

Section 1: Applicant details

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

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

Details of Company Limited by Guarantee	
Name: The Hatfield Community Free School	
Company address: [REDACTED], [REDACTED], Blunham, Bedfordshire [REDACTED]	
Company registration number: 07648654	
Main contact	
Name: [REDACTED]	
Address: [REDACTED], [REDACTED], Blunham, Bedfordshire [REDACTED]	
Email address: [REDACTED]	
Telephone number: [REDACTED] mobile: [REDACTED]	
Members and Directors	
Please confirm the total number of (a) Company Directors [3] and (b) any other members of the Governing Body [5] appointed to date and list them below. Please also confirm who the proposed Chair of the Governing Body is.	
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Name:	[REDACTED]
Position:	[REDACTED]
Related organisations	

Does the Company Limited by Guarantee have any links (through the members, directors or otherwise) with any other charitable or commercial organisation? Y/N

If Y please provide their name and Charity Commission number and describe the role that it is envisaged to play in relation to the Free School:

If your organisation is an existing independent school, please provide your six digit unique reference number:
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* We have attached to this section pen portraits for our complete core group (steering group)

* the articles of association of the company provide for the University of Hertfordshire and Hertfordshire County Council each to nominate a member of the company. These nominations have not yet been formally made.

Declaration to be signed by a Company Director

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

Signed: [REDACTED]

Print Name: [REDACTED]

Date: 26 May 2011

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

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

Pen Portraits

[REDACTED]

[REDACTED] has [REDACTED].

[REDACTED] believes passionately that good achievement is the gateway to a better life and the key to children having real choices about their future. She says that all children deserve a high quality education and that all can succeed. [REDACTED], she has championed the needs of underachieving children.

[REDACTED] sees the free school movement as an opportunity to bring more diversity and choice into local schools and for parents to really have their say about what they think is important.

[REDACTED] is [REDACTED].

[REDACTED]

[REDACTED] [REDACTED].

[REDACTED] believes that education is a powerful force for positive change. He maintains that all children are excited by good teaching, and that learning should be fun, for the learner and teacher alike. He is a strong believer in life-long learning, and [REDACTED]. He argues that if you develop a passion for learning you will never reach the limit of growth as a person.

[REDACTED]

[REDACTED].

[REDACTED]

She is passionate about giving children the best start in life.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Section 2: Outline of the school

Proposed school name:	Hatfield Community Free School																																																																														
Age range:	4 -11																																																																														
Proposed numbers in each year group at point of opening and explanation of how pupil numbers will expand to fill the school over time. If your application includes nursery provision, please add additional rows as appropriate.	<table border="1"> <thead> <tr> <th></th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Reception</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 1</td> <td></td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> <td></td> <td></td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>60</td> </tr> </tbody> </table>								2012	2013	2014	2015	2016	2017	2018	Nursery	60	60	60	60	60	60	60	Reception	60	60	60	60	60	60	60	Year 1		60	60	60	60	60	60	Year 2			60	60	60	60	60	Year 3				60	60	60	60	Year 4					60	60	60	Year 5						60	60	Year 6							60
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Year 6							60																																																																								
If an existing independent school, provide details of your latest inspection (including the report), current numbers on roll and total capacity of school.																																																																															

<p>Will your school have a religious character (i.e. be a faith school)? If Y, please specify which faith. Please see notes below (at the end of this table).</p>	<p>No</p>
<p>Is this an application for a single-sex school? If so, please tick the relevant box.</p>	<p>No If Y, please tick one of the following boxes <input type="checkbox"/> Boys <input type="checkbox"/> Girls</p>
<p>Local authority area in which the school would be situated (and if near to a LA boundary please include names of neighbouring LAs).</p>	<p>Hertfordshire</p>

3. Educational Vision

Hatfield needs a new two form entry primary school in 2012 because there are not enough places in other local schools to meet future demand. This offers a great opportunity to develop a free school with the community and for the community - a place that they call their own. A free school will also increase the diversity in the local family of primary schools and extend for parents the choice of education available.

The educational achievement of children in Hatfield has traditionally been below the Hertfordshire average and has not always compared favourably to national figures. It is an area where many have low expectations of educational success and we want to change that. We will create a new school in partnership with the local community where every family believes their child will achieve academic and social success and every child knows that they are on the way to college, university or a good job.

The overall aim of our free school is to improve the current and future lives of local children and families and to rank amongst the highest performing primary schools nationally and in Hertfordshire. Our school will not follow a particular philosophy but there will be a distinctive ethos and a distinctive uniform. We will specialise in science and technology and strive both to become a teaching school and to achieve the international school award. It will be an inclusive school that welcomes all children and families from the local community including those with special needs.

We are modelling this school on some of the successful charter schools in economically and socially deprived areas of the United States such as Chicago and New York. We are committed to promoting real social mobility and our strap line is '...for a better future'. From the moment that you walk into the building you will be

able to tell that the school is a community where adults care about the children, where children love to be in school and where everyone is focused on achieving a set of common goals. The environment will be clean and attractive with a constantly changing exhibition of children's work which celebrates their success and demonstrates their progress and achievement.

A significant proportion of children in Hatfield enter school lacking many of the social and language skills already acquired by others of their age. They often have limited vocabularies and poor listening skills. There is also an increasing number of children with English as a second language. To build children's repertoire of spoken and written language so that they become confident and effective communicators we will provide a curriculum with a strong focus on speaking and listening. We will also have small classes in the first two years of formal education. In order to underpin and complement this work we will choose Spanish as our modern foreign language because, as well as being one of the most widely spoken languages in the world, its phonetic structure supports the teaching of English.

Mindful of the needs of working parents and those wishing to get back into employment we will run an eight to six day which includes activities before and after school that support and extend our curriculum. Our year will also be extended with opportunities for children and families to participate in a range of activities. In addition children will have the opportunity to work as volunteers on improvement projects in school and in the wider community helping build their sense of community and citizenship.

Parents will be clear that we place their children's achievement at the top of the list. We want them to do the same and will ask that both they and their children sign 'The Contract' which commits the child to behaving well, treating everyone with respect and coming to school every day, on time, in uniform and ready to learn. We will be strict about attendance because every minute of learning counts. We will also be exacting about uniform because we want our children to take a pride in their appearance and their school and to focus on their performance rather than the latest designer clothes. Learning from successful experience in Scandinavia we intend to provide on-site access to social work professionals offering one-to-one counselling and group sessions for children and families.

The school and its community will have strong partnerships with the University of Hertfordshire and with local secondary schools. This will support our aim to become a teaching school and our specialism in science and technology. There will be other benefits for children and their families through the use of facilities and programmes such as mentoring. We will also maintain a positive partnership with the local authority and will form part of the local family of schools.

We intend to forge a partnership with a local child care and early years' provider in the private, voluntary or independent (PVI) sector so that children are ready to learn when they come to our school. This provision will be based on site and we will ensure that it is of high quality with externally accredited standards, a broad curriculum and secure safeguarding procedures. If there is no suitable local provision we will go to the market to commission a new provider. It will also be through partnerships in the PVI sector that we will provide most of our extended day and

extended year activities.

This will be a school where: there is a culture of respect for local people, local culture and local values; every adult is dedicated to serving the needs of its community; where families are true partners in their children's education; where staff are selected not only because they are outstanding professionals but also because they believe they have a responsibility to reach every child; where children expect to reach high academic standards, make positive personal growth, behave with respect and dignity and develop the emotional resilience to succeed, even in the face of adversity.

It is intended that this will be the first of a group of similar free schools.

4. Educational Plan

4.1 Admissions

The Hatfield Community Free School admissions arrangements will be in line with the existing Admissions Code, The School Admissions Appeals Code, and admissions law as it applies to maintained schools and academies.

It is intended for the school to have 60 reception places available in 2012 and then 60 reception places each year after that.

The school will be part of the coordination scheme and process as published by Hertfordshire County Council for 2012/13.

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

The full policy for school admissions includes: clear admissions criteria; an over-subscription policy; tie-breaking arrangements. These criteria are set out in the section below.

The Hatfield Community Free School proposed admissions criteria

Section 324 of the Education Act 1996 requires the governing bodies of maintained schools to admit a child with a statement of special educational needs that names the school.

