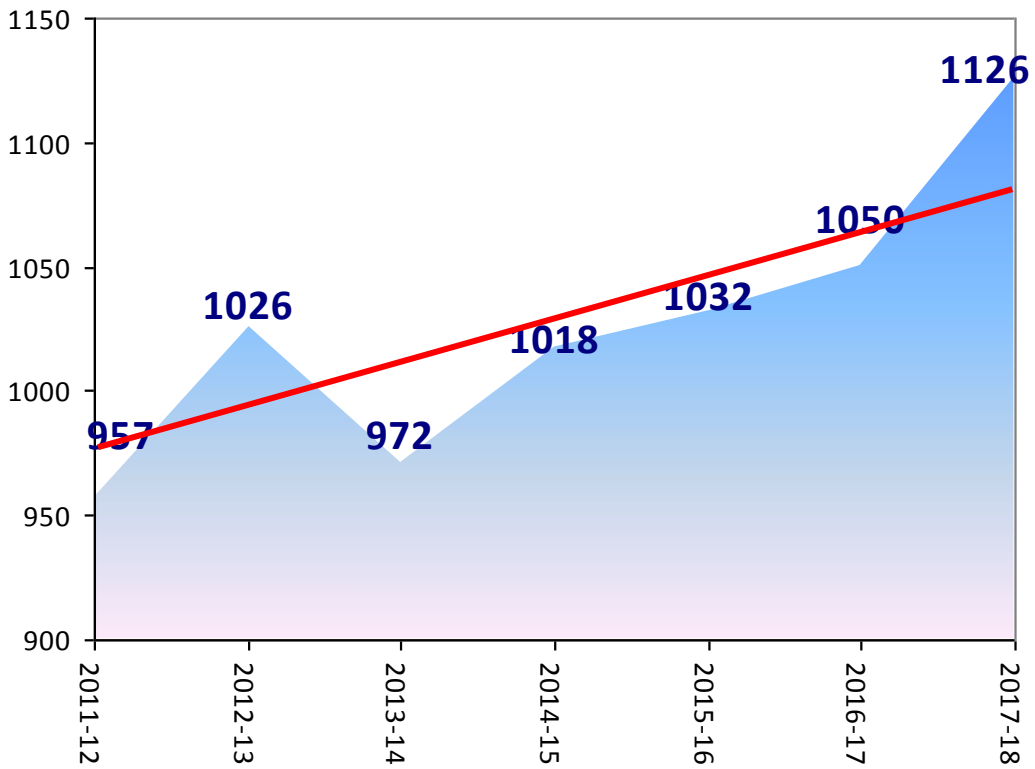
Primary Residential Forecast

By analyzing the primary school-age children, resident in Sevenoaks South, it is possible to forecast year on year increases. Such a forecast indicates which geographical areas children are coming from. The Residential forecasts for Tonbridge and Malling district and Tunbridge Wells district are shown in the following graphs. The graphs show a steady increase in the number of Year 7 children that are resident in the areas.

Forecast resident-based Year 7 (Tonbridge & Malling)



Forecast resident-based Year 7 (Tunbridge Wells)



Kent LA concluded in the discussion paper that

Local Provision Need

- There is a significant travel to school issue for existing pupils who are resident in Sevenoaks South. This might be significantly alleviated if provision was more local.

Forecasts indicate a need for Additional Provision for Year 7 Pupils

- Local authority forecasts indicate that the number of Year 7 pupils who require a secondary place in schools in Sevenoaks south, Tonbridge and Tunbridge Wells, is increasing steadily over the next eight years.

Increase in Secondary Provision

- Following the request from Sevenoaks South parents, there is a valid case to propose commissioning more selective and non-selective secondary provision in Sevenoaks South.
- There is a need for six forms of entry at Year 7.
- The mixed non-selective expansion should be at the Knole Academy by two forms of entry with effect from 1st September 2015.

Impact on Neighbouring Schools

- Knole is the only local secondary school for most students living in Sevenoaks south planning areas. Students who are not able to apply for a selective place would apply to Knole, Hugh Christie, Wrotham, St Gregory's or Bennett Memorial. Knole Academy therefore would expect to receive a significant proportion of pupils.

Impact on Faith Schools

- It is reasonable to assume that the faith school numbers would remain unaffected by an increase in selective provision.

NEETS

In Tonbridge and Malling there were 151 (4.7%) NEETs (February 2011) and in the Tunbridge Wells area there are 96 (3.5%). This data supports the view of local secondary school Headteachers about the need for new and innovative learning pathways including technical / vocational. The West Kent Learning Federation, the local partnership group of secondary school Headteachers have given their full support to the development of HRCS and have expressed their support for the school in minuted meetings, recognising the opportunity for Year 10 pupils to transfer from existing provision to the unique provision that HRCS is proposing. The local Pupil Referral Unit, as a member of the West Kent Learning Federation, supports the proposal and has been actively engaged in the development of the ethos and curriculum within the school

The West Kent AC PRU Manager is also a part of the team working on setting up HRCS and is committed to the concept of the school providing a complementary provision to that offered by the local schools and by the PRU. The HRCS proposal is for mainstream provision with a unique and innovative curriculum model. It is not Alternative Provision.

Our Educational Vision for Hadlow Rural Community School

Our vision for Hadlow Rural Community School (HRCS) is to create an outstanding school where students are prepared for all aspects of life in an ever-increasingly global world - academic and vocational and beyond. We will do this through establishing an ethos based on core values and a curriculum which is new, innovative, unique to this area of West Kent and fully meets the needs of future generations of pupils, their families and the community.

The establishment of HRCS on the Hadlow College site will enable local pupils and those from further afield to follow an innovative land-based series of pathways from the age of 11 through GCSE or equivalent into post 16 studies and onto degree courses – all within one location.

Pupils joining in Year 7 will enjoy the rural environment with modern facilities and remain for their whole secondary school experience, becoming integral members of the school community while providing opportunities for other pupils to join in Year 10.

As a land based College with many animals, the site is open and staffed 24 hours per day every day. The HRCS school year will mainly follow the LA calendar but maximise the pupils' attention span and energy levels, by teaching in shorter blocks, while minimising the learning that is lost over a longer summer holiday and at other traditional break times. We will operate for 51 weeks of the year to support the pupils and families. We will provide additional interesting opportunities for the pupils' personal development and love of learning to be enhanced through e-learning and other new technology applications.

Hadlow College

Hadlow College is one of the three largest land based colleges in the South east of England. Based in the village of Hadlow, near Tonbridge in Kent it is very successful and was judged by Ofsted as outstanding in 2010.

The Ofsted report June 2010 stated:

- *Learners achieve outstanding outcomes and very much enjoy their learning*
- *The care, guidance and support of learners are of the highest quality*
- *The college's social inclusion agenda is at the core of activities to extend its provision to groups of learners who otherwise may miss opportunities to experience its offer*
- *Support and guidance for learners are outstanding*
- *Leadership and management are outstanding. Senior managers and governors successfully promote a culture of high aspiration and service to learners.*

With the same ambition and drive for excellence for every young person, the College wishes to set up a Free School to provide opportunities for young people to access education through rural provision. This will provide an alternative curriculum for those young people for whom land based is a first choice route and for those that have found it difficult to access a traditional education.

The College wishes to set up the Free School, to be named 'Hadlow Rural Community School', to deliver an innovative and creative curriculum, founded on established outstanding provision, designed to support and encourage all its pupils to achieve their full potential and to enable them to be economically active as workers, innovators and entrepreneurs. The College believes that, as an outstanding land based college, it has the capacity to deliver this vision through an extension of its current curriculum and the strong leadership that exists within the College.

Ethos and Curriculum

Please see Section D for further details of the proposed curriculum.

The College wishes to set up the HRCS in September 2013 with entry for 30 pupils to Year 7 and 15 pupils to Year 10. This phased approach will allow HRCS to provide the very best teaching and learning using experienced staff newly appointed to the school and supported by experienced teaching staff of Hadlow College to ensure that all specialist teaching such as science, technology and MFL is high quality. Additional support for school functions including administration, financial management, facilities management and others will be provided through Hadlow College.

This approach will give HRCS a secure and confident start in providing high quality education with a strong focus on the core values and avoid any risk of distraction from setting up new systems in a new organisation. The proposed growth of the school will ensure an orderly progression in the numbers and age of pupils, the numbers of staff and the range of opportunities available for all pupils aged 11 – 16. The 11 -16 age range has been selected to provide a natural progression into our current 16+ age group or to other local providers, either other colleges or training establishments.

Hadlow College is committed to establishing in HRCS a **positive learning culture based on core values** and these would underpin the ethos of the school. The College is inclusive, with a current curriculum offer ranging from Entry Level 2 to Higher Education (Level 6). There is a strong focus on facilitating progression and inspiring all learners to achieve their potential and progress into meaningful employment. This ethos will be extended into the HRCS promoting strong core values through all its activities, recognising the qualities of each individual and promoting a culture of self-belief and respect.

Our ethos is focused on trust, high expectation, achievement and excellence. We believe HRCS will enable many more young people to attain much higher standards than they currently have the opportunity to. Our proposal will establish a legacy for the future through providing high quality education accessible to all which will enhance their future life prospects. Our vision will be delivered in an ethos with core values continuously modelled by staff and developed and embraced by children, enabling them to become excellent role models and citizens of the community.

Our core values are

- Excellence
- Open and Transparent
- Honest and Reliable
- Professional and Efficient
- Inclusive and Welcoming
- Responsible and Accountable
- Supportive and Caring

Hadlow College has developed extensive partnerships with schools in the local area through the Increased Flexibility Programme (IFP) and has continued working with school since the end of IFP. The proposals intend to add value to the traditional school curriculum and provide progression routes into further education and ultimately into higher education which are well established at the College. It is anticipated that parents and employers in the rural community will influence the curriculum and delivery models and provide ongoing engagement with the HRCS.

HRCS would offer the opportunity for young people to learn through a practical curriculum which would support the development of the English Baccalaureate curriculum through an innovative delivery model. The land based curriculum is focused on science and this, along with English and Maths would form the key subject areas. Science and Geography would be incorporated into the curriculum through a thematic approach to conservation, sustainability and global issues related to the land based industries. Modern foreign languages would be developed through the curriculum and would be delivered to support the achievement of the English Baccalaureate and to the development of the international context of land based education. This would provide a creative curriculum which would engage the learning styles of different young people and support them to achieve their potential.

HRCS recognise that some young people are able to achieve vocational and practical qualifications at a higher level than their literacy and numeracy which may develop at a slower pace. The proposed curriculum structure would enable such students to achieve higher level practical qualifications whilst developing their basic skills at a pace that suits them as an individual and in a meaningful and applied context. This approach will develop skills, recognise the value of practical qualifications and increase self-esteem and engagement with education. Through this method of delivery it is intended that young people should be able to recognise their own skills and abilities and aspire to further achievements within the College or in the world of work. Employability and entrepreneurship will be a key feature in the ethos of the school.

The curriculum will be broad and balanced. It will promote the spiritual, moral, cultural, mental and physical development of pupils through the curriculum and its delivery in the rural location of Hadlow College. It is intended that the school would be located on the current College site, in Hadlow village, set in 1000 acres of rural land. This would enable the infrastructure of the College to support that of HRCS and further develop the strong community links that already exist.

Our approach to teaching and learning is focussed on high expectations and inspirational teaching intended to stimulate and develop a lifelong love of learning and enable pupils to acquire the values, behaviours and qualifications required for the next stage of education and employment and lives as young adults and responsible citizens of the future.

The distinctive nature of the HRCS will be the delivery of core curriculum through the vehicle of land based education. This would enable young people to be educated through a wide variety of practical activities in a stimulating outdoor environment. The facility will offer bright, stimulating learning spaces and combine traditional classrooms with practical working spaces and state of the art learning resources.

The use of e mobile learning would be a key feature enabling students to learn in a wide variety of ways and to take their learning out into the rural environment creating the concept of 'outside classrooms'. It is intended that the use of a range of new technologies would be employed and that students would be encouraged to utilise remote access to extend their learning in non traditional settings and at home. This access to remote learning will also support any learner who may not be able to attend school e.g. for health reasons and this will enable ongoing contact with the student and the parents to ensure work is set and marked remotely and that on line tutorials support the student to achieve. The school will be actively developing the existing College relationship with Apple to secure high quality equipment for its pupils and develop innovative approaches to learning.

The opportunities post 16 will be offered in a wide range of land based courses including sports/outdoor pursuits. Impartial advice and guidance would be offered to learners to ensure that appropriate progression routes are promoted throughout the College and into other institutions where appropriate.

There will be strong links with Connexions to provide impartial advice and guidance throughout the school and thus encouraging young people to aspire to continue their education or progress into employment with training. It is envisaged that HRCS will make a significant contribution to NEET prevention and reduction through its admissions policy and participation in locally agreed In Year Fair Access and Managed Move protocols.

Parental Involvement

HRCS will seek to engage and involve parents in all aspects of the school operations from parent governors to curriculum design, supporting the delivery and in particular for all parents to support and encourage their child to succeed. Parents' evenings and meetings will feature within the school calendar and parents will be encouraged to visit the school at other times to ensure that they are kept fully informed of their child's progress. The curriculum will be extended to actively engage parents/carers in their child's learning and progression through their education.

Global context

The College has excellent international links and runs educational visits on an annual basis to Ethiopia, Kenya and South Africa as well as many visits to European destinations.

The opportunity to extend such experiences into HRCS will be exploited and these educational visits and exchanges will enhance the core curriculum and provide a sound basis for understanding the importance of languages in a global economy.

Community projects in these countries as well as locally will enable young people to understand global issues and the importance of global citizenship, having a sense of their own role as a world citizen, respecting and valuing diversity and understanding how the world works economically, politically, socially, culturally, technologically and environmentally.

Imaginative use of new technologies will be used to bring these communities and the rest of the world into the classroom providing a broad understanding of international agendas.

Community/Business Links

The College already has strong links with local employers and the local community. It is intended that these links with employers will be developed to provide young people at HRCS with experience of business and entrepreneurship through visits, speakers, work placements and internships. The College Business Advisory Council will be extended to incorporate the school links and a strong focus will be on the development of employability skills and progression into employment along with the development of entrepreneurial skills.

The College has a range of commercial enterprises including a garden centre, farm shops, dog grooming, equine centre, a commercial fishing lakes, a milk co-operative and three working farms all of which are commercially run. These will offer opportunities for a range of experiences including supported work placements and entrepreneurial projects.

The Business Unit in the College will be used to support the development of business related skills through the school curriculum delivery.

Community projects in the local area will provide students with the ability to understand their role in the sustainability and improvement of their community. Activities such as a developing community allotments, creating an environmental garden for the local school etc. are projects that would be extended to support students in understanding the economic and social values of such activities. The school will seek to create valuable land based partnerships such as the RHS School Garden scheme, to benefit both pupils and the local community. Pupils would be encouraged to join organisations such as Young Farmers and to participate in relevant and stretching activities such as Young Enterprise competitions.

HRCS will develop these principles throughout school life, across all subjects and within all age groups. They will be seen as the foundation of a holistic education and as a fundamental entitlement for all pupils.

Delivery Mechanisms - How we will achieve the vision and ethos

We will achieve the vision and ethos through learning from the experience of others, building our own capacity and employing rigorous project management. We understand the critical elements involved in setting up HRCS from the initial vision

through each stage to opening and running the school. We have gained insights and understanding from events and publications facilitated through New Schools Network, contact with experienced consultants working with free schools at different stages and networking with a range of free schools in similar positions, preparing to open and already open. We see three clear stages to our project.

- **Application to DfE approval**

- Clarification of vision, education plan and other aspects for the application
- Building capacity to manage the application
- Audit capacity needs for managing the next stage (pre-opening)
- Develop plans for ensuring recruitment and selection of high quality leadership and staffing
- Model financial plans to ensure viability and affordability
- Build support for the proposal from parents and other key stakeholders

- **Post Approval to opening (Pre-opening)**

- Identify support required for key deliverables
- Prepare outline project plan and timescale with DfE Project Lead
- Prepare publicity and admissions arrangements
- Address any capacity gaps in governance
- Procure additional support required through DfE, PfS and PMES Framework or equivalent
- Recruit high quality Principal appointed (preferably two terms in advance of September 2013 opening)
- Recruit additional high quality staff (see Section F for 2013/14 staffing structure)
- Ensure all arrangements are in place for signing Funding Agreement
- Premises planned including FF&E and all educational materials procured

- **Post opening to successful operation**

- Ensure all arrangements for running the school are in place including, governance, leadership, staffing, induction (staff, pupils and parents)
- Performance Management arrangements in place and operating
- Evaluation and reporting arrangements in place

Aspirations for pupil and whole school achievement

Our aspirations for HRCS as a whole school and for each pupil are ambitious and appropriate. We believe, supported by parent views and DfE data that our children can perform better when they are motivated by inspirational teaching in a well equipped rural environment. We will set ambitious targets based on baseline assessments of each pupil and ensure every pupil is inspired and supported to reach or exceed those targets. Our pupils are entitled to an excellent start to their secondary education.

Success of our proposal will be evident initially in

- opening on time in September 2013 and with each passing month, a highly successful school

- with full enrolment and
- every pupil achieves their best in academic performance and in other areas such as music, drama, sport, other personal interests and community service
- Ofsted judgement of outstanding in first and subsequent inspections.

Measurable

It is essential that all pupils have achieved minimum standards in literacy, numeracy and ICT as key elements in progression through KS3 and KS4. We will focus on teaching of reading, language and communication with targets set for **all pupils to be reading, writing, and numerate and ICT skilled to at least age appropriate levels by the time they are 12 years old (end of Year 7).**

Attainment in English, Mathematics and Science will be assessed against National Curriculum standards half-termly, termly, annually and at the end of each key stage. This will inform each child's intervention programme including intensive literacy and numeracy. At the end of KS3 and KS4, children will sit the National Tests or equivalent including GCSE.

We expect **every pupil** to achieve their full potential with a **minimum** target of:

- Progress expected from external assessments e.g. CATs, FFTD estimates
- 5+ A*-C grades at GCSE including English and mathematics
- Achieving English Baccalaureate
- At least 1 BTEC Level 1 qualification in KS3
- At least 1 BTEC Level 2 qualification in KS4

In addition, we expect every pupil to gain at least one certificate that will assist future career paths and or demonstrate in CVs employability e.g.

- Food Hygiene Certificate
- Pesticides Application Foundation Course (PA1)
- Foundation First Aid / Emergency First Aid at Work
- Safe Felling of Small Trees

We expect gaps in attainment to be smaller than in LA and DfE performance tables. All gaps to be narrowed and closed wherever possible including

- Boys and girls
- Vulnerable children e.g., Looked After Children
- Ethnicity
- Specific groups e.g., pupils with SEN, EAL or FSM

Through inspirational teaching, monitoring and intervention we expect whole school achievement to be above Local Authority and England averages with an aspiration for top quartile performance.

In addition we will use less measurable indicators to assess overall success. We would like to see for all pupils

- All pupils achieved Community awards for their participation in Community Projects – 1 per year of their school life with HRCS
- Learn a new language
- Learn to play a musical instrument and make music together (class, school, other ensemble)
- Eat healthily and exercise
- Develop important life skills
- Demonstration of broader understanding of the world e.g. international mindedness

Section D: Education plan

Part 1

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		30	30	30	30	30	30	30
Year 8			30	30	30	30	30	30
Year 9				30	30	30	30	30
Year 10		15	15	15	45	45	45	45
Year 11			15	15	15	45	45	45
Year 12								
Year 13								
Totals		45	90	120	150	180	180	180

There will be a single admission point in September. Admissions will be to two Year Groups – Y7 and Y10.

1. The school will admit 30 pupils into Year 7 in September 2013 as part of the Kent coordinated admissions arrangements. Each Year there will be a further 30 places admitted to Year 7 in September.
2. A further 15 places will be available in Year 10 for pupils seeking mainstream education (not alternative provision). These pupils may be
 - a. Already on roll in other secondary schools but without access to the range of options for example in a grammar school but wishing for a more vocational route
 - b. Recommended by the Kent Admissions Service or West Kent AC PRU for a place in a mainstream school but NOT requiring Alternative Provision
 - c. Recently arrived in the area.

Evidence from recent trends confirms that a number of pupils would benefit from a new form of education with more emphasis on kinaesthetic and work related learning experiences offered by HRCS. **The school will reach full capacity (Y7 – Y11) in September 2017.** This admission pattern reflects trends in parental preference; the forecast growth in secondary pupil numbers to 2019-20, performance and destinations data, and demand from employers (see Sections C and E).

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

The curriculum is the essential delivery mechanism for our vision and ethos supported by inspirational teaching and at the heart of a learning organisation in a rural land-based environment underpinned with core values. We will develop the proposed curriculum in the pre-opening stage, as the sum of all the educational experiences and as the bedrock for achieving our vision and ethos.

The Key features of our curriculum include

The HRCS curriculum will be **broad, balanced, relevant and stimulating**. We will promote a spirit of curiosity and enquiry. Pupils will develop a love of learning and enjoy school developing ambitious goals for school experience and their future lives. The emphasis will be on a rich, diverse and rigorous learning experience which is goal driven and active in nature.

There will be a focus **on core subjects of English, mathematics, science and ICT**. There is a national focus on improving access to high quality science teaching (STEM). Science provision will include access to separate sciences of Biology, Chemistry and Physics or as double science. This will be delivered in framework It will be **delivered within a rural land-based environment and rich in the values** described in Section C.

Full attention will be given to the development of **each pupil's spiritual, moral, cultural, mental and physical development** through the use of initiatives such as Social and Emotional Aspects of Learning (SEAL) and Personal Learning and Thinking Skills. There will be emphasis on the role of each pupil within their family (including those in public care) and the local community through activities aimed at personal contributions such as supporting parents and senior citizens.

The curriculum model reflects the very successful Increased Flexibility Programme delivered through LAs using Colleges to provide one day per week curriculum activities for schools. In KS3 80% of teaching time will be devoted to National Curriculum subjects and broader elements. 20% of time will be devoted to a technical / vocational model in which pupils study thematic projects aimed at BTEC Level 1 units in areas such as Conservation, Sustainability and Animal Management. A similar 80/20 model will be used in KS4 as pupils study the technical / vocational pathways at BTEC Level 2. All of the curriculum activities offered will be nationally recognised qualifications on the approved lists from the DfE and LARA (Learning Aim Reference Application formerly known as the Learning Aims Database).

Educational aims

The Curriculum Vision for HRCS is based on an overarching high level aim and a series of "second level" aims.

Highest level

We aim to develop a curriculum that will provide pupils with the opportunity to develop an understanding of the society in which they live and to develop the skills,

knowledge and ability to mature and develop as a whole person enabling them to mature into responsible citizens. Pupils will be fully prepared for their lives as young adults at HRCS and for their next stage of education, training or employment and as fully independent adults.

We aim to provide the strongest possible links between high quality work experiences in real circumstances well supported by proven expertise at Hadlow College. This will also provide pupils with clear understanding of the world of work and the types of opportunities available within the local and regional land based and food sectors and other employment sectors. For example, Hadlow College includes a range of successful commercial units e.g. riding arena, College Restaurant, Garden Centre, sports facilities and Farm Shop, and careers. There is also an application pending for a zoological license.

Second level

We will focus on the development of a broad and balanced curriculum that will ensure pupils develop

- a) Intellectually, spiritually, morally, emotionally and physically through a broad range of educational experiences which combine together to promote an understanding of
 - a. Their environment including an appreciation of the arts, sciences and humanities and the acquisition of high quality academic and vocational qualifications
 - b. The value of families and communities, including the local community and their school community
 - c. Their cultural heritage and value the traditions and importance of their own culture whilst embracing diversity and becoming a responsible citizen
 - d. The importance of their own economic well being, including an understanding of employability, entrepreneurship and business acumen
 - e. Their own contribution to the national economy and development of the confidence to be 'risk aware not risk adverse'
 - f. The importance of the environment, conservation and sustainable developments including 'green technologies' and that they develop an understanding of 'environmental stewardship'.

Educational Philosophy

- The curriculum will ensure that there is both depth and breadth through the study of specific core subjects and thematic approaches to develop an understanding of how the subjects areas combine together to create an understanding of the whole world.