Our over subscription criteria will give preference to children:

- in public care (children looked after);
- for whom it can be demonstrated that they have a particular medical or social need to go to this specific school;
- who have a sibling on the roll of the school at the time of application i.e. reception through to year 5;
- who are eligible for the pupil premium (in line with the new draft admissions code);
- who live nearest to the school (based on straight line distance measurements)

The rules are applied in the order printed above. If more children qualify under a particular rule than there are places available, a tiebreak will be used by applying the next rule to those children. Where there is a need for a tiebreaker where two different addresses measure the same distance from the school, in the case of a block of flats, the lower door number will be deemed nearest as logically this will be on the ground floor and therefore closer. If there are two identical distance measurements for different addresses of separate applicants, the tie break will be random.

4.2 Curriculum and organisation of learning

We will use much of the national curriculum but will not follow it in total. Nonetheless we will have a rigorous, comprehensive curriculum with a social and academic approach to education. It will be designed to develop the character, mind and resilience of the whole child and will incorporate our core beliefs and values. We will also undertake the national assessments at age 7 and 11 so that we know how well the children are doing and can benchmark our performance against that of others

The vision for the school clearly establishes our strapline 'for a better future' and the main drivers for our curriculum:

- a strong drive on improving learning and engagement in the local community underpinned by the principles of: equality and diversity; respect for local people, local culture and local values; citizenship in the local, national and global context;
- building children's repertoire of spoken and written language so that they become confident and effective communicators;
- a specialism in science and technology (including ICT) to develop skills for learning, life and the future economy;
- aspiration and enterprise so that every child: wants to succeed; knows how to achieve well academically and become socially competent; participates, is creative, is able to express their voice, contributes responsibly, and has a sense of what it means to be a democratic citizen; believes that they are on the road to college, university or a good job;

- a strong focus on the whole child and their physical, social, spiritual, cultural and emotional wellbeing that means that they: are well placed to for learning; will make good progress; will develop the emotional resilience to succeed even in the face of adversity.

If the curriculum is to fully engage the children and promote high achievement we know that teaching and learning must be of the highest quality. Children will be taught as a whole class, in groups and where appropriate individually. Strong relationships, engagement and participation will set the context for learning in all classrooms. We have set out below the other key features that will characterise teaching and learning in our school.

Our teaching will be characterised by:

- exceptionally high expectations and a relentless focus on social skills, literacy skills and the teaching of reading;
- good learning relationships and a broad and engaging range of teaching styles and strategies;
- strong subject knowledge with a clear emphasis on English, science and mathematics;
- regular assessment and good feedback which lets children know how well they are doing and what they need to do to improve;
- personalised learning programmes which are designed to accelerate progress particularly for: children from deprived backgrounds; children who are gifted and talented; children with special needs and disabilities; children with English as an additional language; children in care and those with social, emotional and behavioural difficulties;
- at least good progress made by all children in lessons;
- creative use of resources including ICT to support and extend the learning objectives;
- activities which capitalise on children's curiosity;
- parents and other community members learning or supporting in the classroom.

Our children's learning will be characterised by:

- the mastery of basic skills and good achievement now and in the future;
- positive attitudes to learning, strong relationships and exemplary behaviour;
- hard work, perseverance and a clear belief that they can succeed even in the face of adversity;
- caring for others and their environment (behaving like good citizens);
- the ability to work independently and in collaboration with others;
- the ability to identify and use a range of resources to support and enhance their learning including ICT;
- confident use of the language of learning;

- a creative approach to identifying and solving problems and the ability to think like scientists;
- a reflective and evaluative approach that helps them and others to improve;
- the pursuit of learning beyond the classroom;
- knowledge of big ideas and the things that shape our world.

The Curriculum

We have set out in this section an outline of the curriculum and the principles on which it is based. The detail will be drawn up by the principal designate and other professional staff in consultation with parents and the community.

The whole curriculum will have a strong focus on speaking and listening, broadening children's vocabulary, exposure to a wide range of reading materials and opportunities to write for many purposes and different audiences. English, mathematics and science will be at the heart of the curriculum and will be taught each morning as discrete subjects. Music and physical education will also feature daily because, as well as being important disciplines in their own right, they will encourage community participation and will be key to developing a range of skills that support and complement children's broader development.

Afternoons will be planned to provide a broad programme of curriculum enrichment activities often based around topics. Because we want all our children to be technologically advanced ICT will be woven through the whole curriculum so that it becomes integral to the way we work. Programmes planned for the extended day and year will broaden and enhance our curriculum offer.

Teachers will adapt and extend the curriculum to meet the needs of all children so that the gifted and talented are properly challenged and extended and children with special needs or English as an additional language have full access. They will also ensure that activities are designed and resources are deployed to accelerate progress for those children who may have fallen behind, for example, children in care and those from economically and socially disadvantaged backgrounds.

English

For English we will follow the national curriculum at both key stages. We know that literacy is critical to the whole curriculum and to children's capacity to learn. In addition, some of our children will enter school with limited language repertoires and it will be particularly important that they have a rich language experience through reading, writing, speaking, viewing and listening which develops their range of vocabulary and their ability to use more formal language registers. While there will be discrete English lessons each day literacy skills, in particular speaking and listening, will be used and developed in every curriculum area.

We will use a variety of approaches to reading to suit the learning needs of the individual child. These will include: shared reading, independent reading and guided reading; strategies that enable children to construct meaning from a variety of fiction and non-fiction texts; a strong decoding and spelling foundation using a blend of

phonics and visual techniques.

Mathematics

For mathematics we will follow the national curriculum at both key stages and there will be daily lessons for all. We want our children to develop mathematical habits of mind; value mathematics; master basic facts; be mentally agile; be creative problem solvers; tackle complex problems with confidence; read, write and discuss mathematics; apply mathematics in other subject areas and begin to understand and appreciate the role of mathematics in the world.

Understanding mathematics is an essential life skill and all our children need to become good mathematicians. This means that the curriculum and teaching need to address not only the mastery of basic skills and recording but also have a progressive focus on real life mathematics and the more advanced concepts. We know that there are persistent gaps between the mathematics performance of primary school children from different backgrounds and with different characteristics. We will make sure that the structure of the curriculum, the teaching strategies and personalised learning programmes are used to reduce these gaps.

Subject knowledge in primary mathematics and research has consistently identified the need for primary teachers to gain a better knowledge of mathematics. We will make sure we appoint a subject leader with very strong subject knowledge and also provide a programme of training for others. We will also engage parents and members of the community in learning mathematics so it increases their confidence and places them better to support the learning and achievement of their children.

We will encourage children and their families to play games which support and extend their mathematical thinking and skills. There will be a chess club and also a range of board games which may be used on school premises but also taken out on loan for use at home.

Science and technology

Science and technology will be our specialism and, while our science curriculum will be based mainly upon the national curriculum, the teaching and learning will be practical and very exciting. Britain has a long history of technological innovation, but its capabilities have been less evident in recent years. The percentage of students completing UK degrees in the physical sciences, computer science, engineering and technology has fallen over the past decade. We want reawaken and exploit our country's innate inventiveness and creativity in our children so that they want to be scientists today and in the future. We want to be leaders in this area.

Science lessons will be designed to capitalise on children's curiosity and help them to think like scientists. Children are natural investigators and using their questions as a starting point we will help them to discover answers through methods of inquiry - identifying problems, hypothesising, gathering data and drawing and testing conclusions. We will be concentrating on children's intellectual development and also helping them to understand how to be successful in the ever changing technological world of the twenty-first century.

To make our science and technology curriculum really special we will be supported by the University of Hertfordshire and the two Hatfield secondary schools. They will provide us with expert teaching, specialist equipment and accommodation and programmes in which parents and other community members can engage alongside the children. We are also in discussion with the Chamber of Commerce to identify how we might build a partnership with commerce and industry to see science and technology at work in the real world and help to build children's aspirations for the future.

ICT and the use of technology

ICT and the use of technology will be based upon the national curriculum programmes of study. ICT and technology will underpin teaching and learning in every area of our school, helping to extend and enrich the curriculum. Our ICT curriculum will embrace innovative and creative technologies which children can access as and when they need them. Through this approach we will support the children to become confident, safe and appropriate users of ICT who are well prepared for a technology rich future. Our ICT activities will also include work with families and the community to build their confidence and expertise and, for some, to support them back into employment.