- The broad and balanced curriculum vision for HRCS will include National curriculum subjects and broader elements to ensure that there is a balance between subject knowledge and personal development. The curriculum will value both academic and vocational qualifications ensuring that all learning is focussed on the development of skills, knowledge and ability that lead to further study and aspiration to high level qualifications that lead to employment and economic wellbeing. The curriculum development for each individual will recognise and reward what they do well and will develop those skills and abilities whilst supporting and developing those areas that are more challenging for each individual

Key Stage 3 will include the following areas within 80% of teaching time although it is probable that the time allocations per subject will vary across each year of KS3:

- English
- Maths
- Science
- Art & Design
- Design Technology
- Geography
- History
- ICT
- Music
- Modern Foreign Languages
- Physical Education
- Citizenship
- RE

And 20% of teaching time on

- Technical / vocational qualifications at BTEC Level 1 that are nationally recognised qualifications on the approved lists maintained by DfE and LARA.

Key Stage 4 will have a similar 80/20 split. 80% of teaching time will be focused on subjects leading to English Baccalaureate including English, maths, geography, sciences, and a language. All pupils will be able to access National Curriculum subjects including English, maths, ICT, Chemistry, Physics and Biology, Business and Entrepreneurship.

KS4 subjects will include the following core elements and options

- English
- Maths
- Science
- Geography
- History (Option)
- Arts (Option)
- Design and Technology (Option)
- Modern Foreign Languages
- Citizenship
- ICT

- Physical Education
- RE (Option)

And 20% of teaching time on

- Technical / vocational qualifications at BTEC Level 2 that are nationally recognised qualifications on the approved lists maintained by DfE and LARA.
- The delivery of these units will be through a combination of work based activities including thematic projects, direct work experience, lectures, visits and personal study.

At KS3 and KS4 the wider school curriculum will include Personal, Social, Health and Emotional (PSHE) for all year groups and this will be delivered through Group Tutorials and Individual Tutorials delivered through the academic year. There will be a strong emphasis through these programmes to develop 'expert learners' ensuring that pupils 'learn how to learn' and aspire to achieve the higher levels of attainment through exposure to high achieving learners including Higher Education students and employers in the local and regional areas.

Pupils will be supported and encouraged to develop oral skills alongside of their literacy and numeracy skills.

There will be a strong emphasis on the development of personal, social and emotional development alongside of a strong commitment to core values ensuring that subject and curriculum knowledge is supported by ethical and moral development to develop social and community awareness equipping learners for life in the broadest sense.

The overall aim would be that all pupils would gain at least 5 GCSEs at A* to C along with a vocational qualification at Level 2. It would also be the intention that all students would have access to and aspire to achieve the English Baccalaureate.

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

Hadlow College has over 1,000 large animals including around 65 horses, 650 ewes, 140 dairy and beef cattle, pigs, goats and llamas as well as many more smaller animals, birds and fish. To care for this substantial livestock the College is open and staffed 24 hours per day every day of the year.

HRCS will have access to these facilities 51 weeks per year to provide a series of activities including the teaching year, additional work experience, training, accredited courses e.g. First Aid, employment and research opportunities.

This will also benefit parents and carers of younger pupils that may require access to extended activities during the normal school day, weekends and holiday periods for child care and personal employment or other reasons.

Teaching Year

HRCS will provide education over 40 weeks of the year and would be aligned to the academic year followed by schools in Kent. There will be three terms of approximately 13 weeks each. Teaching will be concentrated on Mondays to Fridays with before school and after school activities. The College campus caters for a large number of animals and is in operation 24/7/365. The facilities will be available for extended hours every weekend and during school holidays. Activities organised during extended hours or outside school hours will be optional for students with the exception of where students have contracted into a specific programme of study requiring such attendance.

Teaching Week

The KS3 curriculum model is based on 80% of time devoted to National Curriculum and broader elements with 20% of time devoted to Technical / Vocational qualifications at BTEC Level 1.

The KS3 curriculum model is based on 80% of time devoted to National Curriculum subjects required particularly for the English Baccalaureate and broader elements with 20% of time devoted to Technical / Vocational qualifications at BTEC Level 2.

The number of lessons and length of each lesson will vary according to the age of the pupils, the seasonal nature of a land based environment e.g. lambing periods and their study options. Hadlow College is working with a distinguished Apple Educator (employed by Apple) to develop and establish a network of web based cameras and editing facilities to ensure that notable events at any time of the day or year can be recorded and used to enhance the learning experiences.

For KS3 and KS4 the typical teaching week will be 25 hours but the composition of the 25 hours will vary from a more traditional timetable to blocked time to enable project based learning, school visits and other activities.

Year 7: Key Stage 3 Curriculum

Hadlow College has a commercial restaurant which caters for the large numbers of college students, staff and visitors to the Garden Centre. These facilities will be extended both in spatial terms and opening hours to provide for HRCS pupils attending breakfast clubs and after school activities as well as catering during the school day. This will be managed through a cashless payment system to ensure efficient and avoid any difficulties associated with forgetful pupils or those on FSM.

The formal school day will start with Assembly or Tutor period which will include mentoring and reading activities.

Each day will have **5 hours of learning with a morning break and 45 minutes for lunch**. There will be opportunities after the school day for extra-curricular activities in a range of traditional activities e.g. sport but also engagement in College land based and commercial activities e.g. in the animal management unit. The actual timetables for pupils will demand considerable flexibility because they will vary regularly depending on the nature of the activity. For example, students learning about the management of dairy farming will have to start early particularly when they are experiencing milking at 5.00am. Pupils will also have to align their timetables with the commercial units for other technical/vocational BTEC Level 1 units (KS3) and BTEC Level 2 units and work experience in KS4. These out of normal hours activities will also provide opportunities for spiritual development and personal reflection through direct experience of sunrise and other events commonly experienced in a rural land based environment.

Hadlow College has its own transport which will be made available to support pupils who may have to start early and or finish late.

Although the curriculum will match National Curriculum requirements, significant learning time will be dedicated to cross curricular project based work. Pupils will have opportunities to plan and organise their learning and to progress against personalised pathways and agreed plans. All learning will be supported by ICT and new technologies allowing pupils to research, record and display their work beyond traditional activities. **For example, pupils experiencing milking will have opportunities to gather data on yield per animal over time and use this in science, mathematics and business applications within their national curriculum subject time.** Each unit will have assessment opportunities and criteria and pupils will have a chance to regularly receive information about their progress in all subject areas of the curriculum.

Through this approach key engagement with literacy, number, Personal Learning and Thinking skills and communication will be addressed. Opportunities to use the unique environment of Hadlow College and the specialist expertise of its staff will be available to pupils in HRCS to take learning out of the classroom and to provide genuine hands on, practical experience to enhance the curriculum delivery. A purpose built outdoor classroom area will be part of the physical design of the school.

Utilising Tutor and Assembly time as well as a practical PE / PSHE programmes pupils will have opportunities to both reflect and develop their own personal values and also to establish a healthy view of the world they live in. This part of the

curriculum will also be used to help pupils develop physical skills of co-ordination and dexterity as well as social skills of teamwork and co-operation.

Activities will include:

- Project based and cross curricular themes revolving around three core structure of language (inc. literacy), Science and Maths; and exploration of the world around us (Humanities and expression/creative arts)
- ICT and new technology driven
- Use of outdoor spaces Focus on raising literacy, numeracy and study skills to create independent and confident learners
- Creation of safe environment to challenge and improve self-esteem, behaviour and a value of others.

The proposed curriculum structure would notionally cover the following curriculum areas with time allocations based on 80% of 25 hours teaching (20 hours total):

The remaining 20% of teaching time (5 hours) will be allocated to technical/vocation studies targeted at BTEC Level 1 in areas such as Conservation, Sustainability and Animal Management. There will be considerable overlap with some of the national curriculum subject areas taught through and reinforced during this time e.g. ICT will be a key element of learning in this area using mobile devices for recording information for use both in the 20% Technical/ vocational time and within the 80% national curriculum areas especially for English, mathematics, geography and science.

Year 10:

It is intended that HRCS would offer a curriculum at Year 10 in 2012 progressing into Year 10 and 11 in September 2013. This would be based on a core curriculum of English, maths, science, Geography and a modern foreign language alongside a land based vocational qualification at Level 1 or 2. The core subjects would be taught in a thematic way and where possible embedded into the vocational areas to ensure a meaningful and applied approach. All qualifications will be nationally recognised and on approved list maintained by DfE and LARA. The curriculum would include outdoor practical delivery to provide an applied understanding of theoretical concepts. There would be strong links with local employers to develop additionality to the curriculum delivery and the development of wider employability and entrepreneurial skills through additional qualifications relevant to industry. These would include recognised short qualifications that would enhance

<i>Broad Curriculum Plan Key Stage 3</i>							
<i>20%</i>	<i>20%</i>	<i>20%</i>	<i>8%</i>	<i>8%</i>	<i>4%</i>	<i>12%</i>	<i>8%</i>
<i>English including reading and literacy programmes</i>	<i>Maths</i>	<i>Science including Rural Science</i>	<i>Humanities to include Geography; History; RE</i>	<i>Modern Foreign Language</i>	<i>Discreet Information and Learning Technology</i>	<i>PE / Sport / Health education / PSHE</i>	<i>Creative Arts to include Art; Music; Drama</i>

employability and progression into employment.

The time allocated to the study of English, maths and science would equate to around 18% (4.5 hours per subject) of timetable study each per week. Humanities (Geography and associated subjects related to land based themes such as sustainability and conservation) approximately 10%, modern foreign language 8%, ICT and PLTS 8% and technical / vocational land based curriculum 20%. These percentages would be notional and the curriculum would be planned around student needs as identified in the individualised learning plan and a thematic approach using project based experiences to provide a more holistic and realistic approach to problem solving.

Pupils will select options based on interviews with parents and pupils taking into account factors including

- Maintaining breadth and balance
- Prior performance in relevant subject disciplines
- Pupil aspirations for personal development
- Links with aspirations for the next stage of education, training and employment
- Viability (Hadlow College has a wide range of specialist staff with the flexibility to support teaching options at HRCS. In addition, some options may be made available through support with E-learning models where there are too few students to staff a full option group in a particular subject area)

Options would be provided through the vocational land based curriculum, e.g. equine, animal management, countryside, fisheries management, horticulture or sport, providing a choice of activities and opening up progression routes to a range of FE courses at different levels.

There will be a strong emphasis on progression and the development of skills, such as study skills and independent learning to facilitate progression into further education and into Higher Education. There is recognition that students may want to progress into other curriculum areas at 16 or 18 and the curriculum will ensure that such progression is accessible to learners through strong links with Connexions and other educational providers in the area.

Broad Curriculum Plan Key Stage 4						
18%	18%	18%	10%	8%	8%	20%
English	Maths	Science	Humanities (to include sustainability and conservation)	Modern Foreign Language	Information and Learning Technology And Personal Learning and Thinking Skills	Land based technical / vocational curriculum

At both Key Stage 3 and Key Stage 4 it is intended that learners will be involved in planning and shaping their learning and thereby be more engaged than if it were to be imposed. Consideration will be given to later start times and 'breakfast clubs' to provide opportunities for discussion, planning and group tutorial activities. Group activities will support learners to work in teams, develop independence and resilience whilst the inter-disciplinary approach will enable them to draw on skills, knowledge and understanding from a range of subjects. Discrete delivery of subjects will ensure that content is covered and understood. The achievement of GCSE A*-C passes will be a priority in the curriculum in particular English, Maths and Science.

It is intended to use different approaches to timetables to provide opportunities for young people to focus on projects and to become fully involved in group activities. Examples such as one day per week being focused on group projects or real life working experiences associated with the College commercial operations and longer teaching sessions e.g. three sessions of 90 minutes each day to provide time to develop and fully engage in activities.

It is intended that a collaborative approach will be used to maximise opportunities for young people and this will involve working with schools and the Pupil Referral Units in the locality to provide an individualised learning programme for pupils e.g. the opportunity for a student to undertake a higher level academic course in a grammar school may be an option. Such collaboration will provide opportunities to share expertise and create a varied experience for learners where appropriate and to meet individual needs.

The curriculum will develop broader study skills supporting progression into HE and will cover aspects such as research skills, analytical and evaluative skills as well as decision making, self-evaluation and review and independent thinking. The model based on the International Baccalaureate concept of a 'personal project' or 'extended essay' will be used to develop these skills and provide the opportunity for independent learning through primary and secondary research and analysis of data to draw conclusions. The fundamental principle will be based on ownership of learning and inter relationship of different subjects within society and the world of work.

Organisation of pupils

Pastoral Care

KS3 pupils will be grouped for registration, PSHE, Citizenship and similar activities in age based tutor groups of 30 with a dedicated form tutor. KS4 pupils will be in age based tutor groups of 15 pupils.

The form tutor will be responsible for overseeing the personal development and academic / technical / vocation progress of every pupil in their care. In KS4 this will also include working with pupils to ensure progression to the next phase of education, training or employment is discussed, planned, monitored and supported.

Information will be shared at regular levels informal with other staff and formal through HRCS performance management systems. Pupils will have personal learning plans which will serve as short term records of assessments with goals for next steps in personal development and academic / technical / vocation progress.

Information will be shared regularly with pupils and parents enabling them to play full roles and share responsibility for progress and achievement. This will be achieved through HCRS management information system which pupils and parents can access remotely using controlled access, regular written reports and consultation meetings. For pupils with additional needs, monitoring will be against smaller steps and more frequent e.g. SEN or behavioural issues.

Teaching and Learning

Pupils at Key Stage 3 will spend most of their learning time in mixed ability groups. There will be vertically ability groups (sets) to ensure appropriate progression and support in some subjects such as English, mathematics and science although it is expected that pupils may be in an advanced set for one subject and a different set for another subject. There will also be vertical grouping for some subjects such as PE to ensure viability of activities such as team games.

Where pupils require specialised intervention on Literacy or Numeracy or where they demonstrate demanding emotional and behavioural difficulties, they will receive small group or one to one support led by a trained Teaching Assistant or teacher.

Learning will be personalised, project based and partly cross curricular so that each learner can learn at his or her own pace and appropriate levels.

Pupils at Key Stage 4 will continue to be in mixed ability groups for most of their curriculum although through their vocational programme there will be some differentiation according to choice and aptitude. All pupils will be expected to achieve qualifications required in the core curriculum but there will be opportunities to gain accreditation relevant to vocational and work place programmes e.g. BTEC Level 2 and specific qualifications such as Food Hygiene and First Aid. This model will recognise the ability of young people to achieve higher level practical qualifications whilst developing their literacy and numeracy skills at a slower pace but having a greater understanding of their relevance and meaning.

There will be a tutor group system that will ensure that every student has a Personal Tutor who will be responsible for the overall welfare and progress of that student. They will liaise with parents and with advice from the SENCO or school welfare team liaise with external agencies.

D3: Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met.

Approach to Inclusion

HRCS will be fully inclusive and will ensure the needs of pupils with differing abilities are met including those assessed as

- Gifted and talented
- Requiring SEND (special educational needs and disabilities) provision
- Socio-economic needs e.g. FSM
- In public care (LAC)
- Requiring temporary support e.g. arising from personal or family circumstances.

SEND (special educational needs and disabilities) provision

HRCS is dedicated to the provision of an outstanding education to all pupils and works with the commitment to Every Child Matters and with the SEN Code of Practice. Every pupil should enjoy their educational experience and achieve their full potential. Resources will be made available to ensure as far as possible that every child will be able to read and write and be numerate functionally and from day one all pupils will be assessed and tracked and early interventions put in place to support every child appropriately. (See details of plans for SENCO)

Legislation covering Disability and Equality will be complied with and any changes in policy or practice will be updated as new legislation emerges.

- We will ensure that disabled pupils are treated as favourably as their peers.
- We will make reasonable adjustments to ensure that disabled pupils have the least possible disadvantage compared to peers.
- We will draw up plans to show how we will continue to increase access to education for disabled pupils.
- We will comply with the Disability Equality Duty Act

We will have a full accessibility plan available for all to see published on the website and in the prospectus. This plan is inclusive and sets the scene for the school where:

- There is consultation with parents and appropriate professionals.
- The school will respond to pupils diverse needs.
- Potential barriers to learning are overcome.
- Suitable learning challenges are set.
- Particular attention is paid to teaching and learning styles, appropriate resources and support.
- Early and appropriate intervention is put in place.
- Yearly audit and analysis done and appropriate adjustments made to plans and provision.

HRCS has supported many pupils with special educational needs and can identify pupils past and present, several of whom would have had educational statements in the state system, whose potential was fulfilled because of the help and support of the

school. Hadlow College fully understand the importance of using animals as one of the strategies for supporting young people and adults with learning and other needs.

The general expectation is that staff, parents and the management team as well as appropriate specialists, will support individuals as fully as possible.

A fully trained and qualified SENCO will organise SEN provision. It is intended that this post will be initially shared with Hadlow College and become a full time specialist role as numbers grow (See Section F and Financial Plans). Statements, assessments, reviews and all relevant documentation and records will be constantly monitored, evaluated and reviewed, stored securely and a single point of contact established to facilitate rapid responses and accessibility for the parents. The SENCO will be responsible for initial testing of pupils as necessary.

Early and continuing links will be forged with primary schools to anticipate the support needed by incoming pupils to Year 7 and secondary schools or other agencies for pupils joining Year 10. This will ensure that support is appropriate during the transitional period and pupils arrive.

Parents will be engaged in the process of assessing needs and planning the most appropriate ways of meeting those needs.

All necessary links for individual pupils with multi agencies will be maintained.

Social and emotional aspects of learning (SEALS) and Personal Learning and Thinking Skills (PLTS) will be addressed in every lesson and underpin the learning objectives.

Aspects covered will include:

- Self awareness, managing feelings, motivation, empathy and social skills.
- Team working, self managers, effective participators, independent enquirers, creative thinkers, reflective learners.

HRCS will actively encourage young people with Special Educational Needs recognising the therapeutic nature of working with the land and with animals. Currently the College works with Social Services to provide education and training for adults with Learning Difficulties and Disabilities (LDD) on a discrete site close to the main College campus, as well as a wide range of 16-18 students with LDD on the main site. This curriculum plan provides good progression routes for learners leaving special schools. The ethos is based on providing a safe environment for the development of skills and knowledge and provides opportunities for integration, progression onto mainstream programmes and supported employment. The educational commitment, good practice and expertise in this area will underpin the approach for young people with special educational needs within HRCS.

The use of 'mentoring' and 'peer support' will be used to provide role models for all students to encourage them to aspire to higher levels both vocationally and academically and provide them with a belief that they can achieve, increasing self esteem. In particular students with challenging behaviour can benefit from this highly inclusive and supportive model where high standards are expected of them.

The school curriculum and pupil support mechanisms will be developed in line, and fully comply with the SEN Code of Practice. We believe the opportunities for personalised and flexible learning with hands on facilities beyond the classroom on the Hadlow Campus will particularly provide added value learning for pupils with additional and special needs.

The College has sound mechanisms for screening and diagnostic testing prior to entry in order to inform individual learning plans. HRCS will embed the same ethos towards individual learning goals based on prior achievement and which provide 'stretch and challenge' for all. The Additional Learning Support for pupils will be accessible to all learners and will be provided according to learner needs. HRCS will embed additional learning support into curriculum delivery, to be implemented by the SENCO and the school will access the services of the Local Authority where appropriate for specialist support, particularly in relation to School Action and School Action Plus. The role of the SENCO will be essential in working with the Headteacher and governors to set the strategic direction of the Special Educational Needs Policy of the school and supporting the development of Individual Education Plans. The SENCO will take responsibility within the school for the statutory assessments of educational needs and liaising with the Local Authority where a young person may require a statement of educational needs.

The current strong working relationship with Connexions will be extended into the HRCS to provide impartial guidance and support for all learners but in particular providing support for a successful transition to adulthood for those learners who are more vulnerable.

There would be a designated teacher responsible for Looked After Children recognising the significant challenges faced by this group of young people and that teacher would be responsible for ensuring that the achievement of this group was equal to that of the main cohort of learners. There would also be similar recognition and support for Young Carers and Care Leavers.

Additional support mechanisms will include:

- Using ICT to address the needs of pupils with SEND e.g. large screens for visual impairments or relevant conditions, voice (or other input) activated devices
- Full disability access reviews and adjustments to enable wheelchair users and pupils with other disabilities to access the full range of facilities
- Accelerated access using e-learning, video conferencing to provide additional learning for gifted and talented pupils. This will also include networking with other gifted and talented students (and those meeting their needs) across the local area, the region, nationally and internationally

The small number of pupils with English as an Additional Language will be initially assessed and appropriate provision is made. This could include full ESOL Programmes with qualified tutors or parts of programmes to address specific requirements. Hadlow College has substantial experience in this in two main areas

- FE students arriving from Eastern Europe and
- HE students taking undergraduate courses in land based disciplines from abroad e.g. Kenya.

HRCS will draw on this established policy and successful practice in assessing and meeting the needs of pupils with EAL.

D4: Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement.

Hadlow College was assessed by Ofsted as outstanding and the highest performing land based college in England. Performance in Kent schools overall at GCSE is marginally above the average for England and in many of the local grammar and faith schools, well above the average for Kent and England. Expectations of success for HRCS are very high and shared by Hadlow College, parents (see Section E), Kent LA and key partners of Hadlow College.

Located at the heart of a land based and food sector area (see Section C) we will measure success in terms of the contribution of HRCS to

- The local economy in terms of sustainable employment particularly in the land based and food sectors but also in related sectors including retail and service sectors
- Qualifications achieved by pupils in academic and technical / vocational subjects
- Career oriented qualifications e.g. Pesticides Application Foundation Course
- Progression rates to FE, HE and employment
- Personal development of pupils in preparing them for positive roles as young people and young adults
- Community related services including schemes such as Duke of Edinburgh Award

Aspirations for pupil and whole school achievement

Our aspirations for HRCS as a whole school and for each pupil are ambitious and appropriate. We believe, supported by parent views and DfE data that our children can perform better when they are motivated by inspirational teaching in a well equipped rural environment. We will set ambitious targets based on baseline assessments of each pupil and ensure every pupil is inspired and supported to reach or exceed those targets. Our pupils are entitled to an excellent start to their secondary education.

Success of our proposal will be evident initially in

- Opening on time in September 2013 and with each passing month, a highly successful school
- With full enrolment and
- Every pupil achieves their best in academic performance and in other areas such as music, drama, sport, other personal interests and community service
- Ofsted judgement of outstanding in first and subsequent inspections.

Measurable

It is essential that all pupils have achieved minimum standards in literacy, numeracy and ICT as key elements in progression through KS3 and KS4. We will focus on teaching of reading, language and communication with targets set for **all pupils to be reading, writing, and numerate and ICT skilled to at least age appropriate levels by the time they are 12 years old (end of Year 7).**

Attainment in English, Mathematics and Science will be assessed against National Curriculum standards half-termly, termly, annually and at the end of each key stage. This will inform each child's intervention programme including intensive literacy and numeracy. At the end of KS3 and KS4, children will sit the National Tests or equivalent including GCSE.

We expect **every pupil** (100%) to achieve their full potential with a **minimum** target of:

- Progress expected from external assessments e.g. CATs, FFTD estimates
- 5+ A*-C grades at GCSE including English and mathematics
- Achieving English Baccalaureate
- At least 1 BTEC Level 1 qualification in KS3
- At least 1 BTEC Level 2 qualification in KS4

In addition, we expect every pupil to gain at least one certificate that will assist future career paths and or demonstrate in CVs employability e.g.

- Food Hygiene Certificate
- Pesticides Application Foundation Course
- First Aid / Emergency First Aid at Work
- Safe Felling of Small Trees

We expect to see positive improvement by the time when the first cohort of GCSE pupils takes examinations in summer 2015. By the summer of 2018 when the first cohort to complete their education at HRCS we expect to be above the average for Kent and England non-selective schools (see Section C for 2011 performance) with an aspiration of 100% of pupils including

- the percentage of pupils achieving 5 A*-C grades including English and mathematics and

- the percentage of pupils achieving 5 A*-C grades for English Baccalaureate subjects

We expect gaps in attainment to be smaller than in LA and DfE performance tables. All gaps to be narrowed and closed wherever possible including

- Boys and girls
- Vulnerable children e.g., Looked After Children
- Ethnicity
- Specific groups e.g., pupils with SEN, EAL or FSM

Through inspirational teaching, monitoring and intervention we expect whole school achievement to be above Local Authority and England averages with an aspiration for top quartile performance.