While there will be fixed ICT equipment in our learning resources area there will be class based equipment in every room so that children and teachers have easy access to the best learning resources as and when they need them. Parents and the community will also have access to the learning resource area where there will be training and activities to help them to become technologically competent both in support of their children's learning and also to help them back into employment.

Physical Education

As well as increasing children's knowledge and understanding in physical education we want them to develop positive attitudes towards physical activity and have a wide range of formal and informal experiences. Participation in physical activities should help to improve their self-esteem and confidence and also their sense of wellbeing.

A central aim of our physical education curriculum is to cultivate a love of activity and to complement cognitive learning. We want to promote the benefits of physical activity to the whole community and ensure that they are aware of the link between physical activity, healthy eating and a healthy lifestyle. We will be sensitive to cultural issues that may influence children's participation and that of their families.

We intend that every child will be physically fit with a sense of wellbeing. They will have the opportunity to develop any individual physical talents to a more advanced level and also to participate in competitive activities. We will base our formal lessons on the national curriculum programmes of study and these will be timetabled three times a week. On the other days there will be physical activity sessions before or after school. These will be designed so that parents and other community members are able to participate or indeed to lead activities. These sessions will include dance, a wide range of exercise classes, games, walking, cycling, skipping and many more

activities that can be carried on out of school.

Our curriculum and activities will be supported by membership of the local school sport partnership, facilities at the university and good on-site provision including an all-weather pitch. We will play competitive games and will promote competition both within and beyond the school.

Music

Every child will be treated as a developing musician and will take part in a daily music programme designed to reinforce, develop and enhance all areas of learning. The programme will comprise specific musical skills including singing, listening, playing instruments, theory, history and performance. There will be formal music lessons each week based on the national curriculum programmes of study and every child will learn to play an instrument. There will be an opportunity to sing every day and also a range of other musical activities before and after school and as part of the extended year programme. Families and other community members will be encouraged to join in with some of the music making and we intend to form a community choir.

In the first instance we will need to 'buy-in' expertise for music teaching, most probably from the [REDACTED] which has a national reputation for high quality within an inclusive approach. We will also be supported by local secondary schools and will bring in expertise from the local community for our informal activities.

Visual and performing arts

Visual and performing arts develop children's creativity and are powerful modes of communication. They provide the children with opportunities to express themselves and to draw meaning from the world around them. We believe that the arts are not merely supporting disciplines but are integral to the primary years and so the curriculum will be designed to nurture creative and reflective development.

Our visual arts programme will incorporate art, craft and design with the opportunity to experience visual arts beyond their own initial involvement, be it through a visit to a gallery, a guest artist or other out of school experiences. Children will be given opportunities to respond to their own and other artists' work and in doing so to develop the skills of critical analysis, interpretation, evaluation, reflection and understanding. They will also have opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences.

Our performing arts programme will be a combination of dance, drama and music. There will be two over-arching strands, responding and creating. Children will be encouraged to take risks with the skills they are learning in performing arts and showcase these at every opportunity – within their class, year group, in assemblies or public performances. Each year, a production will be held which will involve every child appearing 'on stage'. As the school grows the older children will start to take responsibility for producing the show and will be involved in every aspect from lighting to stage management and costumes.

The design of the new school building incorporates a large hall which can be opened into a central quadrangle and also an amphitheatre arrangement built into a natural bank at the edge of the building. These will provide excellent settings for performances for the children and the community.

Humanities

Humanities will be taught through topics that are planned in blocks of time to give a real focus to the work and to allow time for research and consolidation. We will not follow the national curriculum topics in history and geography but will use the skills progression from the programmes of study. Humanities will be used as a vehicle for enquiring into the historical and social forces that have created our distinctive culture and our world situation. It will also provide the framework for considering our own and world religions and for reflecting upon and valuing diversity.

History

We view history not just as facts and dates but as a subject which encourages children to become detectives and to explore the past in an exciting way. The topic approach gives them a chance to explore a wide range of sources in their role as detectives and helps the past come alive. History encourages children to: compare and contrast; examine how and why things have changed; learn about historical characters and expand their research skills. It teaches them to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We will encourage first hand experiences through: handling real artefacts; talking to eye witnesses in real life or through a virtual environment; field work visits at sites of historical interest; workshops run in school by visiting experts to which community members can also be invited.

Geography

In geography children will learn about people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. The geography curriculum also provides opportunities for developing children's love of nature and the natural world and nurturing positive feelings about the importance of sustainability. We will study the local area, local people, local culture, local businesses and industry, local economy and employment and other local issues. We will then extend these studies into national and worldwide contexts.

The children will learn to use maps to locate their homes, local roads, villages, towns and cities, countries, mountain ranges, rivers, seas and oceans etc. As reference materials they will use atlases, photographs, artefacts and the internet to explore the environment and economics of other countries which they study. They will have the opportunity to practise and extend the skills that they have developed in literacy, numeracy and ICT when reporting and recording their findings.

Because the children will be learning Spanish as a modern foreign language, Spain will be one of the countries they study as a topic. As part of this topic they will study

the history of Spain, its relationship with England over the centuries, its religions and beliefs, its geography and economy, its art, theatre and culture and its cuisine.

Religious Education (RE)

We believe that RE supports and strengthens what we aim to achieve in every aspect of school life. Reflected in the curriculum is the centrality of the community and the development of the whole child; spiritually, morally, socially, culturally and intellectually. We will cultivate children's awareness and sense of connectedness with the world, people and ultimate reality. We want our children to: know and understand the principal world faiths practised in this country; develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures; be able to make reasoned and informed judgements about religious and moral issues; develop an awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them; reflect on their own beliefs, values and experiences; express their own personal viewpoints in a thoughtful, reasoned and considerate way; recognise the right of people to hold different beliefs within a religiously diverse society.

We will follow the Hertfordshire Agreed Syllabus for Religious Education and will incorporate a religious calendar into school planning in order that we capitalise on major religious festivals and cultural events.

Assemblies

We will hold assemblies daily as an important time for the school community to come together to celebrate achievements. It will also be our opportunity for collective worship and a time for singing and music making. We will respect the wishes of families who do not wish for their child to participate in collective worship.

We believe that collective worship can enhance children's whole school experience. In particular, it develops the feeling of belonging to a community which is essential for personal and spiritual growth. We will value this special time for the space it gives children and others in the community to develop a reflective approach to life with the opportunity to express their reflections in traditionally religious or other ways. There will be open invitations to assemblies for families and other community members particularly on occasions when children are celebrating their achievements. We will also draw on the knowledge and experience of local religious leaders, and others from a wide range of ethnic backgrounds and religious beliefs, to extend and enhance our repertoire of assemblies.

Assemblies will support and enhance many aspects of our curriculum including speaking and listening, drama, PSHE and citizenship and religious education.

Personal, social, health and economic education (PSHE) and citizenship

We aim to promote healthy, independent, responsible and resilient members of society. We will expect all our children to play a positive role in contributing to school

life and the wider community through: class and school councils; family and community activities; fund raising events; supporting charities; valuing diversity; caring for each other and respecting the environment. We want our children to become confident and self-motivated; to know right from wrong; to understand their rights and responsibilities and to see the need for rules within our society.

There will be a clear emphasis on children understanding and responding to their own feelings and those of others, knowing their bodies and learning about relationships. They will be taught how to stay safe including recognising and responding appropriately to danger. We will make sure that they know about safe and unsafe substances, the consequences of choice and how to say no. We will also deal with healthy lifestyles, healthy eating and personal hygiene.

We want our children and their parents to develop emotional resilience and to be able to deal with adversity in positive ways. In order to support the development of this resilience for children and their families we will commission work from the Hertfordshire 'How to Thrive' project. 'How to Thrive' provides leading-edge expertise and teaching in the skills that allow people to thrive and flourish. There is some evidence that these skills help not just individuals thrive, but also have a positive impact on the communities in which they live. The flagship programme for 'How to Thrive' is the Penn Resilience Programme, an evidence-based approach to teaching young people critical life skills developed in the USA.

While we will teach some aspects of PSHE and citizenship in discrete lessons, much of the programme will be woven through the curriculum in English, drama, science, mathematics and humanities topics. It will also be reinforced by circle time, assembly, educational visits, community work, and through activities related to our behaviour policy particularly around bullying and racism.

The curriculum will be based upon the national curriculum programmes of study with a very strong emphasis on developing social skills and resilience. Staff will be aware of the importance of the way that they establish expectations, model behaviour and act like good citizens. Children will have the opportunity to work as volunteers on improvement projects in school and in the wider community. This will help to build their sense of community and citizenship.