In addition we will use less measurable indicators to assess overall success. We would like to see for all pupils

- All pupils achieved Community awards for their participation in Community Projects – 1 per year of their school life with HRCS
- Learn a new language
- Learn to play a musical instrument and make music together (class, school, other ensemble)
- Eat healthily and exercise
- Develop important life skills
- Demonstration of broader understanding of the world e.g. international mindedness

Pupil development and achievement

HRCS will establish a clear policy and operate a robust system of self-evaluation to assess starting points, set goals, monitor progress and implement support and intervention strategies where required. All staff will be fully trained in the HRCS self-evaluation policy and procedures with senior leaders responsible for specific areas of performance e.g. whole school, KS3, vulnerable groups. Pupils and parents will be fully engaged in the process to ensure ownership, understanding and encourage positive actions. Information arising from assessment and monitoring will inform the HRCS Performance Management systems for staff including identification of professional development needs (CPD). All staff will be accountable to a line manager and the Principal will be accountable to the Governing Body.

The criteria for successful self-evaluation and improvement are:

- The culture of the school demonstrates its support for the development of the whole person.
- The creation and continuance of a caring and respectful community where everyone is known and valued

- The broad, balanced and rich curriculum, individually personalised, is available for all pupils.
- The strong assessment system effectively tracks progress and shows the next steps of learning. IT system will be used – e.g. SIMS or better.
- Every pupil enjoys school, making progress towards their own targets. They feel confident, valued and well motivated to learn. They develop mature attitudes to learning and acquire relevant skills.
- Pupil behaviour is outstanding and attendance rates are high (97% plus).
- Within the school, success is reinforced and celebrated every day. The atmosphere is positive and strongly collaborative; pupils, teachers, staff and management work harmoniously together.
- Parents appreciate their children's progress; they are involved and support the school effectively.
- The governors oversee the management of the school's budget and finances, ensuring that resources are available for necessary development.

Pupils will undertake NFER base line assessments and reading age test at the end of year 6 prior to joining the Community School. Prior attainment data including Key Stage Assessments will be requested from feeder establishments.

Using Personal Learning and Thinking Skills framework (PLTS) and emotional intelligence profiling a learner aptitude evaluation will be created for each pupil on entry. Using appropriate value added analysis data, such as FFT, in addition to entry assessments relevant, stretching objectives will be set for each pupil for each academic year and for the end of each key stage.

Regular assessment (both formal and informal) of pupil work and progress will take place at the end of each learning unit and an updated academic record will be available for parents and carers. Leadership and governors quality assurance processes will underpin high standards of pupil development and achievement.

The School will investigate MidYIS and Yellis as a means of augmenting pupil target setting and linking to coherent advice and guidance when pupils move from Key Stage 3 to 4 and into post 16 education.

Pupil reading ages and core number skills will be assessed each year at Key Stage 3 and specialised intervention work will be planned in on the basis of the assessments. By the end of Key Stage 3 all pupils will be at appropriate national levels which will enable them to access the Key Stage 4 courses.

Personal development will be assessed and monitored at part of the informal and formal evaluation procedures within each learning unit. Tutor times each week and daily contact with pastoral staff and liaison with parents will assist in monitoring the emergence of emotional or personal issues.

There will be a fully developed Personal Social and Health Education strategy developed both within the curriculum and also through every activity in the school week.

Individual learning plans will be used to set challenging but achievable targets for all learners and these will be reported through quality meetings to ensure that all students are meeting their targets or if not that interventions are in place to support them to achieve. Headline data will be reported to the Governing Body in line with the cycle of meetings, to ensure that high academic standards are achieved.

The College currently has strong 'bottom up' mechanisms for creating a Self Assessment Report (SAR) which is reported to the Skills Funding Agency and the YPLA and is accessed by Inspectors through a portal. A similar process would be used to ensure that there was a robust approach to the school self-evaluation and the processes underpinning that, including feedback from stakeholders, data on student progress and achievement and a robust quality improvement action plan to ensure that there is focus on continuous quality improvement in line with school performance targets.

There will also be consideration of Value Added to recognise the progress made by those students for whom achievement of academic qualifications is more challenging. This process will look at expected progress in relation to initial or diagnostic assessment and compare that with actual achievement or progress.

HRCS will assess the progress of learners through a range of performance measures including retention, progression, achievement and value added measures including RARPA. Key targets would include:

- All learners to be at appropriate levels in core subjects at the end of Key Stage 3 and showing real progress against value added targets
- Pupil reading ages and number skills to be raised to appropriate levels enabling every child to fully access the curriculum as confident learners
- At the end of Key Stage 4 all pupils will have appropriate nationally recognised qualifications in Maths and English (Majority at least at GCSE C grade) as well as other core and vocational subjects
- Successful progression to a full range of Post 16 learning including Apprenticeships for all Key Stage 4 pupils.

Accountability for school performance will ultimately lie with the Headteacher and the Board of Governors and will be monitored through a robust quality framework and reporting structure.

D5: Describe your admissions policy, confirming commitment to fair and transparent admissions practices.

Hadlow College is an open access college and is committed to the values of the September and January Guarantee. Admission to HRCS would be compliant with the Schools Admission Code (2010) and would support the ethos of enabling every child to achieve their potential (Equality Act 2010).

The School Trust will take part in the Admissions Forum set up by Kent County Council Local Authority, hereafter referred to as the LA, and have regard to its advice; and will participate in the co-ordinated admission arrangements operated by the LA and the local In-Year Fair Access (IYFA) Protocol.

The school trust will ensure that parents and relevant children will have the right of appeal to an Independent Appeal Panel if they are dissatisfied with an admission decision of the school. The Independent Appeal Panel will be independent of the school trust. The arrangements for appeals will comply with the School Admission Appeals Code published by the Department for Education as it applies to Foundation and Voluntary Aided schools. The decision of the Appeal Panel is binding on all parties.

The proposed Published Admission Number is 30 in year 7 and 15 in Year 10 for September 2013 with places available for pupils of all abilities. Before the application of oversubscription criteria children with a statement of special educational need which names the school will be admitted. Where the number of applications for admission is greater than the published admission number, applications will be considered against the criteria set out below. The criteria will be applied in the order in which they are set out below

1. Looked after Children or those in care and Care Leavers
2. Siblings – where an older sibling already attends the school at the point of admission
3. Medical, health, social and special access reasons will be applied in accordance with the School's legal obligations, in particular those under the Disability Discrimination Act 1995. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs means that they have a demonstrable and significant need to attend a particular school.
4. Admission of students, on the basis of proximity to the school using a straight line measurement. Distances will be measured between the child's permanent address and the school using Ordnance Survey address point data.

Tie break

Where there are more applications satisfying any category, places will be offered **in order of proximity to the School** at the date of application.

The shortest distance, measured in a straight line, between the main entrance of the school and the child's home address (mid-point, front of house). Those living closer will be given higher priority.

In the event of (a) two or more children living at the same address point (e.g. children resident in a block of flats) or (b) two addresses measuring the same distance from the school, the ultimate tie-breaker will be random selection, witnessed by an independent body.

Definitions

Sibling Brother or sister, whether whole, half, adopted or step; provided that the applicant child is living in the same family unit at the same address as that sibling. For a sibling of the applicant child to be treated as being at the School, the sibling must have a place to attend the School on the day the applicant child would start attending should they secure a place.

In order of proximity to the School Priority to those living closest as measured in a straight line, between the main entrance of the school and the child's home address (mid-point, front of house). Those living closer will be given higher priority.

The school would wish to particularly attract young people who would have an affinity with the innovative, rural education focus of the curriculum, enjoying practical and hands-on learning coming from both town and countryside in the neighbouring area. There will be pupils of all abilities who will want to develop skills and explore the opportunities a land based provision can offer and who see themselves progressing into the College environment by 16+. The school's unique offer would also be attractive to those who have found mainstream schools difficult or would benefit from a completely fresh start. The school recognises that for some young people a traditional classroom based education may be less attractive. This can lead to disengagement and disaffection, HRCS intends that the vocational and practical approach will increase motivation and engagement in education contributing to a reduction in number of NEETs.

HRCS would be open access and provide education for a wide ability range through the application of a curriculum that enables young people to progress whilst providing 'stretch and challenge' for all. The school will be fully committed to the social mobility agenda and as such it intends to work closely with the Pupil Referral Unit and with local schools to provide an alternative curriculum provision for young people who find it difficult to engage in traditional formal education and for those that choose to work in a land based context.

The College open access policy provides 'second chances' for young people who have found traditional education difficult to access and HRCS will take on that mantra providing an alternative curriculum for those whose behaviour has previously been challenging and where there might be special educational needs that can be met through a more practical and experiential curriculum experience. There are a significant number of young people attending the College where this approach has

enabled them to engage fully in education and it is intended that this approach will support the NEET prevention agenda as well as reducing NEETs.

It is intended that admission in the first instance would be for Key Stage 3 (Year 7) and Key Stage 4 (Year 10). The admission criteria would be based on age at both entry points. HRCS would expect to work with the Local Authority to ensure that access was open to all young people in the local area including across county boundaries and would expect to accommodate young people outside of the normal admissions round in accordance with the regulations of the Local Authority and the Equality Act 2010.

Information regarding the appropriateness of HRCS would be provided to parents/guardians through schools careers departments Connexions, Open Days, parent meetings and other forms of published information such as a prospectus. It is not intended that there would be selection by interviews.

The School would annually review the profile of learners to ensure that there is appropriate representation and that no group is prevented from accessing the provision. This would form a key element in the Equality and Diversity review that would be carried out annually as a part of a self-evaluation report and quality improvement process.

The School would encourage admissions to young people that have not been in traditional education e.g. those that have been home tutored or have been educated within a Pupil Referral Unit. Such admissions would support young people to access more traditional education at age 14 and would provide an individualised learning programme to re-engage learners and develop employability skills. In particular admissions would be encouraged from young people with learning difficulties and disabilities for whom access to a vocational and practical curriculum would potentially be more meaningful and engaging.

D6: Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes.

Our approach to Behaviour and Attendance

HRCS, consistent with Hadlow College will have a values based approach to education with the core values being:

- Excellence
- Open and Transparent
- Honest and Reliable
- Professional and Efficient
- Inclusive and Welcoming
- Responsible and Accountable
- Supportive and Caring

The College has high expectations of its current students and this would be embedded into the culture of the HRCS. The 'Positive Behaviour Management' approach would be used alongside the use of 'Restorative Justice' which is currently being implemented at the College. HRCS would be committed to supporting young people to aspire, to achieve their potential and to develop employability skills through a culture of high expectations and a disciplined environment.

HRCS would have 'uniforms' or dress appropriate to the type of activities involved in academic and technical / vocational learning in a rural land based environment. This will support the professional ethos of the school through the use of professional but practical clothing that reflects the needs of the industry. The current College provides liveried clothing to promote a feeling of belonging and pride in the institution. The use of 'uniforms' would be used to support the professional behaviours of young people.

Hadlow College encourages learners to become 'independent learners' and this would be supported through HRCS with the inclusion of self directed learning, thematic studies, use of new technologies and the development of study skills and critical thinking with the inclusion of project based study along the lines of the Extended Essay and Theory of Knowledge studied in the International Baccalaureate programme. The ownership of their own learning and targets will be a key feature in promoting high standards of behaviour, attendance and peer expectation.

The use of regular one to one tutorials and close working relationships with parents will be used to support high attendance. The expected attendance at the HRCS would be 100% with an acknowledgement that actual attendance is likely to be in the region of 97%. Support mechanisms would be put into place to support students to achieve high levels of attendance.

One to one tutorials will also offer the opportunity for students to measure their own performance, evidence achievement in a variety of ways and set challenging targets with the support of their tutor.

Strategies

Admission to HRCS includes a home school agreement to support the ethos of the school. The home school agreement outlines clearly the expectations of the school, the parents and the child from the start.

There will be a positive discipline policy which is simple, fair and uses a restorative justice approach; the policy will be based on successful models used in other secondary schools. This is a common sense approach where the facts are established and there are clear lines of responsibility encompassing all taking their share of responsibility and accountability in partnership with parents, school and the pupil.

There will be an ethos of respect and caring and wanting to do the 'right thing'. All will have a strong identity, all will have high expectations and pupils will take responsibility for their learning, they will own their learning and behaviour. There will be a culture of encouragement and praise.

Pupils will have the opportunity to discuss issues and conflict and will be supported in putting things right in a restorative way and so develop their sense of justice and community.

It is anticipated that the majority of issues will be resolved quickly and swiftly by the subject teacher/form tutor. If not resolved, the matter will be referred to the subject leader/pastoral leader or Deputy. If still unresolved parents are consulted as is the Principal.

Rewards and Sanctions policy

On entering the college all pupils, staff and parents will sign up to this policy.

The rewards and sanctions policy will be posted in the school and will include encouraging words to support the ethos of the school: trust, respect, hope, forgiveness, joy, honesty, truth, reconciliation, caring, supportive, reflective, considerate, supportive, resilient, perseverance, resourceful, empathy.

To gain the required consistency all staff must promote and model and maintain the high expectations and accept nothing less. Pupils will come to respect everyone and themselves and the gift they are being given – an education in a safe, secure, caring and encouraging environment. Pupils must accept the consequences of their actions and realise that the choices to conform are theirs. The onus is on the student and staff to follow the procedures in the policy. Staff will not get into any confrontation but simply follow the set procedures.

A no shouting policy will be observed.

Expectations and policy will be communicated to all pupils and staff in a clear and simple way.

Emphasis should be on praise and rewards using the full range of rewards available: Such as:

- Public acknowledgement through HRCS information systems
- Stamps, stickers, postcards home
- Certificates in assembly
- Merits given to reward good progress and exceptional contribution.
- Prizes at prize giving day/evening
- End of term/year treats such as trips, cinema tickets or other preferred reward – ask the students what they think a good reward looks like!
- Attendance rewards for 97% plus, 90% plus and for the best improved attendance over the term/year.

The sanctions process when expectations are not met

:

Stage 1 Class teacher level

1. A verbal reminder of the appropriate core expectation given.
2. The opportunity to comply given firmly but fairly.

3. Thanks given when the pupil complies.

Stage 2 Class teacher level plus memo to Pastoral Head.

4. If the pupil still does not meet the expectation he/she is asked to step to one side/ withdraw from the activity to reflect a few minutes.
5. After a few minutes the teacher engages in a short conversation with the pupil to develop understanding of the problem and expectation asking the pupil if they have thought about the expectation and how to meet it and politely asking if they are willing to try again, then invited back into the classroom/learning space.
6. Chance to comply again, thanking the pupil when they try.

Stage 3 Pastoral Head

7. If the pupil still refuses to comply then he/she will be sent to the reflection area. Constructive and relevant work will be set.
8. Time is given to quietly reflect and a further conversations with the staff.
9. A reflection support form is completed by the pupil and sent to the Pastoral Head. At this stage parents are informed to gain their support. Pastoral Head makes this contact.

Serious incidents will jump straight to the reflection area with intervention from a senior manager (including SENCO).

The approach is to model and reinforce good behaviour within the classroom supported by setting high expectations. The reflection area will offer pupils a means for reflection and correcting their behaviour. Pupils may have different break and lunch times so that the pupil is kept away from peers if necessary.

Pastoral Leaders can keep the overview/ observe patterns emerging and respond and liaise appropriately with parents and carers.

The strong and supportive pastoral care will be a distinctive feature of HRCS. This all builds on supporting the development of the pupil holistically as a person in recognising that mistakes happen when we are learning and growing up and we can be supported and encouraged by having time to think and consider the opportunity for reconciliation and progress.

This is fully in line with our ethos: recognising to self - one's mistakes, recognising with another person the mistakes/learning conversation, chance to put things right/reconciliation, forgiveness and the chance to try again. This is also the essence of restorative justice where there is an expectation to put things right by apology or action.

Exclusions policy (DRAFT)

HRCS will avoid exclusions wherever possible. The exclusion and appeals policy is based on DFE guidelines and utilises the four guidance flow charts.

HRCS Exclusion Policy

- Good practice to avoid exclusion
- Decisions for fixed term exclusion and reintegration
- Permanent exclusion
- Appeals process

HRCS promotes positive behaviour and seeks to use exclusion as a last resort by identifying at risk pupils and providing early intervention utilising a range of measures. All staff will be well trained and clear about the behaviour and exclusion and appeals policies and procedures. The behaviour policy will be applied rigorously and consistently and in a non- discriminatory way.

The policies will be published on the website and pupils, parents and all staff made aware of them. Parents will be involved at the earliest possible point and at all stages parents will be consulted and kept informed and the best solutions for the individual sought. Translations of documentation and availability of a translator at meetings will support parents and pupils where their understanding of English is not strong.

Rigorous recording of all events, witness statements and all relevant documentation and correspondence will be stored securely and monitored to ensure guidelines and procedures have been followed in accordance with school policies on behaviour, equal opportunities, SEND, non- discriminatory and that there has been compliance within the law, plus fairness and proportionate to the initial offence.

Please also refer to the more detailed DES flowcharts.

1. Identification of 'at risk' pupils. A nominated professional coordinates and keeps records and is the single point of contact for the pupil, parents and staff. The lead professional reports directly to the Principal and Deputy or Teacher in Charge. All staff made aware.
2. Early intervention put into place. These strategies include: Inform parents and discuss support/actions, relevant teachers meet to agree possible measures to support the pupil, allocation of a learning mentor/dedicated TA, consider change of teaching group/tutor group, devise a pastoral support programme PSP, contact/referral to appropriate supporting agencies such as: Children's Services, Adolescent mental health professionals, CAF, Behaviour and Education support team, Children's Trusts.
3. Use alternatives to exclusion:
 - Use restorative justice – enable offender to redress harm done.
 - Mediation – a neutral person supports the resolution of conflict between individuals – pupil/pupil, staff/pupil
 - Internal exclusion, a short and temporary measure. Pupil moved to work in another class or designated area
4. Decision to remove a pupil from site which is not exclusion. An occasion may arise when a pupil needs to be removed from the site due to a medical reason where the presence of the pupil represents a serious risk to the health and safety of the pupil/ other pupils or staff. A pupil may be given permission to leave/go home to rectify a breach of school rules such as uniform or appearance. This will be for only as long as necessary to rectify the breach

and all safeguarding and child protection regulations will be followed to ensure the safety of the child. E.g. parents informed to collect the child, the child will not be allowed to be alone on the way home or at home.

If a pupil has been accused of a serious criminal offence and it is in the best interests of the individual and/or community to inform the authorities.

5. Decision to exclude for a fixed term is made by the Principal, deputy or teacher in charge only when a thorough investigation has been carried out to establish the facts and evidence and in taking account all school policies and where applicable the discrimination act.

A written record of all actions, statements, interviews will be taken and kept secure, these will all be signed and dated by the person writing them and countersigned by the witnessing member of staff.

This would occur when there has been a serious breach of the school behaviour policy or allowing the pupil to remain on site would constitute serious harm to the education or welfare of the pupils/others in the school, persistent disruptive behaviour. Fixed periods of exclusion should be no longer than 1-3 days.

- Contact the parents immediately preferably by phone, arrange collection and supervision. The pupil's welfare will be the prime consideration.
- Written notice is given to the parents giving precise period of exclusion, parents' rights and duties, schools duties and the details of reintegration interview.
- Educational provision during exclusion is arranged from and including the sixth consecutive day of the exclusion and from the first day for a looked after child.
- A reintegration is arranged with the parents and pupil on school premises at a convenient date and time to the parent if possible the first day back after exclusion. Agreement on how to best support the pupil is made and a home school agreement drawn up and signed by all parties. This is a joint responsibility between the school and parents. Lack of cooperation may lead to seeking further advice and issue of a parenting order.

Decision to permanently exclude is made by the Principal or Deputy Principal.

- Parents are immediately informed as above and given written notice after the Principal is satisfied that a thorough investigation has been conducted and has consulted all relevant policies and legislation and that the judgement made is based on available evidence and the 'balance of probabilities'.
- The parents are informed of the right to appeal and the appeals process.
- The Governing body and LA are informed of the exclusion within one day.
- The Governing body convenes to consider the exclusion inviting the parent, principal and LA officer in accordance to the procedures – *see DfE guidance*.
- The Governing body informs the parents, Principal and LA of the decision within one day of the hearing and give reasons. A last day for lodging an appeal must be stated and that the grounds for the appeal must be stated in writing. All copies of letters and documentation placed on pupil file.

If parents lodge an appeal:

- An appeal panel of trained personnel will be set up in conjunction with the LA with an appointed clerk and a date fixed within 15 school days after the appeal was lodged and away from school premises.

Strict adherence to recommended DES guidelines will be followed

ATTENDANCE

HRCS will offering a positive ethos where all pupils are valued and encouraged to flourish by engaging with an exciting curriculum and a range of extracurricular activities on offer. Pupils will be praised and encouraged to have positive attitudes towards learning. As staff will be supportive and learning will be personalised, pupils will want to come to school. It is anticipated that attendance will be excellent but systems will be in place to prevent persistent absence:

- Parents will be asked to inform school of the reasons for absence on the first day and the expected length of absence.
- Form tutors will monitor attendance and alert the Lower/Upper school Pastoral Leader of any potential problems regarding absence.
- Form tutors will contact parents if parents have not informed school of the reason for absence.
- Lower/Upper school Pastoral Leaders will monitor attendance and investigate any unexplained absences and discuss with parents and offer support. Pastoral leaders will report to the responsible senior leader – the Deputy Principal.
- For persistent absence, the relevant outside agencies will be contacted.
- Senior leader will monitor attendance, prepare statistics to report to the governing body.
- We will discourage the practice of taking holidays in term time.

All staff will be fully aware of the legal requirement and importance of maintaining accurate and up to date daily records of pupil attendance. This will be recorded and tracked using a data recording system (Information Management System)

D7: Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community.

Community Engagement

Hadlow College is the largest and most prominent landmark in the village of Hadlow. The prime location of its 100 acre site has prominent frontage on the main road through the village and signage of events and developments can be displayed to great effect. The range of commercial units operated by the College such as Riding Arena, Garden Centre, Restaurant, Farm Shop and Sports Facilities provide natural points where the College can engage with the local community individually or with specific interest groups. A significant proportion of the College employees live in the village of Hadlow or within a short distance. The local community is proud of Hadlow College (see Section E) and is very protective of this important asset.

Communications work very effectively through

- Road side signage
- Advertisements / announcements in the local media
- College web-site
- Leaflets, posters and flyers around the College commercial units, local shops and other public places
- Word of mouth
- Formal meetings and events
- Social events such as Charity Events, BBQs, Open Days / Displays
- Special Events e.g. Gold Medal Winner. Royal Horticultural Society. Hampton Court Flower Show (2007)
- Formal communications with key College partners such as Kent LA, local schools

HRCS will build on this effective network of communications to engage directly with the local community including prospective feeder primary schools. The College already engages with a number of primary schools many of which have welcomed the proposal to open HRCS. Senior staff from HRCS will engage with primary schools to further develop and nurture relationships to support enrolment at HRCS and also to develop opportunities for mutual benefit to pupils in primary schools, HRCS and Hadlow College e.g. support for land based enterprise projects.

The curriculum will include a requirement to engage in community activity to ensure that students are aware of themselves as responsible members of their communities. The Ofsted report, June 2010, recognises the community engagement in the current college and this high quality practice will be embedded into the culture of HRCS.

'Partnership work is outstanding. The College has developed a wide range of partnerships with school, employers, community organisations and public sector bodies that benefit learners in a variety of ways.' Ofsted, June 2010

Group tutorials will ensure that pupils are able to demonstrate personal growth and

self-reflection based on the five themes of the Every Child Matters agenda. The school will focus on learners being able to debate, discuss and make informed decisions with regard to their role in the community and their views on local and rural issues.

The curriculum will also include opportunities for physical and creative challenges within the community e.g. the creation of community projects such as an environmental garden in the primary school, supporting with preschool/primary activities e.g. animal handling/feeding.

HRCS will be involved in local activities in the village e.g. the Carol Service and Harvest Festival as well as regional events such as the Kent County Agricultural Show and the South of England Show. An active programme of educational visits and guest speakers in the school plus a range of opportunities for pupils to engage with local people will further enrich their experience and personal development.