Spanish

For our modern foreign language we have chosen Spanish because: it is one of the most widely spoken languages in the world; it is a key language of trade, culture, law, science and politics; its phonetic structure supports language development in English; Spain is one of the most popular holiday destinations. Having knowledge of a foreign language is widely recognised as part of being well-educated and a modern foreign language is a desirable if not essential requirement for entry into university, college and good employment.

We will teach Spanish from reception to year six as part of the formal curriculum. We will also have a range of activities to support Spanish in our extended day and year. Some of these activities will also be open to parents and friends so that learning Spanish can become a family activity. Both the secondary schools in Hatfield and

many in the wider area have Spanish as one of their modern foreign languages so our children will have a good foundation on which to build.

There is more to learning a second language than just memorising words and phrases. Taking the right approaches in teaching children to speak Spanish will make a huge difference to their understanding of the culture and their mastery of the language. It can also be the difference between them wanting to continue learning and giving up. While we aim to have a part-time teacher of Spanish on the staff we will also be supported with specialist teaching from both the local secondary schools and by Spanish speakers in and around our community.

In the early stages of language learning the children will have fun with the language learning words and phrases that they can use in their everyday life. At a later stage children will be taught: how to use and respond to the foreign language; how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness; correct pronunciation and intonation; how to ask and answer questions; techniques for memorising words, phrases and short extracts; how to use context and clues to interpret meaning; how to make use of their knowledge of English or another language in learning the foreign language.

The children will also be taught about the country and the Spanish culture by: working with authentic materials including some from ICT-based sources; considering their own culture and comparing it with others; considering the experiences of other people.

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These include: speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction; aspects of mathematics such as counting, calculations, money, the time and the date; songs, alphabet, poems, rhymes and stories in other languages; international or multi-cultural work, for example celebration of festivals, storytelling; using ICT, for example email with schools abroad, materials from the internet and satellite television; geographical and historical work relating to other countries.

Homework

We will make judicious use of homework to support children's learning and accelerate their progress. A homework policy will be drawn up by the professional staff in consultation with children and their families.

The school day and the school year

The formal school year will be 38 weeks divided into 3 terms in line with the local family of schools with five hours of taught time each day across the key stages.

We will cater particularly for the working parent and those looking to return to employment and will run an 8 am to 6 pm day and also an extended year. There will be a range of before and after school activities for the children, their parents and other members of the community, with additional opportunities during the school vacations. Music and physical education extension activities will be free but we will need to charge for some of the others.

Curriculum time

key stage one (including reception)

Subject	taught time	percentage of total taught time (rounded figures)	extended day time (estimated)
English	7:30	30%	1:00
Mathematics	4:30	18%	1:15
science and technology	3:00	12%	1:15
Music	1:30	6%	1:15
physical education/activity	2:00	8%	1:15
visual and performing arts	1:30	6%	3:00
Humanities	2:00	8%	1:00
religious education	1:00	4%	0:45
personal, social and health education	1:00	4%	3:00
Spanish	1:00	4%	1:15

key stage 2

Subject	taught time	percentage of total taught time (rounded figures)	extended day time (estimated)
English	6:00	24%	1:00
Mathematics	5:00	20%	1:00
science and technology	3:30	14%	2:00
Music	1:30	6%	1:30
physical education/activity	2:00	8%	1:30
visual and performing arts	1:30	6%	2:00
Humanities	2:00	8%	1:00
religious education	1:00	4%	0:45
personal, social and health education and citizenship	1:00	4%	3:00
Spanish	1:30	6%	1:15

Special Educational Needs and Disabilities (SEND)

We will welcome children with special educational needs and disabilities and will make sure that none in the community lets a child's special needs get in the way of high expectations of social and academic achievement.

SEND refers to the additional requirements of children with learning difficulties, physical and sensory disabilities. Our school has the responsibility to ensure that additional support is provided where needed, that we have good access for disabled children and that we prevent discrimination.

We will be in a favourable position in relation to physical access for children with disabilities as the school will be housed in a new build which will be fully DDA compliant.

We will build our SEND policy, practice and procedures on the following principles – we will:

- promote positive attitudes towards children with special needs or disabilities;
- make sure that children with special needs or disabilities are not treated less favourably than other children and have access to the full curriculum;
- make sure that reasonable adjustments are made to ensure that children with special needs or disabilities are not at a substantial disadvantage compared to others;
- produce and publish a disability equality scheme;
- participate fully in the local fair access protocol;
- appoint a learning support co-ordinator (in the first instance the principal because of dis-economies of scale);
- make sure that the governors monitor, support and challenge the implementation of the SEND policy on a regular basis;
- champion the needs of vulnerable children;
- listen to children and their families when making plans to meet a child's particular needs and when reviewing the child's progress;
- make sure that parents have the information they need to know how the school is supporting their child;
- forge positive partnerships with external services and agencies, including special schools, where children need additional help;
- make sure that teachers and other staff are well trained and confident to: identify and overcome a range of barriers to learning; manage challenging behaviour; address bullying; and intervene early when problems emerge;
- make sure that teachers are able to identify what a child needs to help them to learn and to plan support to help every child progress well, reflecting the specific needs of children with SEN and those who may just be struggling with learning and need school-based catch-up support which is normally available.

We will appoint a learning support co-ordinator (SENCO) who will be a member of the senior leadership team. In the first two years this role will be undertaken by the principal because of diseconomies of scale. After that an appointment will be made and they proportion of their non-class based time will increase as the school grows. The learning support co-ordinator will be a key member of staff and will fulfil the following roles:

- managing school based provision;
- providing professional advice and guidance to school staff on matters related to SEND;
- supporting staff to adapt the curriculum and teaching materials to ensure good access and progress for children with SEND;
- managing and deploying support staff to support the learning of children with SEND;
- managing the SEN budget so that it is used effectively to enhance the educational experience and achievement of children with SEND;

- advising school leadership and governors on SEND strategy and reporting progress to them on a regular basis;
- building good relationships and liaising with families, external agencies, other professionals and the local authority.

We will work on the principle that wherever possible we will meet children’s needs within the classroom alongside their peers. Where this is not possible they will be taught in small groups or individually in one of the group teaching rooms – it is anticipated that this would only be for a small proportion of their time.

We will make full use of specialist equipment, adapted materials and ICT to ensure access to the curriculum for children with SEND. This will mainly be the responsibility of the class teacher but with support from teaching assistants and the learning support co-ordinator. We will also welcome family members to come and support their child’s learning in the school setting as well as at home.

4.3 Organisation of pupils

The provision for nursery children will be made through a private, voluntary or independent provider along with the provision for child care. There will be accommodation for 60 nursery places in a purpose built nursery area including generous provision for outside play. The organisation of the nursery aged children will be planned and managed by the provider although it will be carefully monitored by the school.

The classes throughout the main school will be organised into two parallel mixed ability groups of 30 with the exception of reception and year one.

In each of reception and year one there will be three parallel mixed ability groups of 20 children. As stated earlier in this application many children in Hatfield enter school lacking many of the social and language skills already acquired by others of their age. They often have limited vocabularies and poor listening skills. To build children’s repertoire of spoken and written language so that they become confident and effective communicators we will provide a curriculum with a strong focus on speaking and listening. To accelerate this approach and build a strong foundation for the future in the first two years of formal education we will have small classes of 20 children.

The additional teachers in reception and year one will be funded through a combination of the pupil premium and the income from the lease of accommodation to the private nursery and childcare provider.

The organisation of classes

Year	Classes and Numbers
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reception	class 1 - 20	class 2 - 20	class 3 – 20
One	class 4 - 20	class 5 - 20	class 6 – 20
Two	class 7 - 30	class 8 - 30	
Three	class 9 - 30	class 10 - 30	
Four	class 11 - 30	class 12 - 30	
Five	class 13 - 30	class 14 - 30	
Six	class 15 - 20	class 16 - 20	

In years five and six there will be some ‘lead lessons’ for the whole year group to maximise the impact of specialist subject teaching. The accommodation has been designed to accommodate both this arrangement and the small classes in reception and year one with little impact on the overall costs.