Pupils will be encouraged to seek out other community projects which will benefit the local area and these will be embedded into a holistic educational approach e.g. project management and costing, teamwork and completion of tasks to timescales. The community themes will also link intrinsically with work placement opportunities and development of employability skills.

The school will engage with local, regional and national charities and pupils will be able to find opportunities for fund raising for these charities seeing the work that they do in the community e.g. hearing dogs and guide dogs for the blind.

Locally based voluntary work and fund raising will be fostered among the pupils both as part of their day to day curriculum but also as extending extra-curricular activity. Work experience opportunities for Key Stage 4 pupils will also seek to exploit the existing excellent world of work connections the College has with its community. Pupils will also be encouraged to take up opportunities to act as volunteers within the Hadlow College environment, working with the Animal Management Unit or supporting major events such as the Lambing Weekend etc as well as external events such as the Kent Show.

In addition to this the curriculum will include activities related to sustainability such as recycling, eco councils, sustainable land use, sustainable energies of the future climate change, global poverty, food security and the impact of lifestyle on the environment. These will be approached through projects and thematic approaches including research and analysis. The school would engage in the Sustainable Schools programme and seek awards such as the Eco Schools Award and engagement in programmes such as the RHS School Gardens Programme. The focus on such activities would promote high level discussion, debate and understanding personal action and behaviours on local, regional and national community projects.

International opportunities would be developed from current College links including links with Kenya and South Africa for animal behaviour and welfare as well as issues around agricultural practices in areas of drought, food security and themes such as fair trade. Project work in Kenya will also feature sustainable agricultural and

horticultural practices as well as engagement in the sponsoring of educational facilities in a rural village.

The school is committed to supporting the provisions of the Equality Act 2010 through its day to day practice, its engagement with the community and in key experiences and learning undertaken by the pupils. Community is at the heart of the ethos and purpose of the proposed school and all involved, both adults and pupils, will be expected to embrace the diversity, talents and needs of each other and those of the world beyond the school environment. This will be underpinned by the School's admissions, commitment to marginalised learners and its strong desire to be a significant player in the locality.

D8: If you are intending to be designated as a school with religious character, show how the needs of all children (whether of a particular faith or none) are fully provided for within the education plan.

Not relevant for this application.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing independent school applying to become a Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the number of children already on roll at your school.
- In **column C** please provide the number of children of the relevant ages, who are not currently on roll but whose parents have indicated that they will choose the proposed school as their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	30	53		176	30	18		60
Year 8	30							
Year 9	30							
Year 10	15	11		73.3	17	7		41.1
Year 11	15							
Year 12								
Year 13								
Totals								

Section E: Evidence of demand and marketing – part 2

E1: Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as one of the choices for their child.

Methodology and questions asked

The proposal to establish HRCS has been gathering momentum for some time and demand from parents, pupils and other stakeholders is overwhelming. The approach has focussed on raising the profile of the proposal through prominent signage on the Hadlow College side facing the main [REDACTED] and targeted use of local print and broadcast media. This approach has also alerted people to the HRCS website www.hrcschool.org which has additional background information about the proposal, contact details and news of events such as public meetings.

The media coverage has included

Kent Messenger	Information about consultation events	Pub. w/c 23 January 2012
Kent Messenger Business	Article about free school	Pub. w/c 23 January 2012
Kent on Sunday		Pub. 29 January 2012
Country Mile	Half page	Pub. January 2012 edition p.16
Kent Profile		Pub. February 2012
Keys Magazine		Pub. January / February 2012
Kings Hill Directory		Pub. January 2012
Primary Times	250 word article and image	End January 2012 edition
Southern Farmer	[REDACTED] interview with	At Tonbridge Venue
Kent Life		Pub. February 2012
Wellbeing		Pub. April 2012
KMFM	Interview with [REDACTED]	30 January 2012
Kent & Sussex Courier	Interview with [REDACTED] and [REDACTED]	At Tonbridge Venue

The media campaign has been very successful in attracting interest from parents. The campaign will continue over the coming weeks and months and has established a sound platform for further coverage post approval as the nature of interest will move towards the detail and progress towards opening in September 2013.

In addition to the media information, leaflets and the website were used to invite parents to 4 meetings held at

Maidstone: 2 February 2012. 6.30pm. [REDACTED], [REDACTED],
[REDACTED]

Tonbridge: 7 February 2012. 2.00pm and 6,30pm [REDACTED] [REDACTED],
[REDACTED]

Kings Hill: 8 February 2012. 6.30 pm. [REDACTED], [REDACTED],
[REDACTED].

The meetings were very well attended by parents and their children and proved to be very effective. The two emails below are examples from parents expressing their positive reactions to the evening and overall support for the proposal to open HRCS.

E-Mail 1

[REDACTED]

Email 2

[REDACTED]

The meetings were also successful in spreading excitement to young people that did not attend the meeting. The following email received from Abbie – age unknown – encapsulates the level of interest in attending HRCS. [REDACTED] is approximately [REDACTED] miles from the proposed HRCS site.

[REDACTED]

Leaflets explaining the proposal to open HRCS were distributed at the meetings and made available on the website and in other public locations around Hadlow. The following illustrations show the detail of the leaflets used.

[REDACTED]

The meetings were supported with a questionnaire which is reproduced in full.

Hadlow Rural Community School – A Free School Community Questionnaire

Thank you for attending the meeting.

An important part of the process of setting up a Free School is to provide evidence of the views of the local community. It would be really helpful if you could respond to the questions below as part of our survey of views.

1. Having attended the meeting this evening do you agree or disagree with the College's idea of setting up a Free School?

Agree
Disagree

2. Do you feel there is a need for the type of school outlined this evening?

Yes
No

3. If you agree, what do you think the main benefits of setting up the school would be for pupils?

- High quality education
- Improved employment opportunities
- Developing practical skills with new technologies
- High academic expectations
- Enabling individuals to fulfil their potential
- Safe, dedicated site
- Other benefits.....

4. Would you be prepared to select Hadlow Rural Community School as your child's first choice?

Yes
No

5. Please include any other comments you would like to make below?

6. Please give your contact details for us to include in our bid:

Name Postcode

Date of Birth of Child/ren

If you would like to receive further information about Hadlow Rural Community School please give your full address and/or email address.

Postal Address

.....

.....
.....
Email Address

Commitments to date to send children to HRCS

The table below is an edited list of parents that have expressed a wish for their children to attend HRCS. The list continues to grow as people become aware of the proposal.

DOB	Postcode
YEAR 10 - currently Year 8	
06/10/1998	ME15 [REDACTED]
28/10/1998	TN9 [REDACTED]
07/12/1998	ME17 [REDACTED]
15/12/1998	TN15 [REDACTED]
03/06/1999	TN10 [REDACTED]
16/06/1999	TN9 [REDACTED]
16/06/1999	ME18 [REDACTED]
20/07/1999	TN15 [REDACTED]
25/08/1999	TN11 [REDACTED]
28/08/1999	TN11 [REDACTED]
	ME16 [REDACTED]
11	
YEAR 9 - currently Year 7	
26/10/1999	TN11 [REDACTED]
12/11/1999	TN10 [REDACTED]
18/01/2000	ME15 [REDACTED]
Y6 Sept 11	
27/02/2000	ME18 [REDACTED]
08/04/2000	TN15 [REDACTED]
Y6 Sept 11	ME19 [REDACTED]
7	
YEAR 8 - currently Year 6	
07/09/2000	BR6 [REDACTED]
09/11/2000	TN2 [REDACTED]
11/10/2000	ME19 [REDACTED]

18/11/2000	TN12	[REDACTED]
18/11/2000	TN11	[REDACTED]
27/11/2000	RH8	[REDACTED]
01/12/2000	ME1	[REDACTED]
16/03/2001	TN11	[REDACTED]
17/05/2001	ME19	[REDACTED]
16/06/2001	ME19	[REDACTED]
17/06/2001	ME5	[REDACTED]
28/06/2001	ME15	[REDACTED]
24/07/2001	ME19	[REDACTED]
28/07/2001	ME19	[REDACTED]
04/08/2001	TN1	[REDACTED]

15

Year 7 - Currently Year 5

22/4/2001 (repeating Y6 in Sept 12)	ME19	[REDACTED]
11/09/2001	ME17	[REDACTED]
15/09/2001	ME19	[REDACTED]
26/09/2001	TN9	[REDACTED]
09/10/2001	ME17	[REDACTED]
10/10/2001	TN11	[REDACTED]
16/10/2001	ME19	[REDACTED]
17/10/2001	ME18	[REDACTED]
17/10/2001	ME19	[REDACTED]
17/10/2001	TN11	[REDACTED]
18/10/2001	ME19	[REDACTED]
18/10/2001	ME18	[REDACTED]
21/10/2001	TN15	[REDACTED]
22/10/2001	ME18	[REDACTED]
23/10/2001	TN10	[REDACTED]
04/11/2001	ME19	[REDACTED]
12/11/2001	TN11	[REDACTED]
18/12/2001	ME19	[REDACTED]
26/12/2001	ME16	[REDACTED]
02/01/2002	ME19	[REDACTED]
03/01/2002	ME19	[REDACTED]
26/01/2002	TN10	[REDACTED]
25/01/2002	ME19	[REDACTED]
17/02/2002	ME19	[REDACTED]
22/02/2002	ME20	[REDACTED]
08/03/2002	ME18	[REDACTED]
20/03/2002	ME19	[REDACTED]
22/03/2002	TN15	[REDACTED]
27/03/2002	TN11	[REDACTED]

27/03/2002	TN11	[REDACTED]
11/04/2002	ME18	[REDACTED]
12/04/2002	TN12	[REDACTED]
16/04/2002	TN11	[REDACTED]
16/04/2002	TN11	[REDACTED]
20/04/2002	ME19	[REDACTED]
21/04/2002	ME15	[REDACTED]
03/05/2002	TN2	[REDACTED]
10/05/2002	ME17	[REDACTED]
10/05/2002	ME19	[REDACTED]
15/05/2002	TN12	[REDACTED]
17/05/2002	TN10	[REDACTED]
18/05/2002	TN10	[REDACTED]
05/06/2002	TN9	[REDACTED]
09/06/2002	TN11	[REDACTED]
10/06/2002	TN9	[REDACTED]
04/07/2002	TN12	[REDACTED]
4/7/2002	Twins	
15/07/2002	ME19	[REDACTED]
24/07/2002	ME19	[REDACTED]
25/02/2002	ME19	[REDACTED]
26/07/2002	ME19	[REDACTED]
13/08/2004	TN11	[REDACTED]
15/08/2002	ME19	[REDACTED]

53

Currently Year 4

31/08/2002	TN10	[REDACTED]
11/09/2002	TN12	[REDACTED]
22/09/2002	ME20	[REDACTED]
Y4 in Sept 11		[REDACTED]
28/10/2002	TN27	[REDACTED]
03/11/2002	TN9	[REDACTED]
29/12/2002	TN11	[REDACTED]
08/01/2003	TN11	[REDACTED]
14/03/2003	TN11	[REDACTED]
16/03/2003	ME18	[REDACTED]
09/04/2003	ME18	[REDACTED]
27/05/2003	ME18	[REDACTED]
27/05/2003	ME18	[REDACTED]
27/04/2003	TN11	[REDACTED]
28/05/2003	ME14	[REDACTED]
31/05/2003	ME19	[REDACTED]
07/07/2003	TN4	[REDACTED]
23/08/2003	TN15	[REDACTED]

Younger Year Group

01/09/2003	ME18	[REDACTED]
18/09/2003	SE18	[REDACTED]
09/10/2003	ME19	[REDACTED]
23/02/2004	ME6	[REDACTED]
30/10/2006	ME6	[REDACTED]
26/02/2004	TN11	[REDACTED]
26/03/2004	TN15	[REDACTED]
12/10/2004	ME18	[REDACTED]
03/11/2004	TN11	[REDACTED]
31/03/2008	TN11	[REDACTED]
01/08/2005	ME19	[REDACTED]
16/01/2006	ME19	[REDACTED]
03/04/2006	ME18	[REDACTED]
07/05/2009	ME18	[REDACTED]

Other supporters

	ME18	[REDACTED]
	TN10	[REDACTED]
12/05/1998	ME19	[REDACTED]
	TN11	[REDACTED]
	TN3	[REDACTED]
	ME19	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	TN1	[REDACTED]
	TN11	[REDACTED]
	TN12	[REDACTED]
	TN25	[REDACTED]
	TN10	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	SW1A	[REDACTED]
	TN4	[REDACTED]
	ME18	[REDACTED]

There has been consultation with a wide range of stakeholders including the local community, local schools, parents, businesses and local employers. There have also been discussions with the local authority who have expressed an interest. In addition, a series of focus groups have also been held using the local community, parish council and wider stakeholders to assess the interest in the scheme.

Evidence of demand from the local community

Letters of support from been received from many people. The list below is a selection to show the breadth of support from the local area and Kent overall. Copies of the letters are attached as an Annex. The authors of the letters represent the local council, Parliamentary Constituency and a range of key partners from Agriculture, Manufacturing and the land based sector skills agency.

David Hughes	Chief Executive Tonbridge and Malling Borough Council
Cllr Stephen Paine	Maidstone Borough Council – Fant Ward
Cllr. Richard Long	Kent County Council, Member for Malling East

Consultation within the local community has provided support for the development of the school as a school of choice for young people committed to the rural agenda.

The College Governing Body has given full support for the development of an 11-16 school. This has been discussed at Board level and is seen as an opportunity to provide a strong vocational education to promote career opportunities in the local area and to meet the needs of employers for a highly skilled and talented workforce. As employers in the local area they are fully in support of HRCS promoting these career opportunities, many of which are not considered or understood by young people in traditional school settings.

The local councillor for Malling Rural East has publically expressed support for the concept of HRCS, both at a consultation meeting and in the local press, acknowledging a need for this provision in the local area and expressing support for the ethos and vision of HRCS.

Consultation with employers in the local area and in particular those associated with the rural agenda have demonstrated full support for the concept recognising the

opportunity to provide progression routes for young people into the rural economy and into technical and highly skilled roles. Employers have demonstrated a commitment to engagement in HRCS through such activities as curriculum design, assessment, work placements, mentoring, visits and careers development. This proposal is perceived to have a key role in raising the profile of the rural agenda and the wide range of job opportunities and highly skilled careers that exist in the sector including access and progression to Apprenticeships. Over 85% of land in Kent, the Garden of England is classified as rural with approximately a third of the population living in rural areas. There are significant job opportunities in rural areas and this potential is not always recognised and this proposal offers an opportunity to bridge that gap.

E2: Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

How we are making HRCS attractive to pupils of different backgrounds and abilities and from deprived or disadvantaged families;

Section E1 describes our approach to ensure that the widest possible publicity about our proposal is achieved. The media coverage includes every local publication and broadcast media in the local area. The responses so far from parents suggest that the coverage is reaching all sections of the community including the more affluent and those pupils from deprived or disadvantaged families.

The Hadlow College brand is very strong. The reputation for offering a wide range of courses in Further Education and Higher Education including Degree courses is very attractive to many pupils aspiring to professional careers in land and food based sectors and many other areas. Hadlow College has strong links with the University of Greenwich and other institutions which adds credibility and makes the proposal even more attractive to the most able pupils including gifted and talented.

Targeting local primary and secondary schools will become a stronger element of our campaign. The local primary school is fully supportive of our proposal and the concept has been actively marketed through the school to all families likely to be eligible for admission (by age) in the near future. The local primary school caters for all children including those from deprived or disadvantaged families, with SEN, disabilities or learning English as an additional language.

In addition the Kent LA Admissions Service is in support of our proposal and will draw attention of any children in public care to the possible opportunities at HRCS.

Consultation and engagement will continue after submission of this application, through the pre-opening stage and as an on-going process.

Equal Opportunities

Hadlow College is committed to equal opportunities and will apply this approach in reaching out to the wider community.

Recruitment and retention of Staff:

The College as an Equal Opportunities employer will extend its current experience and expertise into the recruitment strategy for HRCS adhering to the guidance in the Equality Act 2010. The Human Resources will be a 'shared service' ensuring that knowledge and skills of the educational sector are employed effectively and that the economies of scale in using this model are fully employed. The College practice of annual analysis of employment trends on gender, sexual orientation, age, disability and ethnicity will be employed in HRCS and annual reports will be made to the Governing Body/Trustees.

All employees will be subject to the national standards required to ensure the safeguarding of learners i.e. all employees will be subject to Criminal Record Bureau (CRB) checks. Hadlow College achieved Outstanding for Safeguarding in its Inspection in June 2010, one of only seven colleges across the country in Cycle 3 inspections. It features in the Good Practice survey for Safeguarding which is published on the Ofsted website.

HRCS will provide additional employment opportunities which we will seek to fill from the local area.

Recruitment and retention of pupils:

The Hadlow Rural Community School will be committed to social inclusion and social mobility in line with the 'Big Society' agenda. The College Ofsted report in June 2010 stated that

'A broad and expanding range of courses excellently meets a wide range of learners' needs and that of the local and wider communities'

and this ethos will form the fundamental ethos of the school.

Learners will be admitted to the school based on their preferred choice and in line with the Kent County Council admissions procedures and the HRCS admissions policy. Pupils will be assessed through appropriate screening and diagnostic assessments, including discussions with parents and the prospective pupil along with prior achievement. These will not inform whether the pupil is admitted to the school but will inform the need for additional support, either additional learning support or support with a physical or other learning/behavioural disability in order to maximise the opportunity for success at the school.

All policies and procedures within the school including those related to behaviour management or disciplinary will be Equality Impact Assessed to ensure that there is no discrimination against any specific group and will meet requirements in the

Equality Act 2010.

The College currently works with the multi cultural chaplaincy providing a multi faith room and appropriate facilities and artefacts to meet the needs of a wide range of faiths. This practice will be extended to HRCS to meet the needs of school pupils with the provision of a multi faith room and access to multi faith chaplaincy.

Marketing Strategy

Hadlow College has a high quality brand and a successful marketing strategy which promotes the College across Kent and Medway. Hadlow has seen an exponential rise in applications since 2003, with over 300% rise in demand. Hadlow College intakes for 2011/2012 are also expected to be at capacity which is representative of the popularity of rural and land based programmes in Kent and the wider South East.

The marketing of the Hadlow Rural Community School would be a part of and an extension of that strong branding and marketing concept. Hadlow has a robust branding strategy which has evidenced the increased recruitment in all areas of the College. Hadlow's brand values of Innovation, Experience and Excellence underpin this new school development.

The high quality of provision, evidenced in the Ofsted Outstanding grade, with 24 out of 27 grades being Outstanding and three being good is well recognised in the local area and this would be used extensively to demonstrate the commitment to high quality provision and experience.

The College has an excellent reputation in the local area for the provision of high quality education and training with parents, employers, and the rural community and with students. This reputation would be extended into HRCS brand which would brand itself on high achievement, progression into employment and Higher Education.

The marketing strategy will be focused on the unique experience that HRCS would provide for its learners, promoting the values based culture, practical and experiential learning alongside a culture of achievement, careers opportunities, entrepreneurship and engagement with employers and business.

In particular the marketing strategy will promote the student centred educational ethos, strong pastoral care and support, high aspirations and expectations within the organisation. It will promote coherent progression routes and the prospect of being able to progress through a high quality educational organisation from age 11 to the achievement of a BSc or BA degree at age 22 whilst still facilitating progression into meaningful employment or to alternative providers at each stage.

Marketing Activities:

Activity	Dates
School Prospectus	September/October 2012
Bespoke Website Launched	September 2012
Parents Information Evenings	September/October 2012

School Visits	June - September 2012
Radio advertisements	November 2012
Bus advertisements	September/October 2012
Advertorials in National and Local press	September/October 2012
Posters/postcards/mail drops	September/October 2012
Facebook/Twitter/	July 2012
Open local community face-to-face meetings	Summer – Autumn 2012
Sponsorship of local events e.g. Kent Agricultural Show/activities in local schools in association with Produced in Kent	January 2013
Corporate Branding for specific areas	October 2012
Advertising outside College site & satellites	October 2012
Promotion through Alumni activity/website	January 2013

The marketing activities would be developed into an annual calendar ensuring that activities are in line with the school application processes. Student

Ambassadors, currently working with the College would be extended with School Student Ambassadors and would be engaged in activities to provide a learner/customer perspective on the experience of 'Hadlow'.

Statutory Consultation

In line with the Academies Act 2010 there will be extensive consultation with stakeholders to be commenced on approval of application. The consultation will seek to evidence the extent of support particularly from parents to open HRCS and give governors confidence in committing to the Funding Agreement.

The consultation is likely to include:

- local primary schools (within a 5 mile radius)
- local secondary schools (within a 10 mile radius)
- the West Kent Learning Federation Headteachers group
- Pupil Referral Unit network
- Local Authority (student numbers/transport)
- local employers and businesses related to the rural sector
- parents and potential pupils
- relevant organisations such as LANTRA

Consultation will be through consultation events, surveys and 'road show' events to engage in meaningful discussion and debate. The feedback and responses to the consultations will be through direct responses to each group through the lead organiser e.g. a Headteacher of a school, through published Frequently Asked Question leaflets and fliers and on the College website through the link to the HRCS Section.

These will be scheduled to commence in the autumn term 2012, and will be organised at a variety of times to meet the needs of the particular stakeholder group.

The basis of the consultation will be a detailed description of the proposal for HRCS. This will include education vision and ethos, summary of the education plan, admission arrangements, location, key dates and other relevant details. The documentation will describe how responses should be made, the deadline for submission and address for responses. To minimise costs and improve efficiency we will make all of the information available on www.hrcschool.org with alerts posted in the local newspapers, libraries, health centres and other public facilities, and have set up a Facebook page which has proven popular.

We will allow sufficient time for people to learn about our proposal, raise questions and formulate a considered response. For example, we will circulate advance notice of the consultation period, arrange meetings where possible at the start of the period and allow a total of six weeks for people to read the information, raise any questions and prepare considered responses. All meetings will be recorded and all correspondence logged and retained. The Governors will publish a report on the consultation, the responses received and any changes the Governors may wish to make. The information from the consultation will inform the Governing Body decision regarding proceeding with the proposal and entering into a Funding Agreement with the Secretary of State.

A proposed timeline for consultation is included as an example. We understand this will be negotiated with the DfE following approval of this application.

June 2012	Soft market testing of how and when people and groups would want to be consulted		
September 2012	Advance Notice of Consultation on website, and in local media after DfE Approval	4 weeks	Requires time to arrange venues and prepare documentation and website
October 2012	Consultation period including issue of consultation document and guidance, public meetings, other meetings	6 weeks	Meetings, responding to questions
January 2013	Analysis of consultation responses	2 weeks	Data analysis, preparing report
January 2013	Governing Body Decision	2 weeks	Time to consider report, discuss and decide

The strategy will fully comply with the requirements of the Academies Act 2010, other relevant legislation and guidance and established good practice.

Resource for the wider community

Hadlow College already provides a valuable resource for the local community. It provides a wide range of training and employment opportunities. There is also a wide range of commercial units that provide facilities such as Garden Centre, Equestrian Centre, Restaurant, Farm Shop and Sports Facilities which are available to the public on a regular basis. In addition there is a range of social events such as BBQs and fund raising events organised by students or the College.

HRCS will expand the range of facilities available to the wider community. Hadlow College with its very large livestock to care for is open 24 hour per day every day. HRCS will fit into this pattern and provide an expanded range of facilities for children and families to visit during out or school hours or for other schools to use during school hours.

This will be managed using the existing College infrastructure which will promote the range of facilities and events available and manage the practical arrangements in concert with HRCS.

Local Authority

The Local Authority has actively engaged in discussions and welcomes the proposals for HRCS. There is a severe need to increase secondary school places in the local area. Please see Section C for further details including statistics. HRCS will make a significant contribution to improving overall capacity as well as increasing choice and diversity for parents and meeting the immediate needs of local young people and their families.

Annex 2 also includes letters of support from the Chief Executive of Tonbridge and Malling Council and email support from Cllr Stephen Pain of Maidstone Borough Council.

Section F: Capacity and capability

F1: Show how you will access appropriate and sufficient educational expertise to deliver your vision.