4.4 Pupil development and achievement

How we will define success

In line with our vision for the school and our over-riding aim to improve the current and future lives of local children and families we will use the following measures to define our success:

- the school ranks among the highest performing schools in Hertfordshire and nationally;
- all children make good progress in the reception class and at least 75% meet the early learning goals;
- all children are assessed as at least level 2 by the age of 7 and at least level 4 by the age of 11;
- no children are excluded;
- the school is over-subscribed;
- the school has a positive impact on the community measured by participation levels and through surveys;
- the school is judged outstanding by Ofsted and other external reviews;
- all children develop a sense of physical, social, spiritual, cultural and emotional wellbeing;
- all children make good progress with learning Spanish;
- all children make at least good progress in science and with scientific thinking;
- all children are technologically competent;
- all children have a good repertoire of spoken and written language and are confident and effective communicators;

- all children have learned to play an instrument before they leave the school;
- the school has a balanced budget and is providing good value for money.

These measures of success will be displayed within the school, will feature in the school development plan and will be published for parents and the wider community.

How we will measure success

The guiding principles underlying school self-evaluation are quality assurance, accountability and support. All types of organisations use quality assurance processes to monitor performance and procedures against expected standards and we will do the same.

In order for our school to be the best that it can be we must ensure that we have a robust self-evaluation system in place that is clearly understood by all stakeholders. School self-evaluation will be led by the leadership team and overseen and monitored by the governors although all will have a part to play. Strengths and weaknesses identified through the analysis of evidence will be used to set challenging targets and to plan for improvement.

We need to ensure that there is:

- participation by all staff and accountability for outcomes at all levels;
- a clear focus upon the use and analysis of performance data including test and assessment scores, value-added data and attendance and exclusions numbers;
- benchmarking against other schools locally and nationally to ensure that we are doing as well as we should;
- regular monitoring which focuses on our success measures;
- good information about children's progress gathered through classroom observation, work scrutiny and regular tracking;
- regular lesson observation to assess the quality of teaching and learning with high quality feedback to help teachers to improve;
- collaborative reflection by staff on data and observations of progress in learning;
- good systems for surveying the views of staff, children, parents, governors and other members of the community on the strengths and weaknesses of the school and what we should do in order to improve;
- periodic visits by outside advisers to validate the self-evaluation and offer an external perspective on the school.

School self-evaluation is the main driver for school improvement. Rigorous processes and procedures will help us to:

- realise our success criteria;

- gather information about how well we are doing and what we need to do in order to improve;
- improve the quality of provision in the school;
- improve the quality of teaching and learning in the school;
- improve the academic and social performance of the children;
- reduce the achievement gap between our more vulnerable groups and all children;
- improve community participation;
- recognise and celebrate good practice and success;
- properly fulfil our strategic leadership role;
- develop more reflective practice;
- assess value for money in the running of the school and the allocation of resources.

We will use a framework to guide our school self-evaluation over an annual cycle and will report to governors on a termly basis. The governors will use these reports to provide support and challenge, to hold the senior leaders to account for outcomes and to help carry out their own strategic responsibility for school improvement. The leadership team will use these reports to improve outcomes, engage staff, plan staff development activities and shape the improvement of the school more generally.

The self-evaluation framework will be aligned with the Ofsted framework so that the basis for judgements is consistent with that used nationally. The framework will include the following sections:

1. Information about the context in which the school works
2. Outcomes

How well children are doing taking into account any variation between individuals and groups including:

- children's attainment;
- the quality of children's learning and their progress;
- the quality of learning for children with special educational needs and their progress;
- the quality of learning for the school's other vulnerable groups and their progress;
- children's achievement and the extent to which they enjoy their learning;
- the extent to which children feel safe;
- children's behaviour;
- the extent to which children adopt healthy lifestyles;
- the extent to which children contribute to the wider community;
- children's attendance;
- the extent to which children develop workplace and other skills that will contribute to their future economic well-being;
- the extent of children's spiritual, moral, social and cultural development.

3. The effectiveness of provision
 - the quality of teaching;

- the use of assessment to support learning;
 - the extent to which the curriculum meets children's needs;
 - the effectiveness of care, guidance and support;
4. The effectiveness of leadership and management
 - the effectiveness of leadership and management in embedding ambition and driving improvement;
 - the leadership and management of teaching and learning;
 - the effectiveness of the governing body in challenging and supporting the school and carrying out its responsibilities;
 - the effectiveness of the school's engagement with parents;
 - the effectiveness of the partnership with the wider community;
 - the effectiveness of partnerships in promoting learning and well-being;
 - the effectiveness with which the school promotes equal opportunities and tackles discrimination;
 - the effectiveness of safeguarding procedures;
 - the effectiveness with which the school deploys resources to achieve value for money.
 5. The effectiveness of the early years provision
 - outcomes for children in the early years;
 - the quality of provision in the early years;
 - the effectiveness of the leadership in the early years.
 6. Summative judgements
 - outcomes for individuals and groups of children;
 - the school's capacity for sustained improvement;
 - overall effectiveness of the school.

Who will be accountable for success?

In many ways the whole school community is accountable for the success of the school but we know that clear systems of individual accountability are critically important.

All staff will be held to account through a clear line and performance management system which focuses on outcomes for children, the quality of provision, areas of specific responsibility and on professional development. It will be as an outcome of the annual performance management that decisions are taken about progress against targets and any increase on the incremental scale.

The principal and members of the leadership team will be held to account by the governing body for the success of the school and particularly the outcomes for children. This will happen in regular meetings with the chair of governors, meetings of the governing body and, for the principal, as part of the formal annual performance management process.

The principal will hold the senior leaders to account through regular line management meetings and periodic performance management. Senior leaders will be expected to

take collective responsibility for the performance of the school and the outcomes for children as well as their specific areas of responsibility.

A clearly communicated system will be in place for dealing with situations where performance is not good enough. Initially improvement targets will be set and the member of staff will be supported to meet these. Where there is not sufficient improvement there will be a process of escalation which might eventually result in dismissal.

4.5 Behaviour and attendance

Behaviour

We will have the highest expectations of behaviour for children and adults alike. Our policy, procedures and practice will be developed in partnership with the whole community and will be built on respect and ethical behaviour. Everyone will be clear about their rights and responsibilities and also the consequences of bad behaviour.

We believe in this statement from the 2009 Steer report: *'Poor behaviour in schools cannot be tolerated. To do so is to and harm the interests of pupils, staff and the perpetrators of the bad behaviour. Children have a right to attend school in safety and to learn without disruption from others'*.

We know that poor behaviour must be dealt with in the firmest way and that both rewards and punishments must be clearly understood by all. At the same time we are aware of the devastating impact that permanent exclusion can have on children and their families and for this reason we will not give up on any child and will only use this measure in the most extreme of circumstances. Instead we will develop support programmes for the children with the most challenging behaviour which involve the families as well as specialist professionals. These programmes will often involve work with our on-site social care professionals.

We are aware that every school must have a behaviour policy and that the governing body is responsible for setting the general principles that inform this. As already stated, because the community is at the heart of our school, their involvement and that of the principal and staff is critical in the development of the behaviour policy. For that reason the following is in outline but the principles will be enshrined in the final policy:

- all parents and children will sign 'The Contract' which commits the child to behaving well, treating everyone with respect and coming to school every day, on time, in uniform and ready to learn;
- our behaviour policy will have 'fairness' at its core and will be consistently applied;
- all members of the staff, while signalling the highest expectations of behaviour, will show respect and courtesy towards children, parents and members of the wider community;
- staff will be aware of the positive impact of good teaching on behaviour and all will be trained to a high standard in managing and improving children's behaviour;
- the governors and principal will help to create a culture of respect and will take every opportunity to model respectful and ethical behaviour;
- there will be a clear and agreed code of conduct known by all and clearly displayed in all areas of the school;
- there will be programmes to help children know how to: manage and improve their own behaviour; support others to improve their behaviour; develop the emotional resilience to deal positively with difficult situations;
- all will be aware of their rights and responsibilities and of the consequences of poor behaviour;
- all in the school and community will be aware of the range of rewards and sanctions;
- the governing body and principal will deal with allegations against school staff quickly, fairly and consistently in a way that protects the child and at the same time supports the person who is the subject of the allegation.

Anti-bullying and anti-racism policy

To create a climate where bullying and racism is unacceptable we will:

- use a restorative justice approach and ensure that all are appropriately trained;
- organise the school community to make it physically safe with secure arrangements in and around the site and good supervision at break times and before and after school;
- have an 'open door' policy for children and parents so they have access to senior staff and teachers;
- create an ethos of caring and respect for others with a clear code of conduct published and displayed around the school making clear that everyone has the right to feel happy and safe;
- build work on anti-bullying and anti-racism into the curriculum for example in circle time, drama, citizenship, speaking and listening activities;
- support and reinforce anti-bullying and anti-racist messages in the curriculum
- train children and members of the community to be mentors so that children know that there is always someone to listen and support and feel confident to come forward;
- monitor this policy closely to ensure that we are following it and that it is perceived as fair and effective.

Attendance

This school is committed to the academic and social success of all our children and if they are to do well they need to be in school. Because of this we will enshrine the following principles in our attendance policy through:

- creating a stimulating learning environment, climate and ethos that makes children want to attend;
- encouraging, promoting and rewarding good attendance;
- regular, efficient and accurate recordings of attendance;
- helping children and their parents to understand the impact on non-attendance on learning and achievement;
- ensuring that children come to school each day, on time and ready to learn;
- entering into an agreement with parents that they inform the school when their child cannot attend and do not take their children on holiday during term-time;
- establishing close liaison with families and taking prompt action where there are any problems with attendance;
- supporting and challenging families where the attendance and/or punctuality of their child/children is an issue;
- the governors and senior leaders monitoring the policy.

4.6 Community engagement

The Hatfield Community Free School will have community relations and citizenship at its very heart. The development of the school has been heavily influenced by parents and its future will be shaped by them. One of our main aims is to improve the current and future lives of local children and families; this is a school where the community will be ever present engaging in learning with the children and developing work place skills.

We have set out below three of our key drivers (see 4.2) that are particularly relevant to this section:

- strong focus on the community underpinned by the principles of: equality and diversity; respect for local people, local culture and local values; citizenship in the local, national and global context;
- a specialism in science and technology (including ICT) to develop skills for learning, life and the future economy;
- aspiration and enterprise so that every child: wants to succeed; knows how to achieve well academically and become socially competent; participates, is creative, is able to express their voice, contribute responsibly, and has a sense of what it means to be a democratic citizen; believes that they are on the road to college, university or a good job.

We believe we can serve the community well and that our children will gain significantly from community engagement.

We anticipate that there will always be parents and other community members in the

school during the day and participating in the activities before and after school and during the extended year. We also plan to draw on the skills and experiences of parents and other community members to support children's learning for example, one parent who hopes to be able to send her child to the school speaks Spanish; two others have experience and skills in educational hardware and software.

Our citizenship programme underpinned by our vision and community work will prepare our children to contribute to modern British society. A strong citizenship curriculum helps equip children with the knowledge, skills and understanding, to play an effective role in public life. As we also state in our vision, 'children will have the opportunity to work as volunteers on improvement projects in school and in the wider community helping to build their sense of community and citizenship'.

We are aware of our responsibility to act in line with the Equality Act 2010. Our school will encourage all in the community to behave with respect and dignity and to value diversity. Our citizenship programme will encourage respect for: national, religious and ethnic identities; special needs and disabilities; other differences and vulnerabilities. It will help children understand how society has changed and also to become informed, critical, active local, British and global citizens with the confidence and conviction to challenge injustices and contribute to the local community and to society more widely.

One of our aims is to promote social mobility so that children go to college or university and improve their life chances even if they are the first in the family to do so. We also want to support our community to become part of the big society solving local problems locally and building social capital, for example, sharing skills to support others back into employment. Sense of family is one of the most important building blocks for a strong community and we know from Frank Field's review of child poverty that intervention need to be early - before a child is five. We will use our social care professionals to intervene early and help families to help themselves and also commission supported places in the childcare provision to promote school readiness.

The local community

We know how important it is to build strong partnerships in the local area. At an early stage we held an open public meeting so that interested parties could attend and find out about our proposal. Set out below is a description of the other ways in which we have been raising awareness, building relationships and entering into more formal partnerships.

Parents

This free school is for local children and families so parents need to be at the core of its development. We have already built relationships with a great number of parents on a number of levels. There are two Hatfield parents on our core group and an increasing number of parents in our 'friends' group. Not all of these parents intend to send their children to the school but all are totally committed to Hatfield schools for Hatfield children. Some are eager to become part of the governing body of the school and two of these are named in this submission.

We have made a significant number of local parents aware of the proposal and gained support for the Hatfield Community Free School through:

- a consultation brochure setting out in outline the vision and curriculum for the school;
- a public meeting describing our vision for the school;
- a fun day for young children and their parents;
- presence in the town centre on Saturdays with balloons and brochures;
- electronic communication with the staff at students (many of whom are Hatfield residents) at the University of Hertfordshire;
- articles in the local newspaper;
- a facebook page for the school;
- presence on hertsdirect (the county council public website) consultation pages;
- setting up our own website www.hatfieldcommunityfreeschool.org.uk
- presence with display boards at the planning consultation meeting for the new building that the school will occupy should our application be approved;
- delivery of brochures to children's centres and other early years settings;
- door to door delivery of brochures in the nominal catchment area;
- word of mouth from our parent supporters as the news about the school spreads.

Currently we have in the region of a hundred and twenty parents who have signed our consultation form and are in support of the school. Of these 92 have children who will enter the reception class in 2012 or 2013 and have said that they would put the school as one of their choices (see section 5.1).

We know that it will be critically important to continue to consolidate these relationships and build a real and sustainable partnership with parents, for example through a parents' forum where parents can 'have their say', influence the way the school develops and provide feedback on how well we are doing.

Local residents

We engaged with a number of local residents during our town centre events and also at the formal planning consultation meeting in April of this year. The overwhelming majority are keen to have a new school on the [REDACTED] but there is a universal concern about cars and parking. This concern is being taken into account in the production of the travel plan for the new school. We envisage regular meetings with a local residents' group as part of our community engagement strategy. This will allow them to voice their views and also provide opportunities for the children to help or entertain them so acting as good citizens.

Local schools

We believe strongly in good collaboration and the benefits that it can bring for

example through shared staffing, training and facilities. It is important to us that as well as adding to the choice and diversity in the area we become part of the local family of schools. We have raised awareness in the local primary and early years' sectors through: the distribution of our consultation brochure; attendance at one of their regular head teacher meetings; dissemination of information and discussions about concerns with a well-respected local secondary who is a member of our core group.

The head teachers of both secondary schools in Hatfield, Onslow St Audrey's and Bishop Hatfield Girls School, are keen to work in partnership with our free school and will state this in their submissions for academy status. This partnership will involve the secondary schools providing: support from subject specialists particularly in Spanish, science and technology (our specialism) and business and enterprise; use of specialist facilities; a mentoring programme; advice and support from a business managers who has undertaken work for the national college. The free school will contribute to joint staff development activities and will lead on pedagogy.

The University of Hertfordshire

The university is located in Hatfield and has a tradition of working well with schools. It is keen to support the establishment of a new primary free school in Hatfield and possibly other free schools in the future. A senior member of the university sits on our core group alongside another member of staff who is a Hatfield parent. They envisage providing a range of support including science activities for children and families, mentoring and the use of facilities.

Community leaders, community groups and local members

We have sent our consultation brochure to local community leaders, community groups and councillors. We have also written to the local Member of Parliament, Grant Shapps, who we will be meeting in early July. We know at this stage that this is only raising awareness and that we need plans to engage these groups in a more meaningful way.

The local authority

The local authority has a tradition of promoting diversity amongst the schools in the county and it is keen to continue to do so. It has entered a partnership with us both in its role as strategic commissioner of school places and because there is a political will in the county council to support the development of individual free schools and an over-arching free school company that could support the promotion of more free schools in the future. A senior officer from the local authority is a member of our core group and we have worked with and been supported by a number of other local authority staff, for example, on site issues and admissions.

Businesses and business organisations

We are keen to engage with local businesses in order to help children to develop business and enterprise skills and start to understand the workplace. We have made contact with the Chamber of Commerce and are due to meet with their Chief

Executive at the beginning of June. We hope that he will be able to help us to engage in the most appropriate way.

The private, independent and voluntary sector

We intend to enter partnerships with providers in the private, voluntary and independent sector for early years and childcare provision and also the provision of some of the activities in our extended day and year.