Hadlow College is an established provider of high quality education for FE and HE students studying land based courses. Hadlow College was inspected in June 2010 and was graded Outstanding. The College currently has approximately 1000 full time 16-18 year olds and circa 1500 19+ learners. In addition there are 650 HE students studying land based courses.

Hadlow College is one of the three largest land based colleges in the South east of England. Based in the village of Hadlow, near Tonbridge in Kent it is very successful and was judged by Ofsted as outstanding in 2010.

The Ofsted report June 2010 stated:

- *Learners achieve outstanding outcomes and very much enjoy their learning*
- *The care, guidance and support of learners are of the highest quality*
- *The college's social inclusion agenda is at the core of activities to extend its provision to groups of learners who otherwise may miss opportunities to experience its offer*
- *Support and guidance for learners are outstanding*
- *Leadership and management are outstanding. Senior managers and governors successfully promote a culture of high aspiration and service to learners.*

This expertise and success has been built up over a number of years. It provides a very secure foundation on which to establish HRCS as a new successful free school. During the formative years Hadlow College will provide the necessary educational expertise to plan, prepare and open high quality education provision within this rural land based environment. In this application stage additional expertise and capacity from external consultants have enabled the College to make the necessary links between innovative secondary phase provisions for pupils aged 11 – 16 and their own successful experience of providing for students from 16+ in FE and HE courses.

The College has sufficient education expertise to further develop the education vision, ethos and brief during the pre-opening stage (post approval). We fully recognise that there is significant further work to be undertaken with regard to the marketing, curriculum, key policies, staffing accommodation and many other areas. It is our intention to continue developing these aspects over the next few months ready for the appointment of a high quality Principal who will take a lead role in preparing the detail required to secure the Funding Agreement and many other areas of work before HRCS can open in September 2013.

The College will also provide support in the pre-opening stage to minimise expenditure and achieve value for money. This includes providing capacity for some administration and financial management and other functions. (See Section F and G for further details).

There will be sufficient expertise on the Governing Body to govern HRCS effectively and hold the school to account for all aspects of performance. Experience includes carrying out skills audits and gap analysis. We fully understand that during the first year of operation there will be a strong need for additional subject specialist expertise to cover the curriculum. We will ensure that experienced staff are appointed in year 1 and their combined skills and capacity will be complemented with experienced staff employed by Hadlow College. This will be of mutual benefit for pupils at HRCS and also provide useful insights for College staff with regard to teaching older students in the College. In particular, HRCS will need high quality science teaching to meet the Year 7 demand across Physics, Chemistry and Biology when the number of teaching periods required will not justify a full time appointment.

The staffing structures set out in Section F4 will deliver the vision and ethos. These staff will be recruited initially for their leadership expertise required to establish excellent procedures from the very first day of opening. Staff will also have high teaching commitments initially until numbers of pupils grow to levels where more dedicated specialist roles are justified and affordable. The key policies will include Recruitment and Selection, Performance Management and Professional Development. These policies will inform the recruitment strategy which in turn will respond to HRCS is achieving full enrolment. The strategy for appointing the Headteacher Designate and other key staff is set out in Section F5. It is expected that Governors will be responsible for senior appointments and that senior leaders e.g. Headteacher Designate will be responsible for recruiting other staff.

All staff will be recruited against relevant job descriptions and personnel specifications and based on leadership competences, national standards or other recognised criteria for the specified roles.

F2: Show how you will access appropriate and sufficient financial expertise to manage your school budget.

Hadlow College has appropriate and sufficient financial expertise to manage the application and pre-opening stages and to support the operation of HRCS post opening as an on-going process. HRCS will draw on College expertise and capacity for initial operational function through the deployment of a resource to a part time role within HRCS. As the numbers of pupils and staff grow and the volume of work with it, the HRCS post will become full time. [REDACTED] is a [REDACTED] will be directly involved in all of these stages including the appointment of financial staff to HRCS Please see F3 for pen portrait.

Financial Expertise:

The College Director of Finance and Resources is on the Hadlow Community Rural Board of Directors and therefore the principles of corporate business and financial strategy currently engaged at the College would be extended into HRCS. The College operational finance directorate has extensive experience of managing small to medium scale project budgets including:

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

Area	Section	Grade (Outstanding/ Good/ Satisfactory/ Inadequate/ N/A)	Grade (Outstanding/ Good/ Satisfactory/ Inadequate/ N/A)
1. Accountability Arrangements	1.1 Strategic Oversight	Outstanding	Outstanding
	1.2 Operational Oversight	Outstanding	
	1.3 Sub-contracting Arrangements	N/A	
2. Financial Planning Arrangements	2.1 Long-term Financial Planning	Outstanding	Outstanding
	2.2 Short-term Financial Planning	Outstanding	
3. Internal Control Arrangements	3.1 Risk Management	Outstanding	Outstanding
	3.2 Internal Control System	Outstanding	
4. Financial Monitoring Arrangements	4.1 Financial Monitoring	Outstanding	Outstanding
Our overall self-assessed grade for the college's financial management and control arrangements is Outstanding			

The College's Finance Director is on the Board of Directors and therefore the principles of financial management currently engaged at the College would be extended into HRCS. The College has a finance directorate staffing of 6 including 3 staff qualified to FCA level.

The College has a well established educational and financial infrastructure and this will be extended to replicate that provision within HRCS. Examples of this would be the library and learning resource centre, the student support services, including welfare, careers advice and links with Connexions and high quality pastoral and tutorial provision. This 'shared services' model will ensure that there is extensive expertise and capacity in the development of HRCS whilst recognising the different needs of 11-16 pupils.

This strong expertise and commitment within the applicant group to meet the requirements of setting up a Free School will ensure that this is developed on a strong business and financial model to meet the educational, social and emotional needs of its client group.

██████████ has lead the development of the financial plans for this application and contributed as part of the proposer group to the narrative in Sections F, H and other relevant developments. ██████████ will continue to oversee the financial planning as the application is evaluated and we prepare for the pre-opening stages. ██████████ has the capacity to provide this support and the approval of Hadlow College.

When a Financial Manager is appointed to HRCS ██████████ will oversee the financial management arrangement for the school and ensure compliance with financial regulations, financial standards and best practice within the sector. ██████████ will continue to oversee the financial health of HRCS as the Governor with direct responsibility for Finance.

F3: Show how you will access other relevant expertise to manage the opening and operation of your school.

HRCS has access to outstanding expertise required to manage the opening and operation of the school. The three company members, ██████████, ██████████ and ██████████ are the Hadlow College Senior Leadership Team. Ofsted rated the Leadership of Hadlow outstanding in the most recent inspection (see F1 and F2). The company members will all act as Directors and are experienced governors both in the College sector and of secondary schools. The group fully understand the need to attract a wider range of expertise in managing the opening and operation of HRCS. Some initial approaches have been made to targeted individuals with the required experience and expertise with the intention to make formal appointments following approval of this application.

██████████ - ██████████.

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██████████, ██████████

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F4: Show how your staffing structure will deliver the planned curriculum.

HRCS will be structured as a separate legal entity to Hadlow College (Company limited by guarantee) and incorporated with its own Directors. Under Company's Act Law these Directors are protected through the 'veil of incorporation'. It is proposed that the school will appoint a Headteacher Designate as a full time post with some teaching responsibilities in the first year which will reduce in future years as the number of pupils in the school increase. The Headteacher will be responsible for the development and operations of the school on a day to day basis and be responsible for the management of the institution.

A key benefit that the Hadlow Community Free School offers is the value for money efficiency savings by utilising existing management expertise and time from Hadlow College (the parent organisation). The Roles of College Principal, Vice Principal, Director of Finance & Resources, Business & IT manager & Premises Manager have been factored into the plan as 'seconded time' to support the operations of the school rather than appointing additional roles. This enables the finances to be allocated firstly to teaching and learning and less to administration and overheads. Once the school has reached a 'steady state', the Headteacher will lead on strategic responsibilities working closely with the executive team of the parent organisation, Hadlow College.

Leadership and Staffing of the School

Pre-opening Stage

The School will initially start by admitting one class of 30 Year 7 pupils and a group of 15 Year 10 pupils. The school will grow year by year until full capacity of 180 11-16 year old pupils is reached in 2017. The staffing structure will grow in response to

- The leadership skills and experience needed to deliver the vision and ethos and
- the number of pupils enrolled

The staffing structure will therefore develop with the rising size of the school and be responsive to value for money and the potentially increasing popularity of the school among local families.

If the bid is successful preparations to appoint the Headteacher will begin immediately. If possible the Headteacher will be recruited in time to start in post by January 2013, two terms in advance of the school opening. This would enable the new appointment to lead on the development of the school alongside the project team and the governing body.

The Headteacher will need support from a Personal Assistant to support with administrative tasks such as diary planning, handling mail, responding to emails and telephone calls, document management and other areas. It is envisaged that Hadlow College can contribute some capacity to this area but a full time appointment would be required as soon after Easter 2013 as practicable.

Additional support will also be needed to manage the establishment of financial systems. Some of this can also be managed through Hadlow College but a dedicated resource will be needed for around 1 day per week during the pre-opening period from Easter 2013.

All recruited staff will be required to have appropriate qualifications i.e. Qualified Teacher Status (QTS) for teaching staff, and stringent safeguarding checks, including a Criminal Records Bureau (CRB) check. The College has rigorous policies regarding safeguarding and this policy will be paralleled in HRCS to ensure the safety and well being of all learners.

Specialist Hadlow College staff will be used to support the vocational curriculum delivery and these staff will either have appropriate school teaching qualifications i.e. B.Ed, PGCE or QTS or will have Qualified Teacher in the Learning and Skills Sector (QTLS) in line with the recommendations and ministerial response to the Wolf Report. The College has already embarked on a policy to ensure all teaching staff gain QTLS.

The College adopts the Institute for Learning requirements that all staff undertake 30 hours of staff development per annum and this will be replicated in HRCS to ensure that staff are well supported to fulfil the requirements of their role, share good practice and extend their knowledge and skills.

In September 2013 – the staffing structure required will be sufficient to provide the leadership and experience required to set up and run the school. All staff will have multiple roles and responsibilities to achieve the value for money required and ensure minimum start up support. See Section G

	No of staff	FTE	Teaching load
Headteacher	1	0.5	0.5
Teaching staff KS3 Leader	1	1	1.0
Personal Assistant	1	0.5	
Support staff	1	1	
College staff			
Principal		0.1	
Vice Principal		0.1	
Financial Director		0.1	
Business Manager		0.1	
Premises Manager		0.1	
Total	4	3.5	

In September 2014 – the staffing structure required will be sufficient to provide the leadership and experience required to set up and run the school. All staff will have multiple roles and responsibilities to achieve the value for money required and ensure minimum start up support. See Section G

	No of staff	FTE	Teaching load
Headteacher	1	1	0.4
KS3 Leader SENCO	1	1	0.8
Teacher	1	1	0.8
Personal Assistant Admin support	1	1.5	
Support staff	2	2	
College staff			
Principal	0.2	0.2	
Vice Principal	0.2	0.2	
Financial Director	0.2	0.2	
Business Manager	0.2	0.2	
Premises Manager	0.2	0.2	
Total	8	7.5	

In September 2015 – the staffing structure required will be

	No of staff	FTE	Teaching load
Headteacher	1	1	0.1
KS3 Leader SENCO	1	1	0.5
Teacher	3	2.5	3 x 0.8
Personal Assistant Admin support	2	2	
Support staff	2	2	
College staff			
Principal	0.2	0.1	
Vice Principal	0.2	0.2	
Financial Director	0.2	0.2	
Business Manager	0.2	0.2	
Premises Manager	0.2	0.2	
Total	9	9.4	

In September 2016 – the staffing structure required will be

	No of staff	FTE	Teaching load
Headteacher	1	1	0.1
KS3 Leader	1	1	0.7
SENCO	1	1	0.5
KS4 Leader	1	1	0.7
Teacher	2.5	2.5	2.5 x 0.8
Personal Assistant	2.5	2.5	

Admin support			
Support staff	3	3	
College staff			
Principal	0.2	0.1	
Vice Principal	0.2	0.2	
Financial Director	0.2	0.2	
Business Manager	0.2	0.2	
Premises Manager	0.2	0.2	
Total	12	12.4	

In September 2017 – the staffing structure required will be

	No of staff	FTE	Teaching load
Headteacher	1	1	0.2
KS3 Leader	1	1	0.6
SENCO	1	1	0.6
KS4 Leader	1	1	0.6
Teacher	5	4.9	3.2
Personal Assistant Admin support	5	4.5	
Support staff	3	2.5	
College staff			
Principal	0.2	0.1	
Vice Principal	0.2	0.2	
Financial Director	0.2	0.2	
Business Manager	0.2	0.2	
Premises Manager	0.2	0.2	
Total	17	15.9	

In September 2018 – the staffing structure required will be

	No of staff	FTE	Teaching load
Headteacher	1	1	0.2
KS3 Leader	1	1	0.6
SENCO	1	1	0.6
KS4 Leader	1	1	0.6
Teacher	6	5.4	4.2
Personal Assistant Admin support	5	4.5	
Support staff	3	2.5	
College staff			
Principal	0.2	0.1	
Vice Principal	0.2	0.2	
Financial Director	0.2	0.2	
Business Manager	0.2	0.2	
Premises Manager	0.2	0.2	
Total	18	16.4	

In the first two years there will be a requirement for a

- Lead teacher in English and literacy development
- Lead teacher in Maths and numeracy development
- Lead teacher in Science and ICT

All of whom will be qualified to deliver to at least GCSE level.

- A Higher Level Teaching Assistant to develop and run intervention work supported by Learning Support Assistant.

All adult staff will act as mentors and will be involved in the tutorial parts of the curriculum.

Other curriculum subjects will be delivered by core staff listed above and by specialist staff from the College e.g. PE will be supported by the College's Sports Academy. SEN and learning support will be assisted by the College's support team.

From 2014 it will be necessary to recruit additional teaching staff and a designated Deputy for Headteacher. This additional Senior Leader will also act as SENCO and designated member of staff for Safeguarding and Looked After Children. As the school enlarges these functions may be delegated at an operational level to other staff.

Administration, financial and site maintenance functions will be linked to the College staffing structure in a 'shared services' model.

An integrated Information Management System with the College will ensure effective monitoring and tracking of learners.

All staff will receive professional development opportunities, skills training and a close monitoring of performance and standards they work to on behalf of the school. There will be a robust appraisal process and all staff will undergo an annual appraisal with targets. The lesson observation system will require all teaching staff to be observed annually and the outcomes of this will inform the appraisal.

Governors will receive regular reports on the quality of staffing and the standard of teaching and learning, pupil engagement and learning outcomes.

F5: Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans.

It is intended should the bid be successful that a Headteacher would be appointed within a short timescale. The recruitment process for the Headteacher would commence immediately the application is approved (e.g. September 2012 or earlier) to enable maximum time for the Principal to influence all aspects of the development

of the school including facilities and buildings, detailed curriculum planning and recruitment of appropriate staff.

The Job Specification and Person Specification will be completed prior to September 2012 to facilitate immediate advertising with interviews planned for October 2012. Dependent on the position of the appointee it is anticipated that they will be in place by February or Easter 2013. It is acknowledged that the timescales are tight and therefore if necessary an interim person would be appointed for the pre-opening phase.

HRCS will appoint a Headteacher that shares the education vision and has the leadership skills and experience to create and maintain an excellent school. The Headteacher will lead the school in the delivery and further development of our vision whilst maintaining sharp focus on the quality of provision and financial control. The appointment process for the Headteacher will draw upon best practice in the sector, and a suitably qualified and experienced person will be appointed to lead the organisation, anticipated to start in post in January 2013 or as soon as possible.

Draft Recruitment and Selection Process for Principal (Designate)

We would expect to agree a process similar to the draft process outlined below with the DfE Project Lead following approval of our application. It is extremely helpful to have the Headteacher in post for two terms prior to open to drive the many tasks required before the school can open in September 2013. Accordingly the process of recruitment should start early enough to attract a wide field and take account on notice periods that applicant may have with existing contracts of employment. We look seek to start the actual process as soon as possible during the summer term 2012 and at the very latest in the early part of the autumn term. Any later would risk a delay in the Principal taking up appointment until Easter 2013 and increase the potential need for Interim Leadership.

We understand the current requirement for this process to be approved by the DfE.

We would expect to employ several stages in our recruitment, selection and induction process.

- **Preparation** (Clarification of education vision and brief, Short listing criteria, approach to recruitment and selection required, interview planning, panel membership and training if necessary including Safer Recruitment)
- **Definition** (Background information, Job and person specifications, producing leadership competencies, creating application pack, administration including how to apply and document management)
- **Attraction** (Finalising advert and pack, contacting `relevant' media with details including key process dates)
- **Selection** (Guidance for short listing panel, Short listing sift, Final arrangements for interview day(s) including notifying successful and unsuccessful applicants, and panel decisions/feedback, reference review)
- **Appointment** (Choosing successful candidate and confirming decision (we are aware that DfE likely to be involved as representative of Secretary of State)), verbal offer, pre-employment checks, feedback)
- **Induction** (Collating useful data, planning induction activities and programme)

- and ongoing support and challenge functions)
- **Evaluation** (What worked well and what could be improved upon) and / or 'headhunting' targeted candidates)

Proposed Timeline

Summer 2012	DfE Approval
Late summer	Appointment Panel Selected. Soft market testing of interest.
First week September	TES Online advertisement
Late September	Closing date for applications (5.00pm)
Late September / early October	Short listing. Short listed candidates will be invited by telephone to interview with details confirmed by email
Early /Mid October	Interview process and decision
October / November	Pre-employment checks. Contract and terms and condition prepared within agreed policy framework
November / December	Induction planning
1 January 2013	Principal takes up post

We will ensure that the requirements for confidential handling of information required by the Information Commissioner (ICO) and individuals enquiring or applying will be fully met. The reasons for these measures include

- respecting the wishes of candidates who may not want any others to know that they may be interested in or have applied for a post
- compliance with the requirements of the ICO
- avoidance of risk of any subsequent complaints about leakage / accidental disclosure of confidential information
- reduction of risk in the event of any challenge to the process

Role of Headteacher Designate Prior to Opening

We will expect the Principal to support the governors by providing leadership and the capacity to plan and manage the many tasks required to open the school by September 2013. This includes working with governors, DfE and other external advisers appointed to support the pre-opening stage to agree every aspect of the project plan to opening. The range of tasks the Principal will be directly involved in will include:

- Clarification of education vision and brief to direct the work of others e.g. technical advisors for the accommodation, staff working practices
- Preparation of key policies and guidance for governors, staff, pupils and others, including job descriptions, terms and conditions and performance management arrangements
- Admissions process, admissions and appeals
- Preparation of staffing structure, recruitment and selection, induction and key policies
- Communications and marketing particularly to ensure enrolment targets are met

- Setting standards and expectations for all staff and many others.

If a Principal cannot be appointed for 1 January alternative arrangements will be required such as the appointment of an Interim Principal to avoid delays in the preparations to open the school by September.

Appointment of Governors:

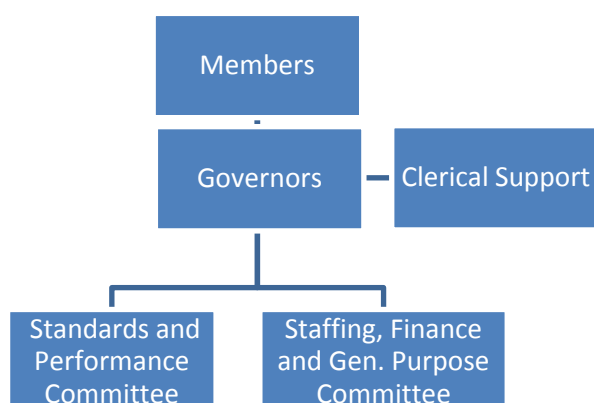
The College currently has a strong Governing Body which was recognised by Ofsted as Outstanding. It is intended that should the bid be successful that the principles underlying the recruitment of the College governing body would be applied to that of the HRCS and guidance and support on the principles of governance to the school governing body would be provided by the College governance team. Nominations will be made to HRCS Appointments Committee who will make recommendations for appointment as governors to the three Company Members. The Members will make any appointments formally.

F6: Demonstrate a clear understanding and describe the respective roles of the company members, governing body and Headteacher Designate in running your school.

HRCS will be a state funded free school independent of the Local Authority - a Company Limited by Guarantee, with 3 company members with the rights and powers under company law powers to change the constitution, appoint and remove directors (governors), receive annual accounts, attend and vote at company meetings. It is anticipated that members will also be governors. The directors, also known as governors, will be responsible for the management and strategic direction of the school. In addition to their legal duties and responsibilities they will have duties under charity law as charity trustees.

Company members and the Academy Trust (Board of Governors) will be directly accountable to the Secretary of State through the Funding Agreement. Members have duties and powers under company law as set out above. This includes the appointment of Directors / Governors. The Headteacher will be accountable to the

Governors for all aspects of school performance.



Effective Governance will be achieved efficiently through regular contact between Chair and Principal. The majority of business will be conducted through two main committees (see diagram). Standards and Performance will consider the standards and progress

of all pupils as well as the performance management outcomes for all staff. The Staffing, Finance and General Purposes will consider all financial matters, staff related issues including appointments, pay, discipline and grievance, premises and any other issues. Both committees will have delegated decision making for specific areas with other matters referred to full governing body meetings. The terms of reference for each committee and delegations will be agreed at the start of the pre-opening period and reviewed annually.

Avoidance of Conflicts

It is proposed to set up an appointments committee that would receive nominations for governors. This committee would make recommendations to the company members to make any formal appointments. Potential conflicts of interest should be declared as part of this process and before any recommendations or appointments are made.

Governors should also declare any interests prior to discussion of specific items and where there is a conflict of interest they should withdraw for the meeting or part of where discussion and / or decision making could be deemed to be a concern.

Capacity and Capability to set up a Free School

Company Members:

The Company members are [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED], [REDACTED]. All are experienced members of [REDACTED]

The Governing Body of the College have been deemed to be Outstanding by Ofsted in June 2010 with the report stating

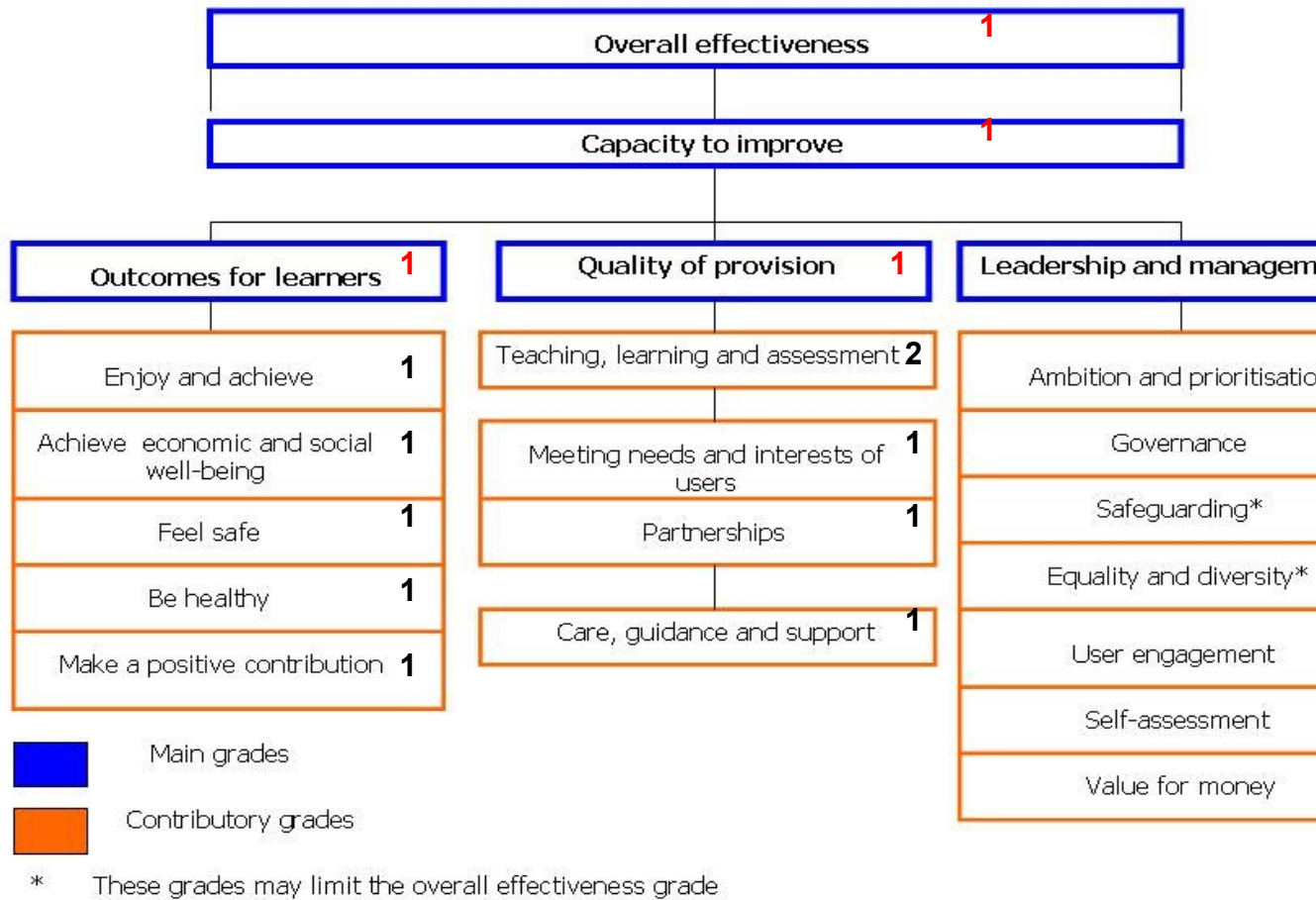
‘Leadership and management are outstanding. Senior managers and governors successfully promote a culture of high aspiration and service to learners...’