5. Evidence of demand and marketing

5.1 Demonstrating parental demand

We asked parents whether they would include our new school in the choices for their child if they could. We explained the school to the parents as follows:

Hertfordshire County Council has identified the need for a new primary school in Hatfield because extra places are needed in 2012 and beyond. Under new government rules it cannot provide this school itself but has agreed to support the promotion of the Hatfield Community Free School on its site in [REDACTED].

Hatfield Community Free School will be an independent state funded primary school and will respond to what local people say they want and need. It will have two forms of entry and will be part of the local family of schools.

[REDACTED]

We aim to improve the current and future lives of local children and families and be among the highest performing schools nationally and in Hertfordshire.

The school will not follow a particular approach but there will be a distinctive ethos and a distinctive uniform. It will be an inclusive school that welcomes all children and families from the local community. From the moment that you walk into the building you will be able to tell that the school is a community where the adults care about the children, where the children love to be in school and where everyone is focused on achieving a set of common goals. The environment will be clean, attractive, well ordered with a constantly changing exhibition of children's work which celebrates their success and demonstrates their progress and achievement.

Expectations will be relentlessly high and staff will be working tirelessly to ensure success for the children. The children will be working hard because they enjoy it and because they know they are heading to college or university even if they are the first member of the family to do so.. There will always be parents and other community members visible in the school making a valuable contribution to their children's achievement and engaging in community activities. The whole school and its community will have a clear and tangible sense of purpose and drive and will be committed to always getting better.

Parents will be clear that we place their children's achievement at the top of the list. We want them to do the same and will ask that both they and their children to sign 'The Contract' which commits them to behaving well, treating everyone with respect and coming to school every day, on time, in uniform and ready to learn. We will be strict about attendance because every minute of learning counts. We will also be exacting about uniform because we want our children to take a pride in their appearance and their school and to focus on their performance rather than the latest designer clothes.

The school and its community will have strong partnerships with the University and local secondary schools. This will benefit children and their families through mentoring programmes, the use of University facilities and a range of other activities. It will also support staff training programmes.

Beyond the School Day and Year

We will be particularly aware of the needs of working parents and will run an 8am to 6pm day (there will be a charge for some of the before and after school activities). Our year will also be extended with opportunities for children and their families to participate in a range of activities.

Children will also have the opportunity to work as volunteers on improvement projects in school and in the wider community helping to build their sense of community and citizenship.

Admissions

The school will abide by the Hertfordshire admissions criteria but will admit children with statements of special educational needs, children in care, siblings and those living closest to the school in that order of priority.

Early Years and Childcare

The school will form a partnership with a local child care and early years' provider in the independent sector so that children are ready to learn when they come into the main school. We will ensure that the provision is of high quality and has a broad curriculum and secure safeguarding procedures.

Special Educational Needs

We will welcome children with special needs and will make sure that none in the community let a child's special needs get in the way of high expectations of social and academic achievement.

Behaviour

We will have the highest expectations of behaviour for adults and children alike. Our policy, procedure and practice will be developed in partnership with the whole community and will be built upon respect and ethical behaviour. Everyone will be clear about their rights and responsibilities and also the consequences of bad behaviour.

Leadership

Our intention is to appoint a leader for the school who: has an outstanding track record; is committed to the success of the local community, its families and children.

Teaching

We will appoint staff who are dedicated to serving the needs of the community and teachers who are, or have the potential to be, excellent practitioners. They will care deeply about the children and their success and know how to make learning enjoyable so that school is not only hard work but also fun.

We know that no two children are the same and part of our core purpose will be to find and cultivate individual talents. Because children learn in different ways we will ensure that our teachers have a broad range of proven teaching strategies and also provide personalised learning programmes for each child.

The Curriculum

We will not follow the national curriculum in total but will still use the end of key stage tests and assessments. We will have a rigorous, comprehensive curriculum with a social and academic approach to education. It will be designed to develop the character, mind and resilience of the whole child and will incorporate our core beliefs and values. Because we want all our children to be technologically advanced ICT will be woven through the whole curriculum.

English, mathematics and science will be at the heart of the curriculum and will be taught each morning. Afternoons will be planned to provide a broad programme of curriculum enrichment activities.

English

We know that Literacy is critical to the whole curriculum and to children's capacity to learn. Our children will have rich language experience through reading, writing, speaking, viewing and listening.

Mathematics

We want our children to develop mathematical habits of mind; value mathematics, master basic facts; be mentally agile; be creative problem solvers; tackle complex problems with confidence; read, write and discuss mathematics, apply mathematics in other subject areas and begin to understand and appreciate the role of mathematics in the world.

Science

Our science curriculum will be designed to capitalise on children's curiosity and help them to think like scientists. Children are natural investigators and using their questions as a starting point we will help them to discover answers through methods of inquiry - identifying problems, hypothesising, gathering data and drawing and testing conclusions

Other Areas of the Curriculum

Music and physical education will also feature daily and, as well as being important disciplines in their own right, will be key to developing a range of skills that support and complement children's broader development.

Every child will be physically fit with a sense of wellbeing. They will have the opportunity to develop any individual physical talents and also to participate in competitive activities.

Every child will be treated as a developing musician and will take part in a daily music programme designed to reinforce, develop and enhance all areas of learning.

Visual and performing arts will provide the children with opportunities to express themselves and draw meaning from the world around them.

Humanities will be used as a vehicle for enquiring into the historical and social forces that have created our distinctive culture and our world situation. It will also provide the

framework for considering our own and world religions and for reflecting upon and valuing diversity.

Social Work Support

Learning from successful practice in Scandinavia we intend to provide on-site access to social work professionals offering one-to-one counselling and group sessions for children and families.

Who We Are

The school is being promoted by a group of people passionate about education and the future of your children. The group is led by [REDACTED] an ex-head teacher, [REDACTED] and [REDACTED]. Also on the group are the following people:

- [REDACTED] and [REDACTED] – Hatfield parents
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED] – Primary Teacher
- [REDACTED] – Early Years and Childcare provider in the private sector

We also have a group of 'friends of the school' made up from interested Hatfield parents.

We included with the information above a response form that explained to parents what they could do if they were interested in this new school.

If your child is due to start school in September 2012/2013 please:

- sign the form attached to this brochure;
- click the link below and follow the instructions to give your support to our proposal.

www.hertsdirect.org/schoolplaces

Alternatively, if you are interested in supporting our school in any other way, you can email [REDACTED].

The questions included in our survey

1. Would you be interested in sending your child to this new local school?
2. Would you select The Hatfield Community Free School as one of your preferences? Yes/No
3. In which year would your child need a reception place?
2012 2013 2014 Other
4. Please provide your contact details
5. Please add any comments and ideas

In gathering these responses we made sure that we engaged with parents from a whole range of backgrounds. We were able to engage with those from more deprived or disadvantaged backgrounds through the children's centres,

our town centre events and also by delivering brochures house to house in the nominal catchment area. If our application were to be successful we would use local data to ensure that we had good engagement with these families.

We have listed below the range of activities that we have undertaken to raise awareness of The Hatfield Community Free School and to engage a wide range of parents and other stakeholders:

- a consultation brochure setting out in outline the vision and curriculum for the school;
- a public meeting describing our vision for the school;
- a fun day for young children and their parents;
- presence in the town centre on Saturdays with balloons and brochures;
- electronic communication with the staff at students (many of whom are Hatfield residents) at the University of Hertfordshire;
- articles in the local newspaper;
- a facebook page for the school;
- presence on hertsdirect (the county council public website) consultation pages;
- setting up our own website www.hatfieldcommunityfreeschool.org.uk
- presence with display boards at the planning consultation meeting for the new building that the school will occupy should our application be approved;
- delivery of brochures to children's centres and other early years settings;
- door to door delivery of brochures in the nominal catchment area;
- word of mouth from our parent supporters as the news about the school spreads.