The company members will be fully involved in the leadership and direction of the Hadlow Rural Community School and will work with a wider team to provide the capacity to meet the timescales between application and opening in September 2012. The wider team involved in the development of HRCS will be a [REDACTED], [REDACTED] and the [REDACTED]. This model provides the flexibility, breadth of experience and capacity to manage the timescales.

Lead Organisation:

Hadlow College, as the lead organisation is an outstanding land based college having gained Outstanding for Overall Effectiveness in June 2010. The grade profile achieved in the Ofsted Inspection June 2010 is as shown and demonstrates the high quality provision and expertise within the College and its governing body.

Structure of grades



Please find a link to the Ofsted Inspection report:



It is intended that HRCS (Year 7 to Year 11) will be an extension of the provision offered by the College currently at post 16 and that the high quality evidenced at the College will be replicated in that provision.

The College currently has strong links with both secondary and primary schools. It has for several years been engaged in the Increased Flexibility (IF) programme, providing high quality education for 14-16 year olds one day a week and since the withdrawal of IF funding has continued to foster those links. This has involved a partnership of 30 local schools. The College has recently employed an Education Officer whose remit is to further develop those links with bespoke delivery to discrete groups, individual learners and support for schools to deliver aspects of Key Stage 3 and 4 in a more exciting and innovative way. The Education Officer has extensive experience in primary schools, secondary schools and the land based sector and these skills will be used to inform the development of HRCS.

The College has, through its teaching staff, support staff and governors a wealth of experience in education and in the land based industries. The Leadership and

Management of the College were deemed to be outstanding by Ofsted and that leadership team is committed to the development of HRCS as an extension to and a partner provider of Hadlow College.

The College has a secondary Headteacher on its governing body and that person is fully involved, as a member of the extended team, in the development of the proposal and if the proposal were to be successful he would be involved in advising and leading on the curriculum provision, recruitment of staff and the operational running of the School.

The school teaching, leadership and governance structure will be confirmed in autumn 2012.

The school governors will have a wide range of responsibilities. Together with the Headteacher, they will plan the school's future direction and mission and will help raise the standards of pupil achievement. The governing body will monitor the school's performance, welfare and achievement of the pupils and the standards of teaching and management of learning, including the performance of the Headteacher. They will be accountable to parents and their wider community for the performance of the school.

It is anticipated that the Governing Body will consist of 12 members initially. This will include an elected Chair, the Headteacher, at least one staff governor, at least two parent governors, representatives from the local community including the business community and will include a range of expertise that will support the school, such as financial, Human Resources and legal expertise. One governor will be the representative of the School Trust. The corporate structure of the school Board will ensure a wide range of experience across community, business, and rural sector, regulatory and volunteer sectors.

The instrument of government will record the constitution of its governing body for statutory purposes. The terms of office will be for four years.

The Governors will be responsible for the conduct of the school with a view to promoting high standards of educational achievement and will be expected to act at all times with honesty and integrity and be ready to explain their actions and decisions to staff, pupils, parents and anyone with a legitimate interest in the school. The governing body will have a strategic role in the running of the school. It will establish a strategic framework by setting aims and objectives for the school, adopting policies for achieving those aims and objectives and setting targets for achieving those aims and objectives. The governors will work with the school leadership to secure the highest standards of learning and teaching and the best outcomes for pupils.

The Principal / Headteacher will be responsible for the internal organisation of the school, the management of the school and for implementation of the strategic framework and objectives set by the governing body. Governors will not be expected to be involved in the detail of the day-to-day management of the school.

It is expected that the Principal / Headteacher and the Governing Body will have a good working relationship in which the Governors are provided with sufficient

accurate and meaningful information to ensure that it can fulfil its statutory obligations. The Governing Body will act as a 'critical friend', offering support and constructive advice along with robust challenge.

The Governing Body will be expected to undertake appropriate training to ensure that it is able to perform its function and is able to raise the quality of the educational achievement at the school. Training will include the National Training Programme for New Governors, the National Training Programme for Clerks to Governing Bodies and The National Development Programme for Chairs of Governing Bodies and Headteachers.

The school will be required to report on Strategy and Performance (including school self evaluation, exam results and meeting national and school agreed objectives and targets), Audit, Finance and General Purposes, Estates. The formation of the reporting structure will be confirmed by the Chair of the Governing Body and the Clerk to the Governing Body along with the Headteacher. There will be specific reporting on Safeguarding, Looked After Children and Special Educational Needs inclusion. The Governing Body will also ensure that all legally required policies and procedures are in place within the school.

Section G: Initial costs and financial viability

G1: Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year.



Section H: Premises

Choosing a site

Our survey of existing potential buildings in the local area of Hadlow, Kent has identified that there are no suitable buildings or D1 sites that meet our selection criteria detailed below other than the site occupied by Hadlow College.

Our selection for a site included the following criteria:

- A **site area** with space for Gross Building Area of around 3000 m² and external areas of around 2000m² to cater for capacity for 180 pupils aged 11 – 16
- Public transport links to nearby conurbations of Tonbridge, Tunbridge Wells and surrounding villages

The calculations for Hadlow Rural Community School (HRCS) are based on the DfE Interactive Calculator taking into account the gross building area and total site area required for a school of 180 pupils aged 11 - 16.

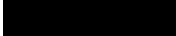
Potential Sites

The only site available is the site occupied by Hadlow College. The very few alternative sites identified were too small, inadequately served by transport links or likely to result in difficulties regarding planning permission.

Details of preferred site

Hadlow College is an established 1,000 acre site on the edge of the village of Hadlow, Kent. The site has a prime frontage on the main road through the village to Tonbridge and Tunbridge Wells. Hadlow College is one of the three largest land based Colleges in South East England with a spacious site laid out with a wide range of facilities for teaching in conventional classrooms and in technical / vocational learning spaces such the Equestrian Centre, Garden Centre, Dairy and many others.

There are spacious fields used for sports facilities and of the management of over 1,000 large animals including 650 breeding ewes, 150 beef and dairy cattle, 65 horses, pigs, goats and llamas and many more small mammals, birds and fish.

The College has land on both sides of the main  and a series of other buildings including a Farm Shop on the edge of the village.

Access to the site is via a safe and well maintained entrance for vehicles and pedestrians. The access is highly visible and no alterations would be required.

The address and postcode of the proposed site is;

██████████, Hadlow, Kent ██████████

Current Use of the Site

Hadlow College would continue to operate in its current location and would make available sufficient area within the site to establish HRCS. The diagram below shows the Hadlow College site and the proposed location (circled) of HRCS. This location is one of several possibilities and agreement on the best location would be subject to agreement with the DfE, Hadlow College and subject to any necessary surveys.

██████████

The leasehold of the site is presently available with further discussion regarding the freehold to be commenced following next stage approval of the plan.

If the opportunity to acquire the leasehold/freehold was made unavailable, existing College land could be converted to provide a base for the school but the College would need to seek funding to support the construction of buildings. The College is the freeholder for the second land option.

a brief description of the site including size (in square metres) along with the pupil numbers you are proposing;

The College site is over 1,000 acres and there is sufficient space to establish HRCS within the site. The proposed location for HRCS is a site of approximately 400m x 400m and relatively square in shape.

This is more than sufficient for the proposed capacity of 180 pupils aged 11 – 16 with additional space to expand should demand for places exceed capacity and justify future expansion. The proposed location of the site consists of a large open space that would be converted to classroom areas. There is ample area for catering facilities and direct access to the College existing IT networks.

This arrangements offers significant value for money as Hadlow College already has existing facilities for entrance to the site, catering, car parking and extensive playing fields and a wide range of other teaching facilities for technical and vocational studies that will be made available to HRCS, reducing the overall cost of establishment.

the availability of the site and the nature of the tenure; and

Hadlow College has agreed to make the land available to HRCS on a long term lease at a peppercorn rent. The cost of acquisition of the site will be largely limited to professional and legal fees.

Capital costs would largely be limited to the design and construction of the new accommodation, ICT infrastructure, FF&E and minor external works. We would expect to work with the DfE on further development of these proposals with clarification of the education brief, design of required teaching and other spaces and accurate cost estimates. Should the design and construction of buildings not be completed by September 2013 there is ample space on the overall site for temporary accommodation which would avoid the need for additional transport costs and minimise expenditure.

why you think the site is suitable for your school and how it will support delivery of your education vision.

Site Options:

Hadlow College has 1000 acre site around Hadlow village. It is intended that the HRCS will be based either on the main site on [REDACTED], Hadlow, Kent [REDACTED] or adjacent to the main College site.

The proposal will review several possible positions of purpose built buildings or conversions and the intention is that the school will have its own distinct site and resources but will have easy access to the College facilities to provide a sense of belonging and aspiration to progress onto further and Higher Education.

Having been engaged in a [REDACTED] programme recently, the College team has a high level of expertise in developing educational buildings to meet the needs of the client group and working within financial budgets.

The proposed buildings will include in the initial stage teaching spaces equivalent to 4 classrooms, a learning resource centre and library, tutorial facilities and practical work areas. The buildings will also house catering and refreshment facilities including a learning zone and multi use space to provide a flexible learning environment.

Currently the College is working on e learning projects using 'state of the art' Apple technology and it is intended that this will be replicated in the Rural Community College to provide an innovative and unique approach to teaching and learning and one that lends itself to the 'outdoor classroom' being linked with the traditional teaching environment.

Suitable sites are available in the local area either on or close to the College site. As this is a community school it is fundamental that the location is easily accessible to the local population and links directly with the rural nature of the College estate. The Hadlow College site is well served by public transport links and the College has its own minibuses to support pupils needing to arrive early or leave late or outside normal school hours e.g. evenings, weekends and holiday periods.

Given the rural nature of the proposal, the College main site has been assessed and a preferred option has been identified adjacent to the College. The location is close to current extensive animal and horticultural resources. The site is directly adjacent to the College estate and has extensive parking and green space surrounding it. It would be anticipated to secure an agreed in principal agreement by July 2012.

Section I: Due diligence & other checks

The forms all members of the company and appointed directors have been submitted in hardcopy and sent by 'Recorded Signed For' post to:

[REDACTED]
Department for Education
[REDACTED]
London [REDACTED]

Annex 1 References

Caroline Spelman MP, DEFRA Secretary of State (2010) Speech at cereals 2010

Collison and Associates Ltd, (November 2010) The Potential of the South East of England Agri-food Sector and the role of specialist land based colleges in realising this potential

DfE (December 2011) The Framework for the National Curriculum. A report by the Expert Panel for the national Curriculum Review

DfE (December 2011) Free Schools in 2013. How to Apply. Mainstream and 16-19 Free Schools

Kent County Council, (January 2012) Draft Pupil Projections. A Discussion Paper

Kent Rural Board, (2007) Kent Rural Delivery Framework. A vision for rural Kent in 2017

LANTRA, (2009) Environmental and land-based industries. Labour Market Information. Research Factsheet. *LANTRA is the Sector Skills Council supporting skills, training and workforce development for businesses in the environmental and land-based sector.*

LANTRA, (2008) Research Strategy 2008 – 2011

Learning and Skills Council, (2006) Sector Studies Series for Kent and Medway – The Land Based and Food Sector

Annex 2 Letters and E-mails of support

In addition to the evidence of demand from parents described in Section E the following letters of support have also been received to date.

[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]	
[REDACTED]		[REDACTED]	
[REDACTED]		[REDACTED]	
[REDACTED]		[REDACTED]	
[REDACTED]		[REDACTED]	
[REDACTED]		[REDACTED]	
[REDACTED]		[REDACTED]	

Annex 3 Evidence of Demand

DOB	Postcode
YEAR 10 - currently Year 8	
06/10/1998	ME15 [REDACTED]
28/10/1998	TN9 [REDACTED]
07/12/1998	ME17 [REDACTED]
15/12/1998	TN15 [REDACTED]
03/06/1999	TN10 [REDACTED]
16/06/1999	TN9 [REDACTED]
16/06/1999	ME18 [REDACTED]
20/07/1999	TN15 [REDACTED]
25/08/1999	TN11 [REDACTED]
28/08/1999	TN11 [REDACTED]
	ME16 [REDACTED]
11	
YEAR 9 - currently Year 7	
26/10/1999	TN11 [REDACTED]
12/11/1999	TN10 [REDACTED]
18/01/2000	ME15 [REDACTED]
Y6 Sept 11	
27/02/2000	ME18 [REDACTED]
08/04/2000	TN15 [REDACTED]
Y6 Sept 11	ME19 [REDACTED]
7	
YEAR 8 - currently Year 6	
07/09/2000	BR6 [REDACTED]
09/11/2000	TN2 [REDACTED]
11/10/2000	ME19 [REDACTED]
18/11/2000	TN12 [REDACTED]
18/11/2000	TN11 [REDACTED]
27/11/2000	RH8 [REDACTED]
01/12/2000	ME1 [REDACTED]
16/03/2001	TN11 [REDACTED]
17/05/2001	ME19 [REDACTED]
16/06/2001	ME19 [REDACTED]
17/06/2001	ME5 [REDACTED]
28/06/2001	ME15 [REDACTED]
24/07/2001	ME19 [REDACTED]
28/07/2001	ME19 [REDACTED]
04/08/2001	TN1 [REDACTED]

Year 7 - Currently Year 5

22/4/2001 (repeating Y6 in Sept 12)	ME19	[REDACTED]
11/09/2001	ME17	[REDACTED]
15/09/2001	ME19	[REDACTED]
26/09/2001	TN9	[REDACTED]
09/10/2001	ME17	[REDACTED]
10/10/2001	TN11	[REDACTED]
16/10/2001	ME19	[REDACTED]
17/10/2001	ME18	[REDACTED]
17/10/2001	ME19	[REDACTED]
17/10/2001	TN11	[REDACTED]
18/10/2001	ME19	[REDACTED]
18/10/2001	ME18	[REDACTED]
21/10/2001	TN15	[REDACTED]
22/10/2001	ME18	[REDACTED]
23/10/2001	TN10	[REDACTED]
04/11/2001	ME19	[REDACTED]
12/11/2001	TN11	[REDACTED]
18/12/2001	ME19	[REDACTED]
26/12/2001	ME16	[REDACTED]
02/01/2002	ME19	[REDACTED]
03/01/2002	ME19	[REDACTED]
26/01/2002	TN10	[REDACTED]
25/01/2002	ME19	[REDACTED]
17/02/2002	ME19	[REDACTED]
22/02/2002	ME20	[REDACTED]
08/03/2002	ME18	[REDACTED]
20/03/2002	ME19	[REDACTED]
22/03/2002	TN15	[REDACTED]
27/03/2002	TN11	[REDACTED]
27/03/2002	TN11	[REDACTED]
11/04/2002	ME18	[REDACTED]
12/04/2002	TN12	[REDACTED]
16/04/2002	TN11	[REDACTED]
16/04/2002	TN11	[REDACTED]
20/04/2002	ME19	[REDACTED]
21/04/2002	ME15	[REDACTED]
03/05/2002	TN2	[REDACTED]
10/05/2002	ME17	[REDACTED]
10/05/2002	ME19	[REDACTED]
15/05/2002	TN12	[REDACTED]
17/05/2002	TN10	[REDACTED]

18/05/2002	TN10	████████
05/06/2002	TN9	████████
09/06/2002	TN11	████████
10/06/2002	TN9	████████
04/07/2002	TN12	████████
4/7/2002	Twins	
15/07/2002	ME19	████████
24/07/2002	ME19	████████
25/02/2002	ME19	████████
26/07/2002	ME19	████████
13/08/2004	TN11	████████
15/08/2002	ME19	████████

53

Currently Year 4

31/08/2002	TN10	████████
11/09/2002	TN12	████████
22/09/2002	ME20	████████
Y4 in Sept 11		████████
28/10/2002	TN27	████████
03/11/2002	TN9	████████
29/12/2002	TN11	████████
08/01/2003	TN11	████████
14/03/2003	TN11	████████
16/03/2003	ME18	████████
09/04/2003	ME18	████████
27/05/2003	ME18	████████
27/05/2003	ME18	████████
27/04/2003	TN11	████████
28/05/2003	ME14	████████
31/05/2003	ME19	████████
07/07/2003	TN4	████████
23/08/2003	TN15	████████

18

Younger Year Group

01/09/2003	ME18	████████
18/09/2003	SE18	████████
09/10/2003	ME19	████████
23/02/2004	ME6	████████
30/10/2006	ME6	████████
26/02/2004	TN11	████████
26/03/2004	TN15	████████
12/10/2004	ME18	████████

03/11/2004	TN11	[REDACTED]
31/03/2008	TN11	[REDACTED]
01/08/2005	ME19	[REDACTED]
16/01/2006	ME19	[REDACTED]
03/04/2006	ME18	[REDACTED]
07/05/2009	ME18	[REDACTED]

14

Other supporters

	ME18	[REDACTED]
	TN10	[REDACTED]
12/05/1998	ME19	[REDACTED]
	TN11	[REDACTED]
	TN3	[REDACTED]
	ME19	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	TN1	[REDACTED]
	TN11	[REDACTED]
	TN12	[REDACTED]
	TN25	[REDACTED]
	TN10	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	TN11	[REDACTED]
	SW1A	[REDACTED]
	TN4	[REDACTED]
	ME18	[REDACTED]

22

Annex 4 Memorandum and Articles of Association

21TH February 2012

THE COMPANIES ACT 2006

|

A COMPANY LIMITED BY GUARANTEE

ARTICLES OF ASSOCIATION

OF

HADLOW RURAL COMMUNITY SCHOOL LIMITED

COMPANY NUMBER: 764562

THE COMPANIES ACT 2006
COMPANY LIMITED BY GUARANTEE
ARTICLES OF ASSOCIATION
OF
HADLOW RURAL COMMUNITY SCHOOL LIMITED

INTERPRETATION

1. In these Articles:-
 - a. "the Academy" means the school referred to in Article 4 and established by the Academy Trust;
 - b. "Academy Financial Year" means the academic year from [1st of September to 31st of August] [1st of April to 30th March]¹ in any year;
 - c. "the Academy Trust" means the company intended to be regulated by these Articles and referred to in Article 2;
 - d. "Additional Governors" means the Governors appointed pursuant to Article 62 and 62A;
 - e. "the Articles" means these Articles of Association of the Academy Trust;
 - f. "Chief Inspector" means Her Majesty's Chief Inspector of Education, Children's Services and Skills or his successor;
 - g. "clear days" in relation to the period of a notice means the period excluding the day when the notice is given or deemed to be given and the day on which it is given or on which it is to take effect;
 - h. "financial expert" means an individual, company or firm who is authorised to give investment advice under the Financial Services and Markets Act 2000;

¹ Note that this will be the accounting year for the Academy. Ensure that the definition here aligns with the same definition in the Funding Agreement. The Academy may choose either of these periods as its accounting/financial year. Note that the Funding Year (in relation to which grant payments are made) will be September to August (to align with the academic year). The Financial Year and Funding Year do not need to be the same.

- i. "Funding Agreement" means the agreement made under section 1 of the Academies Act 2010 between the Academy Trust and the Secretary of State to establish the Academy;
- j. "Further Governors" means the Governors appointed pursuant to Article 63 ;
- k. "the Governors" means the directors of the Academy Trust (and "Governor" means any one of those directors), subject to the definition of this term at Article 6.10(b) in relation to Articles 6.2-6.10;
- l. "the LA" means the local authority covering the area in which the Academy is situated;
- m. "the LA Governor" means the Governor who may be appointed pursuant to Article 51;
- n. "Local Authority Associated Persons" means any person associated with any local authority within the meaning given in section 69 of the Local Government and Housing Act 1989;
- o. "Member" means a member of the Academy Trust and someone who as such is bound by the undertaking contained in Article 8 ;
- p. "the Memorandum" means the Memorandum of Association of the Academy Trust;
- q. "Office" means the registered office of the Academy Trust;
- r. "the Parent Governors" means the Governors appointed pursuant to Articles 53 to 58 inclusive;
- s. "Head of School" means the head teacher of the Academy;
- t. "Head of School Regulator" means the body or person appointed as the Head of School Regulator under the Charities Act 2006;
- u. "the seal" means the common seal of the Academy Trust if it has one;
- v. "Secretary" means the secretary of the Academy Trust or any other person appointed to perform the duties of the secretary of the Academy Trust, including a joint, assistant or deputy secretary;
- w. "Secretary of State" means the Secretary of State for Education or successor;
- x. "Staff Governor" means an employee of the Academy Trust who may be appointed as a Governor pursuant to Article 50A;
- y. "teacher" means a person employed under a contract of employment or a contract for services or otherwise engaged to provide his services as a teacher at the Academy;

- z. “the United Kingdom” means Great Britain and Northern Ireland;
 - aa. words importing the masculine gender only shall include the feminine gender. Words importing the singular number shall include the plural number, and vice versa;
 - bb. subject as aforesaid, words or expressions contained in these Articles shall, unless the context requires otherwise, bear the same meaning as in the Companies Act 2006, as appropriate;
 - cc. any reference to a statute or statutory provision shall include any statute or statutory provision which replaces or supersedes such statute or statutory provision including any modification or amendment thereto.
- 2. The company’s name is HADLOW RURAL COMMUNITY SCHOOL LIMITED (and in this document it is called “**the Academy Trust**”).
 - 3. The Academy Trust’s registered office is to be situated in England and Wales.

OBJECTS

- 4. The Academy Trust’s object (“**the Object**”) is specifically restricted to the following: to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum (“the Academy”).
- 5. In furtherance of the Object but not further or otherwise the Academy Trust may exercise the following powers:-
 - (a) to draw, make, accept, endorse, discount, execute and issue promissory notes, bills, cheques and other instruments, and to operate bank accounts in the name of the Academy Trust;
 - (b) to raise funds and to invite and receive contributions provided that in raising funds the Academy Trust shall not undertake any substantial permanent trading activities and shall conform to any relevant statutory regulations;
 - (c) to acquire, alter, improve and (subject to such consents as may be required by law) to charge or otherwise dispose of property;

- (d) subject to Article 6 below to employ such staff, as are necessary for the proper pursuit of the Object and to make all reasonable and necessary provision for the payments of pensions and superannuation to staff and their dependants;
- (e) to establish or support, whether financially or otherwise, any charitable companies, trusts, associations or institutions formed for all or any of the Object;
- (f) to co-operate with other charities, other independent and maintained schools, voluntary bodies and statutory authorities operating in furtherance of the Object and to exchange information and advice with them;
- (g) to pay out of funds of the Academy Trust the costs, charges and expenses of and incidental to the formation and registration of the Academy Trust;
- (h) to establish, maintain, carry on, manage and develop the Academy at C/O Hadlow College, Hadlow, Kent [REDACTED]. (Proposed site for new school will be directly adjacent to Hadlow College – To be confirmed)
- (i) to offer scholarships, exhibitions, prizes and awards to pupils and former pupils, and otherwise to encourage and assist pupils and former pupils;
- (j) to provide educational facilities and services to students of all ages and the wider community for the public benefit;
- (k) to carry out research into the development and application of new techniques in education in particular in relation to its approach to curriculum development and delivery and to publish the results of such research, and to develop means of benefiting from application of the experience of industry, commerce, other schools and the voluntary sector to the education of pupils in academies;
- (l) subject to such consents as may be required by law and/or by any contract entered into by or on behalf of the Academy Trust to borrow and raise money for the furtherance of the Object in such manner and on such security as the Academy Trust may think fit;
- (m) to deposit or invest any funds of the Academy Trust not immediately required for the furtherance of its Object (but to invest only after obtaining such advice from a financial expert as the Governors consider necessary and having regard to the

suitability of investments and the need for diversification);

(n) to delegate the management of investments to a financial expert, but only on terms that:

- (i) the investment policy is set down in writing for the financial expert by the Governors;
- (ii) every transaction is reported promptly to the Governors;
- (iii) the performance of the investments is reviewed regularly with the Governors;
- (iv) the Governors are entitled to cancel the delegation arrangement at any time;
- (v) the investment policy and the delegation arrangement are reviewed at least once a year;
- (vi) all payments due to the financial expert are on a scale or at a level which is agreed in advance and are notified promptly to the Governors on receipt; and
- (vii) the financial expert must not do anything outside the powers of the Governors.

(o) to arrange for investments or other property of the Academy Trust to be held in the name of a nominee company acting under the control of the Governors or of a financial expert acting under their instructions, and to pay any reasonable fee required;

(p) to provide indemnity insurance to cover the liability of Governors which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default, breach of trust or breach of duty of which they may be guilty in relation to the Academy Trust: Provided that any such insurance shall not extend to any claim arising from any act or omission which the Governors knew to be a breach of trust or breach of duty or which was committed by the Governors in reckless disregard of whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Governors in their capacity as Governors;

(q) to establish subsidiary companies to carry on any trade or business for the purpose of raising funds for the Academy Trust;

(r) to do all such other lawful things as are necessary for or are incidental to or conducive to the achievement of the Object.

- 6.1 The income and property of the Academy Trust shall be applied solely towards the promotion of the Object.
- 6.2 None of the income or property of the Academy Trust may be paid or transferred directly or indirectly by way of dividend bonus or otherwise by way of profit to any member of the Academy Trust. Nonetheless a member of the Academy Trust who is not also a Governor may:
- a) benefit as a beneficiary of the Academy Trust;
 - b) be paid reasonable and proper remuneration for any goods or services supplied to the Academy Trust;
 - c) be paid rent for premises let by the member of the Academy Trust if the amount of the rent and other terms of the letting are reasonable and proper; and
 - d) be paid interest on money lent to the Academy Trust at a reasonable and proper rate, such rate not to exceed 2 per cent per annum below the base lending rate of a UK clearing bank selected by the Governors, or 0.5%, whichever is the higher.
- 6.3 A Governor may benefit from any indemnity insurance purchased at the Academy Trust's expense to cover the liability of the Governors which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to the Academy Trust: Provided that any such insurance shall not extend to any claim arising from any act or omission which the Governors knew to be a breach of trust or breach of duty or which was committed by the Governors in reckless disregard to whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Governors in their capacity as directors of the Academy Trust.
- 6.4 A company, which has shares listed on a recognised stock exchange and of which any one Governor holds no more than 1% of the issued capital of that company, may

receive fees, remuneration or other benefit in money or money's worth from the Academy Trust.

- 6.5 A Governor may at the discretion of the Governors be reimbursed from the property of the Academy Trust for reasonable expenses properly incurred by him or her when acting on behalf of the Academy Trust, but excluding expenses in connection with foreign travel.
- 6.6 No Governor may:
- (a) buy any goods or services from the Academy Trust;
 - (b) sell goods, services, or any interest in land to the Academy Trust;
 - (c) be employed by or receive any remuneration from the Academy Trust (other than the Head of School or a Staff Governor whose employment and/or remuneration is subject to the procedure and conditions in Article 6.8)
 - (d) receive any other financial benefit from the Academy Trust;
- unless:
- (i) the payment is permitted by Article 6.7 and the Governors follow the procedure and observe the conditions set out in Article 6.8; or
 - (ii) the Governors obtain the prior written approval of the Charity Commission and fully comply with any procedures it prescribes.

6.7 Subject to Article 6.8, a Governor may:

- a) receive a benefit from the Academy Trust in the capacity of a beneficiary of the Academy Trust.
- b) be employed by the Academy Trust or enter into a contract for the supply of goods or services to the Academy Trust, other than for acting as a Governor.
- c) receive interest on money lent to the Academy Trust at a reasonable and proper rate not exceeding 2% per annum below the base rate of a clearing bank to be selected by the Governors, or 0.5%, whichever is the higher.
- (d) receive rent for premises let by the Governor to the Academy Trust if the amount of the rent and the other terms of the lease are reasonable and proper.

6.8 The Academy Trust and its Governors may only rely upon the authority provided by Article 6.7 if each of the following conditions is satisfied:

- (a) the remuneration or other sums paid to the Governor do not exceed an amount that is reasonable in all the circumstances.
- (b) the Governor is absent from the part of any meeting at which there is discussion of:
 - i) his or her employment, remuneration, or any matter concerning the contract, payment or benefit; or
 - ii) his or her performance in the employment, or his or her performance of the contract; or
 - iii) any proposal to enter into any other contract or arrangement with him or her or to confer any benefit upon him or her that would be permitted under Article 6.7; or
 - (iv) any other matter relating to a payment or the conferring of any benefit permitted by Article 6.7.
- (c) the Governor does not vote on any such matter and is not to be counted when calculating whether a quorum of Governors is present at the meeting.
- (d) save in relation to employing or contracting with the Head of School or a Staff Governor (a Governor pursuant to Articles 46, 50A and 52) the other Governors are satisfied that it is in the interests of the Academy Trust to employ or to contract with that Governor rather than with someone who is not a Governor. In reaching that decision the Governors must balance the advantage of employing a Governor against the disadvantages of doing so (especially the loss of the Governor's services as a result of dealing with the Governor's conflict of interest).
- (e) the reason for their decision is recorded by the Governors in the minute book.
- (f) a majority of the Governors then in office have received no such payments or benefit.

6.9 The provision in clause 6.6 (c) that no Governor may be employed by or receive any remuneration from the Academy Trust (other than the Head of School or a Staff Governor) does not apply to an existing employee of the Academy Trust who is subsequently elected or appointed as a Governor save that this clause shall only allow such a Governor to receive remuneration or benefit from the Academy Trust in his capacity as an employee of the Academy Trust and provided that the procedure as set out in Articles 6.8(b)(i), (ii) and 6.8 (c)

is followed.

6.10 In Articles 6.2-6.10:

(a) “Academy Trust” shall include any company in which the Academy Trust:

- holds more than 50% of the shares; or
- controls more than 50% of the voting rights attached to the shares; or
- has the right to appoint one or more directors to the board of the company.

(b) “Governor” shall include any child, stepchild, parent, grandchild, grandparent, brother, sister or spouse of the governor or any person living with the governor as his or her partner

(c) the employment or remuneration of a Governor includes the engagement or remuneration of any firm or company in which the Governor is:

- (i) a partner;
- (ii) an employee;
- (iii) a consultant;
- (iv) a director;
- (v) a member; or
- (vi) a shareholder, unless the shares of the company are listed on a recognised stock exchange and the Governor holds less than 1% of the issued capital.

7. The liability of the members of the Academy Trust is limited.

8. Every member of the Academy Trust undertakes to contribute such amount as may be required (not exceeding £10) to the Academy Trust’s assets if it should be wound up while he or she is a member or within one year after he or she ceases to be a member, for payment of the Academy Trust’s debts and liabilities before he or she ceases to be a member, and of the costs, charges and expenses of winding up, and for the adjustment of the rights of the contributories among themselves.

9. If the Academy Trust is wound up or dissolved and after all its debts and liabilities (including any under section 2 of the Academies Act 2010) have been satisfied there

remains any property it shall not be paid to or distributed among the members of the Academy Trust, but shall be given or transferred to some other charity or charities having objects similar to the Object which prohibits the distribution of its or their income and property to an extent at least as great as is imposed on the Academy Trust by Article 6 above, chosen by the members of the Academy Trust at or before the time of dissolution and if that cannot be done then to some other charitable object.

10. No alteration or addition shall be made to or in the provisions of the Articles without the written consent of the Secretary of State.
11. No alteration or addition shall be made to or in the provisions of the Articles which would have the effect (a) that the Academy Trust would cease to be a company to which section 60 of the Companies Act 2006 applies; or (b) that the Academy Trust would cease to be a charity.

MEMBERS

12. The Members of the Academy Trust shall comprise
 - a. the signatories to the Memorandum;²
 - b. Up to 10 person(s) who may be appointed by HADLOW RURAL COMMUNITY SCHOOL LIMITED
 - c. 1 person appointed by the Secretary of State, in the event that the Secretary of State appoints a person for this purpose;
 - d. the chairman of the Governors; and
 - e. any person appointed under Article 16.

12A. The Secretary of State's appointed Member (further to Article 12 c) shall become a Member upon the Secretary of State delivering, or posting (by registered post), to the Office of the Academy Trust a notice appointing that person as his Member.

13. Each of the persons entitled to appoint Members in Article 12 shall have the right from time to time by written notice delivered to the Office to remove any Member appointed by them and to appoint a replacement Member to fill a vacancy whether

² There must be no less than 3 signatories to the Memorandum of Association.

resulting from such removal or otherwise.

14. If any of the persons entitled to appoint Members in Article 12:

- a) in the case of an individual, die or become legally incapacitated;
- b) in the case of a corporate entity, cease to exist and are not replaced by a successor institution;
- c) becomes insolvent or makes any arrangement or composition with their creditors generally; or
- d) ceases to be a Member;

their right to appoint Members under these Articles shall vest in the remaining Members.

15. Membership will terminate automatically if:

- a) a Member (which is a corporate entity) ceases to exist and is not replaced by a successor institution;
- b) a Member (which is an individual) dies or becomes incapable by reason of mental disorder, illness or injury of managing and administering his own affairs; or
- c) a Member becomes insolvent or makes any arrangement or composition with that Member's creditors generally.

16. The Members may agree unanimously in writing to appoint such additional Members as they think fit and may unanimously (save that the agreement of the Member(s) to be removed shall not be required) in writing agree to remove any such additional Members.

17. Every person nominated to be a Member of the Academy Trust shall either sign a written consent to become a Member or sign the register of Members on becoming a Member.

18. Any Member may resign provided that after such resignation the number of Members is not less than three. A Member shall cease to be one immediately on the receipt by the Academy Trust of a notice in writing signed by the person or persons entitled to remove him under Articles 13 or 16 provided that no such notice shall take effect when the number of

Members is less than three unless it contains or is accompanied by the appointment of a replacement Member.

GENERAL MEETINGS

19. The Academy Trust shall hold an Annual General Meeting each year in addition to any other meetings in that year, and shall specify the meeting as such in the notices calling it; and not more than fifteen months shall elapse between the date of one Annual General Meeting of the Academy Trust and that of the next. Provided that so long as the Academy Trust holds its first Annual General Meeting within eighteen months of its incorporation, it need not hold it in the year of its incorporation or in the following year. The Annual General Meeting shall be held at such time and place as the Governors shall appoint. All meetings other than Annual General Meetings shall be called General Meetings.
20. The Governors may call general meetings and, on the requisition of Members pursuant to the provisions of the Companies Act 2006, shall forthwith proceed to convene a general meeting in accordance with that Act. If there are not within the United Kingdom sufficient Governors to call a general meeting, any Governor or any Member of the Academy Trust may call a general meeting.

NOTICE OF GENERAL MEETINGS

21. General meetings shall be called by at least fourteen clear days' notice but a general meeting may be called by shorter notice if it is so agreed by a majority in number of Members having a right to attend and vote and together representing not less than 90% of the total voting rights at that meeting.

The notice shall specify the time and place of the meeting and the general nature of the business to be transacted and, in the case of an Annual General Meeting, shall specify the meeting as such. The notice shall also state that the Member is entitled to appoint a proxy.

The notice shall be given to all the Members, to the Governors and auditors.

22. The accidental omission to give notice of a meeting to, or the non-receipt of notice of a meeting by, any person entitled to receive notice shall not invalidate the proceedings at that meeting.

PROCEEDINGS AT GENERAL MEETINGS.

23. No business shall be transacted at any meeting unless a quorum is present. A Member counts towards the quorum by being present either in person or by proxy. Two persons entitled to vote upon the business to be transacted, each being a Member or a proxy of a Member or a duly authorised representative of a Member organisation shall constitute a quorum.
24. If a quorum is not present within half an hour from the time appointed for the meeting, or if during a meeting a quorum ceases to be present, the meeting shall stand adjourned to the same day in the next week at the same time and place or to such time and place as the Governors may determine.
25. The chairman, if any, of the Governors or in his absence some other Governor nominated by the Governors shall preside as chairman of the meeting, but if neither the chairman nor such other Governor (if any) be present within fifteen minutes after the time appointed for holding the meeting and willing to act, the Governors present shall elect one of their number to be chairman and, if there is only one Governor present and willing to act, he shall be the chairman.
26. If no Governor is willing to act as chairman, or if no Governor is present within fifteen minutes after the time appointed for holding the meeting, the Members present and entitled to vote shall choose one of their number to be chairman.
27. A Governor shall, notwithstanding that he is not a Member, be entitled to attend and speak at any general meeting.
28. The chairman may, with the consent of a majority of the Members at a meeting at which a quorum is present (and shall if so directed by the meeting), adjourn the meeting from time to time and from place to place, but no business shall be transacted at any adjourned meeting other than the business which might properly have been transacted at the meeting had the adjournment not taken place. When a meeting is adjourned for fourteen days or more, at least seven clear days' notice shall be given specifying the time, date and place of the adjourned meeting and the general nature of the business to be transacted. Otherwise it shall not be necessary to give any such notice.
29. A resolution put to the vote of the meeting shall be decided on a show of hands unless before, or on the declaration of the result of the show of hands a poll is duly demanded. Subject to the provisions of the Companies Act 2006, a poll may be demanded:-

- (a) by the chairman; or
 - (b) by at least two Members having the right to vote at the meeting; or
 - (c) by a Member or Members representing not less than one-tenth of the total voting rights of all the Members having the right to vote at the meeting.
30. Unless a poll is duly demanded a declaration by the chairman that a resolution has been carried or carried unanimously, or by a particular majority, or lost, or not carried by a particular majority and an entry to that effect in the minutes of the meeting shall be conclusive evidence of the fact without proof of the number or proportion of the votes recorded in favour of or against such resolution.
31. The demand for a poll may be withdrawn, before the poll is taken, but only with the consent of the chairman. The withdrawal of a demand for a poll shall not invalidate the result of a show of hands declared before the demand for the poll was made.
32. A poll shall be taken as the chairman directs and he may appoint scrutineers (who need not be Members) and fix a time, date and place for declaring the results. The result of the poll shall be deemed to be the resolution of the meeting at which the poll was demanded.
33. A poll demanded on the election of the chairman or on a question of adjournment shall be taken immediately. A poll demanded on any other question shall be taken either immediately or at such time, date and place as the chairman directs not being more than thirty days after the poll is demanded. The demand for a poll shall not prevent continuance of a meeting for the transaction of any business other than the question on which the poll is demanded. If a poll is demanded before the declaration of the result of a show of hands and the demand is duly withdrawn, the meeting shall continue as if the demand had not been made.
34. No notice need be given of a poll not taken immediately if the time, date and place at which it is to be taken are announced at the meeting at which it is demanded. In other cases at least seven clear days' notice shall be given specifying the time, date and place at which the poll is to be taken.
35. A resolution in writing agreed by such number of Members as required if it had been proposed at a general meeting shall be as effectual as if it had been passed at a general meeting duly convened and held provided that a copy of the proposed resolution has been sent to every Member. The resolution may consist of several instruments in the like form each agreed by one or more Members.

VOTES OF MEMBERS

36. On the show of hands every Member present in person shall have one vote. On a poll every Member present in person or by proxy shall have one vote.
37. Not used.
38. No Member shall be entitled to vote at any general meeting unless all moneys then payable by him to the Academy Trust have been paid.
39. No objections shall be raised to the qualification of any person to vote at any general meeting except at the meeting or adjourned meeting at which the vote objected to is tendered, and every vote not disallowed at the meeting shall be valid. Any objection made in due time shall be referred to the chairman whose decision shall be final and conclusive.
40. An instrument appointing a proxy shall be in writing, signed by or on behalf of the appointer and shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Governors may approve) -.

“I/We,, of, being a Member/Members of the above named Academy Trust, hereby appoint of, or in his absence, of as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Academy Trust to be held on20[], and at any adjournment thereof.

Signed on 20[]”

41. Where it is desired to afford Members an opportunity of instructing the proxy how he shall act the instrument appointing a proxy shall be in the following form (or in a form as near thereto as circumstances allow or in any other form which is usual or which the Governors may approve)-

“I/We,, of, being a Member/Members of the above-named Academy Trust, hereby appoint of, or in his absence, of, as my/our proxy to vote in my/our name[s] and on my/our behalf at the annual general meeting/ general meeting of the Academy Trust, to be held on 20[], and at any adjournment thereof.

This form is to be used in respect of the resolutions mentioned below as follows:

Resolution No. 1 *for * against

Resolution No. 2 *for * against.

- Strike out whichever is not desired.

Unless otherwise instructed, the proxy may vote as he thinks fit or abstain from voting.

Signed on 20[]”

42. The instrument appointing a proxy and any authority under which it is signed or a copy of such authority certified by a notary or in some other way approved by the Governors may -

(a) be deposited at the office or at such other place within the United Kingdom as is specified in the notice convening the meeting or in any instrument of proxy sent out by the Academy Trust in relation to the meeting not less than 48 hours before the time for holding the meeting or adjourned meeting at which the person named in the instrument proposes to vote, or

(b) in the case of a poll taken more than 48 hours after it is demanded, be deposited as aforesaid after the poll has been demanded and not less than 24 hours before the time appointed for the taking of the poll;

(c) where the poll is not taken forthwith but is taken not more than 48 hours after it was demanded, be delivered at the meeting at which the poll was demanded to the chairman or to the Secretary or to any Governor;

and an instrument of proxy which is not deposited or delivered in a manner so permitted shall be invalid.

43. A vote given or poll demanded by proxy or by the duly authorised representative of a corporation shall be valid notwithstanding the previous determination of the authority of the person voting or demanding a poll unless notice of the determination was received by the Academy Trust at the office or at such other place at which the instrument of proxy was duly deposited before the commencement of the meeting or adjourned meeting at which the vote given or the poll demanded or (or in the case of a poll taken otherwise than on the same day as the meeting or adjourned meeting) the time appointed for taking the poll.

44. Any organisation which is a Member of the Academy Trust may by resolution of its board of directors or other governing body authorise such person as it thinks fit to act as its representative at any meeting of the Academy Trust, and the person so authorised shall be entitled to exercise the same powers on behalf of the organisation which he represents as that organisation could exercise if it were an individual Member of the Academy Trust.

GOVERNORS

45. The number of Governors shall be not less than three but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum.

46. Subject to Articles 48-49 and 64, the Academy Trust shall have the following Governors:

- a. Up to 10 Governors, appointed under Article 50
- b. any Staff Governors, if appointed under Article 50A;
- c. up to 1 LA Governor if appointed under Article 51 ;
- d. a minimum of 2 Parent Governors appointed under Articles 53-58 ;
- e. the Head of School;
- f. any Additional Governors, if appointed under Article 62, 62A or 68A; and
- g. any Further Governors, if appointed under Article 63 or Article 68A;

47. The Academy Trust may also have any Co-opted Governor appointed under Article 59.

48. The first Governors shall be those persons named in the statement delivered pursuant to sections 9 and 12 of the Companies Act 2006.

49. Future Governors shall be appointed or elected, as the case may be, under these Articles. Where it is not possible for such a Governor to be appointed or elected due to the fact that an Academy has not yet been established or the Head of School has not been appointed, then the relevant Article or part thereof shall not apply.

APPOINTMENT OF GOVERNORS

50. The Members may appoint up to 10 Governors.

50A. The Members may appoint Staff Governors through such process as they may determine, provided that the total number of Governors (including the Head of School) who are employees of the Academy Trust does not exceed one third of the total number of Governors.

51. The LA may appoint the LA Governor.

52. The Head of School shall be treated for all purposes as being an ex officio Governor.

53. Subject to Article 57, the Parent Governors shall be elected by parents of registered pupils at the Academy. A Parent Governor must be a parent of a pupil at the Academy at the time when he is elected.

54. The Governing Body shall make all necessary arrangements for, and determine all other matters relating to, an election of Parent Governors, including any question of whether a person is a parent of a registered pupil at the Academy. Any election of Parent Governors which is contested shall be held by secret ballot.

55. The arrangements made for the election of a Parent Governor shall provide for every person who is entitled to vote in the election to have an opportunity to do so by post or, if he prefers, by having his ballot paper returned to the Academy Trust by a registered pupil at the Academy.

56. Where a vacancy for a Parent Governor is required to be filled by election, the Governing Body shall take such steps as are reasonably practical to secure that every person who is known to them to be a parent of a registered pupil at the Academy is informed of the vacancy and that it is required to be filled by election, informed that he is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so.

57. The number of Parent Governors required shall be made up by Parent Governors appointed by the Governing Body if the number of parents standing for election is less than the number of vacancies.

58. In appointing a Parent Governor the Governing Body shall appoint a person who is the parent of a registered pupil at the Academy; or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.

CO-OPTED GOVERNORS

59. The Governors may appoint up to [3] Co-opted Governors. A 'Co-opted Governor'

means a person who is appointed to be a Governor by being Co-opted by Governors who have not themselves been so appointed. The Governors may not co-opt an employee of the Academy Trust as a Co-opted Governor if thereby the number of Governors who are employees of the Academy Trust would exceed one third of the total number of Governors (including the Head of School).

APPOINTMENT OF ADDITIONAL GOVERNORS

60. The Secretary of State may give a warning notice to the Governors where he is satisfied—

- i) that the standards of performance of pupils at the Academy are unacceptably low, or
- ii) that there has been a serious breakdown in the way the Academy is managed or governed, or
- iii) that the safety of pupils or staff of the Academy is threatened (whether by a breakdown of discipline or otherwise).

61. For the purposes of Article 60 a 'warning notice' is a notice in writing by the Secretary of State to the Academy Trust delivered to the Office setting out—

- a) the matters referred to in Article 60;
- b) the action which he requires the Governors to take in order to remedy those matters; and
- c) the period within which that action is to be taken by the Governors ('the compliance period').

62. The Secretary of State may appoint such Additional Governors as he thinks fit if the Secretary of State has:

- a) given the Governors a warning notice in accordance with Article 60 ; and
- b) the Governors have failed to comply, or secure compliance, with the notice to the Secretary of State's satisfaction within the compliance period.

62A The Secretary of State may also appoint such Additional Governors where following an Inspection by the Chief Inspector in accordance with the Education Act 2005 (an

“Inspection”) the Academy Trust receives an Ofsted grading (being a grade referred to in The Framework for School Inspection or any modification or replacement of that document for the time being in force) which amounts to a drop, either from one Inspection to the next Inspection or between any two Inspections carried out within a 5 year period, of two Ofsted grades. [Add for Free Schools that replace an existing school on the same site: For these purposes, the grade or description received by [insert name of predecessor school] on any inspection shall not be regarded as a grade or assessment received by the Academy on any Inspection.].

63. The Secretary of State may also appoint such Further Governors as he thinks fit if a Special Measures Termination Event (as defined in the Funding Agreement) occurs in respect of the Academy or if he is satisfied that any Governor or Member of the Academy Trust is not a suitable person and he exercises his powers further to clause 91A of the Funding Agreement.

63A. An Additional or Further Governor shall become a Governor upon the Secretary of State delivering, or posting (by registered post), to the Office of the Academy Trust a notice appointing that person as an Additional or Further Governor.

64. Within 5 days of the Secretary of State appointing any Additional or Further Governors in accordance with Articles 62, 62A or 63, any Governors appointed under Article 50, and holding office immediately preceding the appointment of such Governors, shall resign immediately and the Members’ power to appoint Governors under Article 50 shall remain suspended until the Secretary of State removes one or more of the Additional or Further Governors.

TERM OF OFFICE

65. The term of office for any Governor shall be 4 years, save that this time limit shall not apply to the Head of School. Subject to remaining eligible to be a particular type of Governor, any Governor may be re-appointed or re-elected.

RESIGNATION AND REMOVAL

66. A Governor shall cease to hold office if he resigns his office by notice to the Academy Trust (but only if at least three Governors will remain in office when the notice of resignation is to take effect).

67. A Governor shall cease to hold office if he is removed by the person or persons who appointed him. This Article does not apply in respect of a Parent Governor.

68. Where a Governor resigns his office or is removed from office, the Governor or, where he is removed from office, those removing him, shall give written notice thereof to the Secretary.

68A. Where an Additional or Further Governor appointed pursuant to Articles 62, 62A or 63 ceases to hold office as a Governor for any reason, other than being removed by the Secretary of State, the Secretary of State shall be entitled to appoint an Additional or Further Governor in his place.

DISQUALIFICATION OF GOVERNORS

69. No person shall be qualified to be a Governor unless he is aged 18 or over at the date of his election or appointment. No current pupil of the Academy shall be a Governor.

70. A Governor shall cease to hold office if he becomes incapable by reason of mental disorder, illness or injury of managing or administering his own affairs.

71. A Governor shall cease to hold office if he is absent without the permission of the Governors from all their meetings held within a period of six months and the Governors resolve that his office be vacated.

72. A person shall be disqualified from holding or continuing to hold office as a Governor if—

a) his estate has been sequestrated and the sequestration has not been discharged, annulled or reduced; or

b) he is the subject of a bankruptcy restrictions order or an interim order.

73. A person shall be disqualified from holding or continuing to hold office as a Governor at any time when he is subject to a disqualification order or a disqualification undertaking under the Company Directors Disqualification Act 1986 or to an order made under section 429(2)(b) of the Insolvency Act 1986 (failure to pay under county court administration order).

74. A Governor shall cease to hold office if he ceases to be a Governor by virtue of any provision in the Companies Act 2006 or is disqualified from acting as a trustee by virtue of section 72 of the Charities Act 1993 (or any statutory re-enactment or modification of that provision).

75. A person shall be disqualified from holding or continuing to hold office as a Governor if he has been removed from the office of charity trustee or trustee for a charity by an order

made by the Charity Commission or the High Court on the grounds of any misconduct or mismanagement in the administration of the charity for which he was responsible or to which he was privy, or which he by his conduct contributed to or facilitated.

76. A person shall be disqualified from holding or from continuing to hold office as a Governor at any time when he is:

a) included in the list kept by the Secretary of State under section 1 of the Protection of Children Act 1999; or

b) disqualified from working with children in accordance with Section 35 of the Criminal Justice and Court Services Act 2000; or

c) barred from regulated activity relating to children (within the meaning of section 3(2) of the Safeguarding Vulnerable Groups Act 2006)

77. A person shall be disqualified from holding or continuing to hold office as a Governor if he is a person in respect of whom a direction has been made under section 142 of the Education Act 2002 or is subject to any prohibition or restriction which takes effect as if contained in such a direction.

78. A person shall be disqualified from holding or continuing to hold office as a Governor where he has, at any time, been convicted of any criminal offence, excluding any that have been spent under the Rehabilitation of Offenders Act 1974 as amended, and excluding any offence for which the maximum sentence is a fine or a lesser sentence except where a person has been convicted of any offence which falls under section 72 of the Charities Act 1993.

79. After the Academy has opened, a person shall be disqualified from holding or continuing to hold office as a Governor if he has not provided to the chairman of the Governors a criminal records certificate at an enhanced disclosure level under section 113B of the Police Act 1997. In the event that the certificate discloses any information which would in the opinion of either the chairman or the Head of School confirm their unsuitability to work with children that person shall be disqualified. If a dispute arises as to whether a person shall be disqualified, a referral shall be made to the Secretary of State to determine the matter. The determination of the Secretary of State shall be final.

80. Where, by virtue of these Articles a person becomes disqualified from holding, or continuing to hold office as a Governor; and he is, or is proposed, to become such a Governor, he shall upon becoming so disqualified give written notice of that fact to the

Secretary.

81. Articles 69 to 80 and Articles 98-99 also apply to any member of any committee of the Governors who is not a Governor.

SECRETARY TO THE GOVERNORS

82. The Secretary shall be appointed by the Governors for such term, at such remuneration and upon such conditions as they may think fit; and any Secretary so appointed may be removed by them. The Secretary shall not be a Governor or a Head of School. Notwithstanding this Article, the Governors may, where the Secretary fails to attend a meeting of theirs, appoint any one of their number or any other person to act as Secretary for the purposes of that meeting.

CHAIRMAN AND VICE-CHAIRMAN OF THE GOVERNORS

83. The Governors shall each school year, at their first meeting in that year, elect a chairman and a vice-chairman from among their number. A Governor who is employed by the Academy Trust shall not be eligible for election as chairman or vice-chairman.

84. Subject to Article 85, the chairman or vice-chairman shall hold office as such until his successor has been elected in accordance with Article 86.

85. The chairman or vice-chairman may at any time resign his office by giving notice in writing to the Secretary. The chairman or vice-chairman shall cease to hold office if—

- a) he ceases to be a Governor;
- b) he is employed by the Academy Trust;
- c) he is removed from office in accordance with these Articles; or
- d) in the case of the vice-chairman, he is elected in accordance with these Articles to fill a vacancy in the office of chairman.

86. Where by reason of any of the matters referred to in Article 85, a vacancy arises in the office of chairman or vice-chairman, the Governors shall at their next meeting elect one of their number to fill that vacancy.

87. Where the chairman is absent from any meeting or there is at the time a vacancy in the office of the chairman, the vice-chairman shall act as the chair for the purposes of the

meeting.

88. Where in the circumstances referred to in Article 87 the vice-chairman is also absent from the meeting or there is at the time a vacancy in the office of vice-chairman, the Governors shall elect one of their number to act as a chairman for the purposes of that meeting, provided that the Governor elected shall not be a person who is employed by the Academy Trust.

89. The Secretary shall act as chairman during that part of any meeting at which the chairman is elected.

90. Any election of the chairman or vice-chairman which is contested shall be held by secret ballot.

91. The Governors may remove the chairman or vice-chairman from office in accordance with these Articles.

92. A resolution to remove the chairman or vice-chairman from office which is passed at a meeting of the Governors shall not have effect unless—

a) it is confirmed by a resolution passed at a second meeting of the Governors held not less than fourteen days after the first meeting; and

b) the matter of the chairman's or vice-chairman's removal from office is specified as an item of business on the agenda for each of those meetings.

93. Before the Governors resolve at the relevant meeting on whether to confirm the resolution to remove the chairman or vice-chairman from office, the Governor or Governors proposing his removal shall at that meeting state their reasons for doing so and the chairman or vice-chairman shall be given an opportunity to make a statement in response.

POWERS OF GOVERNORS

94. Subject to provisions of the Companies Act 2006, the Articles and to any directions given by special resolution, the business of the Academy Trust shall be managed by the Governors who may exercise all the powers of the Academy Trust. No alteration of the Articles and no such direction shall invalidate any prior act of the Governors which would have been valid if that alteration had not been made or that direction had not been given. The powers given by this Article shall not be limited by any special power given to the Governors by the Articles and a meeting of Governors at which a quorum is present may

exercise all the powers exercisable by the Governors.

95. In addition to all powers hereby expressly conferred upon them and without detracting from the generality of their powers under the Articles the Governors shall have the following powers, namely:

a) to expend the funds of the Academy Trust in such manner as they shall consider most beneficial for the achievement of the Object and to invest in the name of the Academy Trust such part of the funds as they may see fit and to direct the sale or transposition of any such investments and to expend the proceeds of any such sale in furtherance of the Object; and

b) to enter into contracts on behalf of the Academy Trust.

96. In the exercise of their powers and functions, the Governors may consider any advice given by the Head of School and any other executive officer.

97. Any bank account in which any money of the Academy Trust is deposited shall be operated by the Governors in the name of the Academy Trust. All cheques and orders for the payment of money from such an account shall be signed by at least two signatories authorised by the Governors.

CONFLICTS OF INTEREST

98. Any Governor who has or can have any direct or indirect duty or personal interest (including but not limited to any Personal Financial Interest) which conflicts or may conflict with his duties as a Governor shall disclose that fact to the Governors as soon as he becomes aware of it. A Governor must absent himself from any discussions of the Governors in which it is possible that a conflict will arise between his duty to act solely in the interests of the Academy Trust and any duty or personal interest (including but not limited to any Personal Financial Interest).

99. For the purpose of Article 98, a Governor has a Personal Financial Interest in the employment or remuneration of, or the provision of any other benefit to, that Governor as permitted by and as defined by articles **6.5-6.10**.

THE MINUTES

100. The minutes of the proceedings of a meeting of the Governors shall be drawn up and entered into a book kept for the purpose by the person acting as Secretary for the purposes

of the meeting; and shall be signed (subject to the approval of the Governors) at the same or next subsequent meeting by the person acting as chairman thereof. The minutes shall include a record of:

- a) all appointments of officers made by the Governors; and
- b) all proceedings at meetings of the Academy Trust and of the Governors and of committees of Governors including the names of the Governors present at each such meeting.

COMMITTEES

101. Subject to these Articles, the Governors may establish any committee. Subject to these Articles, the constitution, membership and proceedings of any committee shall be determined by the Governors. The establishment, terms of reference, constitution and membership of any committee of the Governors shall be reviewed at least once in every twelve months. The membership of any committee of the Governors may include persons who are not Governors, provided that a majority of members of any such committee shall be Governors. The Governors may determine that some or all of the members of a committee who are not Governors shall be entitled to vote in any proceedings of the committee. No vote on any matter shall be taken at a meeting of a committee of the Governors unless the majority of members of the committee present are Governors.

DELEGATION

102. The Governors may delegate to any Governor, committee, the Head of School or any other holder of an executive office, such of their powers or functions as they consider desirable to be exercised by them. Any such delegation may be made subject to any conditions the Governors may impose and may be revoked or altered.

103. Where any power or function of the Governors is exercised by any committee, any Governor, Head of School or any other holder of an executive office, that person or committee shall report to the Governors in respect of any action taken or decision made with respect to the exercise of that power or function at the meeting of the Governors immediately following the taking of the action or the making of the decision.

HEAD OF SCHOOL

104. The Governors shall appoint the Head of School. The Governors may delegate such powers and functions as they consider are required by the Head of School for the internal

organisation, management and control of the Academy (including the implementation of all policies approved by the Governors and for the direction of the teaching and curriculum at the Academy).

MEETINGS OF THE GOVERNORS

105. Subject to these Articles, the Governors may regulate their proceedings as they think fit.

106. The Governors shall hold at least three meetings in every school year. Meetings of the Governors shall be convened by the Secretary. In exercising his functions under this Article the Secretary shall comply with any direction—

a) given by the Governors; or

b) given by the chairman of the Governors or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman of the Governors, so far as such direction is not inconsistent with any direction given as mentioned in (a).

107. Any three Governors may, by notice in writing given to the Secretary, requisition a meeting of the Governors; and it shall be the duty of the Secretary to convene such a meeting as soon as is reasonably practicable.

108. Each Governor shall be given at least fourteen clear days before the date of a meeting –

1. a) notice in writing thereof, signed by the Secretary, and sent to each Governor at the address provided by each Governor from time to time; and

2. b) a copy of the agenda for the meeting;

3. provided that where the chairman or, in his absence or where there is a vacancy in the office of chairman, the vice-chairman, so determines on the ground that there are matters demanding urgent consideration, it shall be sufficient if the written notice of a meeting, and the copy of the agenda thereof are given within such shorter period as he directs.

109. The convening of a meeting and the proceedings conducted thereat shall not be invalidated by reason of any individual not having received written notice of the meeting or a copy of the agenda thereof.

110. A resolution to rescind or vary a resolution carried at a previous meeting of the Governors shall not be proposed at a meeting of the Governors unless the consideration of the rescission or variation of the previous resolution is a specific item of business on the agenda for that meeting.

111. A meeting of the Governors shall be terminated forthwith if—

- (a) the Governors so resolve; or
- (b) the number of Governors present ceases to constitute a quorum for a meeting of the Governors in accordance with Article 114 , subject to Article 116 .

112. Where in accordance with Article 111 a meeting is not held or is terminated before all the matters specified as items of business on the agenda for the meeting have been disposed of, a further meeting shall be convened by the Secretary as soon as is reasonably practicable, but in any event within seven days of the date on which the meeting was originally to be held or was so terminated.

113. Where the Governors resolve in accordance with Article 111 to adjourn a meeting before all the items of business on the agenda have been disposed of, the Governors shall before doing so determine the time and date at which a further meeting is to be held for the purposes of completing the consideration of those items, and they shall direct the Secretary to convene a meeting accordingly.

114. Subject to Article 116 the quorum for a meeting of the Governors, and any vote on any matter thereat, shall be any three Governors, or, where greater, any one third (rounded up to a whole number) of the total number of Governors holding office at the date of the meeting. If the Secretary of State has appointed Additional or Further Governors then a majority of the quorum must be made up of Additional or Further Governors.

115. The Governors may act notwithstanding any vacancies in their number, but, if the numbers of Governors is less than the number fixed as the quorum, the continuing Governors may act only for the purpose of filling vacancies or of calling a general meeting.

116. The quorum for the purposes of—

- a. appointing a parent Governor under Article 57;
- b. any vote on the removal of a Governor in accordance with Article 67;

- c. any vote on the removal of the chairman of the Governors in accordance with Article 91;

shall be any two-thirds (rounded up to a whole number) of the persons who are at the time Governors entitled to vote on those respective matters.

117. Subject to these Articles, every question to be decided at a meeting of the Governors shall be determined by a majority of the votes of the Governors present and voting on the question. Every Governor shall have one vote.

118. Subject to Article 114-116, where there is an equal division of votes, the chairman of the meeting shall have a casting vote in addition to any other vote he may have.

119. The proceedings of the Governors shall not be invalidated by

- a. any vacancy among their number; or
- b. any defect in the election, appointment or nomination of any Governor.

120. A resolution in writing, signed by all the Governors entitled to receive notice of a meeting of Governors or of a committee of Governors, shall be valid and effective as if it had been passed at a meeting of Governors or (as the case may be) a committee of Governors duly convened and held. Such a resolution may consist of several documents in the same form, each signed by one or more of the Governors.

121. Subject to Article 122, the Governors shall ensure that a copy of:

- a. the agenda for every meeting of the Governors;
- b. the draft minutes of every such meeting, if they have been approved by the person acting as chairman of that meeting;
- c. the signed minutes of every such meeting; and
- d. any report, document or other paper considered at any such meeting,

are, as soon as is reasonably practicable, made available at the Academy to persons wishing to inspect them.

122. There may be excluded from any item required to be made available in pursuance of Article 121, any material relating to—

- a. a named teacher or other person employed, or proposed to be employed, at the Academy;
- b. a named pupil at, or candidate for admission to, the Academy; and
- c. any matter which, by reason of its nature, the Governors are satisfied should remain confidential.

123. Any Governor shall be able to participate in meetings of the Governors by telephone or video conference provided that:

- a. he has given notice of his intention to do so detailing the telephone number on which he can be reached and/or appropriate details of the video conference suite from which he shall be taking part at the time of the meeting at least 48 hours before the meeting; and
- b. the Governors have access to the appropriate equipment if after all reasonable efforts it does not prove possible for the person to participate by telephone or video conference the meeting may still proceed with its business provided it is otherwise quorate.

PATRONS AND HONORARY OFFICERS

124. The Governors may from time to time appoint any person whether or not a Member of the Academy Trust to be a patron of the Academy Trust or to hold any honorary office and may determine for what period he is to hold such office.

THE SEAL

125. The seal, if any, shall only be used by the authority of the Governors or of a committee of Governors authorised by the Governors. The Governors may determine who shall sign any instrument to which the seal is affixed and unless otherwise so determined it shall be signed by a Governor and by the Secretary or by a second Governor.

ACCOUNTS

126. Accounts shall be prepared in accordance with the relevant Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and Parts 15 and 16 of the Companies Act 2006 and shall file these with the Secretary of State and the Head of School Regulator by 31 December each Academy Financial Year.

ANNUAL REPORT

127. The Governors shall prepare its Annual Report in accordance with the Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and shall file these with the Secretary of State and the Head of School Regulator by 31 December each Academy Financial Year.

ANNUAL RETURN

128. The Governors shall comply with their obligations under Part 24 of the Companies Act 2006 (or any statutory re-enactment or modification of that Act) with regard to the preparation of an annual return to the Registrar of Companies and in accordance with the Statement of Recommended Practice as if the Academy Trust was a non-exempt charity and to the Secretary of State and the Head of School Regulator by 31 December each Academy Financial Year.

NOTICES

129. Any notice to be given to or by any person pursuant to the Articles (other than a notice calling a meeting of the Governors) shall be in writing or shall be given using electronic communications to an address for the time being notified for that purpose to the person giving the notice. In these Articles, "Address" in relation to electronic communications, includes a number or address used for the purposes of such communications.

130. A notice may be given by the Academy Trust to a Member either personally or by sending it by post in a prepaid envelope addressed to the Member at his registered address or by leaving it at that address or by giving it using electronic communications to an address for the time being notified to the Academy Trust by the Member. A Member whose registered address is not within the United Kingdom and who gives to the Academy Trust an address within the United Kingdom at which notices may be given to him, or an address to which notices may be sent using electronic communications, shall be entitled to have notices given to him at that address, but otherwise no such Member shall be entitled to receive any notice from the Academy Trust.

131. A Member present, either in person or by proxy, at any meeting of the Academy Trust shall be deemed to have received notice of the meeting and, where necessary, of the purposes for which it was called.

132. Proof that an envelope containing a notice was properly addressed, prepaid and

posted shall be conclusive evidence that the notice was given. Proof that a notice contained in an electronic communication was sent in accordance with guidance issued by the Institute of Chartered Secretaries and Administrators shall be conclusive evidence that the notice was given. A notice shall be deemed to be given at the expiration of 48 hours after the envelope containing it was posted or, in the case of a notice contained in an electronic communication, at the expiration of 48 hours after the time it was sent.

INDEMNITY

133. Subject to the provisions of the Companies Act 2006 every Governor or other officer or auditor of the Academy Trust shall be indemnified out of the assets of the Academy Trust against any liability incurred by him in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Academy Trust.

RULES

134. The Governors may from time to time make such rules or bye laws as they may deem necessary or expedient or convenient for the proper conduct and management of the Academy Trust and for purposes of prescribing classes of and conditions of membership, and in particular but without prejudice to the generality of the foregoing, they may by such rules or bye laws regulate:

- a. the admission and classification of Members of the Academy Trust (including the admission of organisations to membership) and the rights and privileges of such Members, and the conditions of membership and the terms on which Members may resign or have their membership terminated and the entrance fees, subscriptions and other fees or payments to be made by Members;
- b. the conduct of Members of the Academy Trust in relation to one another, and to the Academy Trust's servants;
- c. the setting aside of the whole or any part or parts of the Academy Trust's premises at any particular time or times or for any particular purpose or purposes;
- d. the procedure at general meetings and meetings of the Governors and committees of the Governors in so far as such procedure is not regulated by the Articles; and

- e. generally, all such matters as are commonly the subject matter of company rules.

135. The Academy Trust in general meeting shall have power to alter, add or to repeal the rules or bye laws and the Governors shall adopt such means as they think sufficient to bring to the notice of Members of the Academy Trust all such rules or bye laws, which shall be binding on all Members of the Academy Trust. Provided that no rule or bye law shall be inconsistent with, or shall affect or repeal anything contained in the Articles.

AVOIDING INFLUENCED COMPANY STATUS

136. Notwithstanding the number of Members from time to time, the maximum aggregate number of votes exercisable by Local Authority Associated Persons shall never exceed 19.9% of the total number of votes exercisable by Members in general meeting and the votes of the other Members having a right to vote at the meeting will be increased on a pro-rata basis.

137. No person who is a Local Authority Associated Person may be appointed as a Governor if, once the appointment had taken effect, the number of Governors who are Local Authority Associated Persons would represent 20% or more of the total number of Governors. Upon any resolution put to the Governors, the maximum aggregate number of votes exercisable by any Governors who are Local Authority Associated Persons shall represent a maximum of 19.9% of the total number of votes cast by the Governors on such a resolution and the votes of the other Governors having a right to vote at the meeting will be increased on a pro-rata basis.

138. No person who is a Local Authority Associated Person is eligible to be appointed to the office of Governor unless his appointment to such office is authorised by the local authority to which he is associated.

139. If at the time of either his becoming a Member of the Academy Trust or his first appointment to office as a Governor any Member or Governor was not a Local Authority Associated Person but later becomes so during his membership or tenure as a Governor he shall be deemed to have immediately resigned his membership and/or resigned from his office as a Governor as the case may be.

140. If at any time the number of Governors or Members who are also Local Authority Associated Persons would (but for Articles 136 to 139 inclusive) represent 20% or more of

the total number of Governors or Members (as the case may be) then a sufficient number of the Governors or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned as Governors or Members (as the case may be) immediately before the occurrence of such an event to ensure that at all times the number of such Governors or Members (as the case may be) is never equal to or greater than 20% of the total number of Governors or Members (as the case may be). Governors or Members (as the case may be) who are Local Authority Associated Persons shall be deemed to have resigned in order of their appointment date the most recently appointed resigning first.

141. The Members will each notify the Academy Trust and each other if at any time they believe that the Academy Trust or any of its subsidiaries has become subject to the influence of a local authority (as described in section 69 of the Local Government and Housing Act) 1989.

Memorandum of Association for Free Schools

THE COMPANIES ACT 2006

& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 2008/3014)

A COMPANY LIMITED BY GUARANTEE

MEMORANDUM OF ASSOCIATION

OF

HADLOW RURAL COMMUNITY SCHOOL LIMITED

THE COMPANIES ACT 2006

& COMPANIES (REGISTRATION) REGULATIONS 2008 (SI 2008/3014)

SCHEDULE 2

A COMPANY LIMITED BY GUARANTEE

Regulation 2(b)

MEMORANDUM OF ASSOCIATION OF

HADLOW RURAL COMMUNITY SCHOOL LIMITED

Each subscriber to this memorandum of association wishes to form a company under the Companies Act 2006 and agrees to become a member of the company.

Name of each subscriber Authentication by each subscriber

Name: [REDACTED] Signature:

Name: [REDACTED] Signature:

Name: [REDACTED] Signature:

Dated

Annex 5 Financial Plan 100% Enrolments

Attached separately

Annex 6 Financial Plan 90% Enrolments

Attached separately

7. Submitting your application

How, where and when to submit

Sections A-H

7.1 **Sections A-H** require you to submit written information and two financial plans between 13 and 24 February 2012. Applications received after the deadline will not be considered. You need to submit **one copy by email** to [REDACTED] and **two hard copies** by 'Recorded Signed For' post to:

[REDACTED]
Department for Education

[REDACTED]
London [REDACTED]

7.2 It is essential that the hard copies you provide are identical to the electronic version you email. Your application should be formatted for printing on A4 paper and completed in Arial font with a minimum font size of 12. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

Section I

7.3 For due diligence purposes, you will also need to submit one hard copy of the **Section A** form and as many signed hard copies of the **Due Diligence form** as are required (each member and director of the company must complete and sign a form). The lead applicant or main contact should put these together in **one envelope** and return them **by 'Recorded Signed For'** post to the following address:

[REDACTED]
Department for Education

[REDACTED]
London [REDACTED]

7.4 Please remember that we must receive all of the documents that make up your application **no earlier than 9am on 13 February and no later than 6pm on 24 February 2012** in order for them to be considered¹⁸. Please use the checklist in **Annex D** of this document to ensure that you have provided all the information we need to assess your application.