Responses

Current age of child	Year of Entry to reception	Postcode	Current age of child	Year of Entry to reception	Postcode
3	2012	AL1 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]

3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL4 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL4 [REDACTED]
3	2012	AL10 [REDACTED]	3	2012	AL7 [REDACTED]

Current age of child	Year of Entry to reception	Postcode	Current age of child	Year of Entry to reception	Postcode
3	2012	AL7 [REDACTED]	1	2014	AL10 [REDACTED]
3	2012	AL7 [REDACTED]	1	2014	AL10 [REDACTED]
3	2012	AL9 [REDACTED]	1	2014	AL10 [REDACTED]
3	2012	HP3 [REDACTED]	1	2014	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	1	2014	AL10 [REDACTED]
3	2012	AL4 [REDACTED]	1	2014	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	1	2014	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	1	2014	AL10 [REDACTED]
3	2012	AL10 [REDACTED]	1	2014	AL10 [REDACTED]
3	2012	AL10 [REDACTED]		2014 Count	14
	2012 Count	54	Under 12 months	2015	AL10 [REDACTED]
2	2013	AL1 [REDACTED]	Under 12 months	2015	AL10 [REDACTED]
2	2013	AL10 [REDACTED]	Under 12 months	2015	AL10 [REDACTED]
2	2013	AL10 [REDACTED]	Under 12 months	2015	AL10 [REDACTED]
2	2013	AL10 [REDACTED]		2015 Count	4
2	2013	AL10 [REDACTED]	Unknown	OTHER	AL10 [REDACTED]
2	2013	AL10 [REDACTED]	Unknown	OTHER	AL10 [REDACTED]
2	2013	AL10 [REDACTED]	Unknown	OTHER	AL10 [REDACTED]
2	2013	AL10 [REDACTED]	Unknown	OTHER	AL10 [REDACTED]
2	2013	AL10 [REDACTED]	Unknown	OTHER	AL10 [REDACTED]

2	2013	AL10	Unknown	OTHER	AL10
2	2013	AL10	Unknown	OTHER	AL10
2	2013	AL10	Unknown	OTHER	AL10
2	2013	AL10	Unknown	OTHER	AL10
2	2013	AL10	Unknown	OTHER	AL10
2	2013	AL10	Unknown	OTHER	AL7
2	2013	AL10	Unknown	OTHER	AL8
2	2013	AL10	Unknown	OTHER	AL9
2	2013	AL10		OTHER Count	13
2	2013	AL10		Grand Count	123
2	2013	AL10			
2	2013	AL10			
2	2013	AL10			
2	2013	AL10			
2	2013	AL10			
2	2013	AL10			
2	2013	AL10			
2	2013	AL10			
2	2013	AL10			
2	2013	AL4			
2	2013	AL7			
2	2013	AL7			
2	2013	AL7			
2	2013	AL9			
2	2013	SG2			
2	2013	AL10			
2	2013	AL10			
2	2013	AL10			
2	2013	AL10			
2	2013	AL10			
	2013 Count	38			
1	2014	AL10			
1	2014	AL10			
1	2014	AL10			
1	2014	AL10			
1	2014	AL10			

Wider demographic data

Hertfordshire County Council produces a regular forecast of the requirement for reception numbers. The forecast reflects the demographic situation in all areas of the county, the section for Hatfield is shown below. It is possible to see that more reception places will be required in the town of Hatfield from September 2012, with an upward trend that is set to continue. The Hatfield Community Free School would help meet the rising demand for primary school places in the area.

May 2011 Primary Forecast

SCHOOL	ADMISSION LIMIT RECEPTION 2011	RECEPTION ACTUALS		FORECAST TO RECEPTION *					
		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
St Mary's JMI	30	27	13						
Countess Anne VA C of E Primary	30	30	30						
Green Lanes Primary	60	45	58						
Birchwood Avenue Primary	30	29	30						
Ryde (The)	30	30	29						
Howe Dell Primary	60	59	60						
De Havilland Primary	60	59	60						
St Philip Howard RC Primary	45	45	45						
Oak View Primary & Nursery School	60	29	54						
HATFIELD Total	405	353	379	388	494	466	474	479	475
SHORTFALL					89	61	69	74	70

* forecasts are at area level rather than school specific level

5.2 Consultation

The Hatfield Community Free School will undertake statutory consultation in accordance with Section 10 of the Academies Act 2010 at an appropriate time.

Our consultation plan:

Consultees

We consulted widely in the bid preparation stage and will build upon the list of consultees at the statutory stage. The consultees who are relevant to our proposal include:

- parents and carers;
- potential feeder nurseries and pre-schools, child minders and children's centres;
- local schools and education providers (including primary and secondary schools, West Herts College (the local college of further education), and the University of Hertfordshire (which is based in Hatfield));
- Hertfordshire County Council (as the local authority); the school is not close to another local authority;
- district, town and parish councils;
- the local MP;
- community groups including the Pre-school Learning Alliance
- Hertfordshire, St John's Ambulance, Age UK Hertfordshire, YMCA, Kaleidoscope Enterprise Ltd, The Jim MacDonald Centre and the Hertfordshire Scouts County Headquarters;
- residents local to the proposed school site.

The information to be provided

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

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

We would ask consultees for their views on whether they support the setting up of this particular free school. The consultation period would be 12 weeks.

We will provide an on-line response form as well as a paper response form where people can indicate whether they support the proposal or not, or whether they don't know. It will ask whether they are parents/carers; schools; or others; and provide space for them to write any other views they may have.

If the application for the school is successful the consultation period would commence four weeks after receiving notification on 1st November 2011.

Proposed timetable for consultation

We will prepare the consultation documentation during October 2011 and the formal consultation will run from 1st November 2011 for a twelve week period until the 24th January 2012. A response to the consultation will be prepared and published on the school website www.hatfieldcommunityfreeschool.org.uk during February 2012.

Our proposed method of communication

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

- a letter outlining the proposal and implementation date, the question to be asked;
- a consultation document containing the information mentioned in the previous section with a website link and also a method indicated for receiving a paper copy;
- the consultation document on the school's website www.hatfieldcommunityfreeschool.org.uk and on the county council's school consultation website;
- letters specifically aimed at residents local to the proposed site;
- an advert in the local press with direction to the websites;
- posters and copies of the consultation document to be sent to nurseries, pre-schools, children centres, libraries, doctors' surgeries and clinics to ensure their availability where parents and prospective parents are likely to visit;
- the use of social networks such as Facebook and mumsnet;
- visit to a regular meeting of the headteachers in the locality;
- a public meeting in the community hall local to the proposed site (where our earlier consultations event has taken place);
- word of mouth – we have young parents on our group who have been instrumental to date in spreading the word.

5.3 Marketing Strategy

In this section we describe the broad strategy for marketing the school and then set out a draft timetable for its implementation.

We have run a successful marketing strategy to promote The Hatfield Community Free School (marketing listed in sections 4.6 and 5.1). Our future strategy will be a continuation of our work on demand to ensure that we strengthen the support for the school and consolidate that which we already have. We have compiled a list of parents signed up to sending their child to the school and a longer list of those who have given us their tentative support but may need more information.

We maintain a data base of the list of parents and have ensured that this has been properly registered. We have been keeping these parents informed of our activities and the process and timeline for the free school application. We will continue to contact them regularly by email which is the preferred method of communication for most of them. If they do not use or like email we will use another method of communication of their choice.

Publications

We will produce a document for the formal consultation which will set out a description of the school and its unique features, our vision and values, a summary of our proposed curriculum and our admissions policy. This same document will serve further marketing purposes prior to the appointment of the principal designate who will produce the full school brochure. It is anticipated that this will be ready during the spring 2012 and will become our main marketing document.

Our message

As well as the consultation document it will be critical that the core group, the governors and the friends group are 'fluent' in our 'elevator pitch':

Hatfield Community Free School ...*for a better future*

- for you, your children and the local community
- where children expect to reach high academic standards
- where every child is on their way to college, university or a good job
- developing the whole child and their emotional resilience
- specialising in science and technology

Over time our key groups will be able to describe the school in more detail and also engage parents in debate and discussion.

Our supporters

We have a rapidly increasing network of prospective parents who, led by the parents on our core group, are supporting the school, and promoting our message amongst and beyond their own communities. Others on the core group are spreading the word in their professional capacities, across local schools and early years' settings, throughout the staff and students at the university and across the local council.

We anticipate that the parent friends' group will grow and strengthen through and beyond the opening of the school. Two of the group have already put themselves forward as governors and we know that others have talents and experiences that would benefit the school, for example speaking Spanish and expertise in educational software. We anticipate that a parents' forum would be established in the autumn. This group could also start to build a social calendar for parents, for parents and staff and for parents, governors and founder members.

As the shadow governing body becomes more formalised we will write to the parents/prospective parents to consult them on policy development, to invite their suggestions about the school and to keep them updated about decisions made. One of the governors will be nominated to lead the marketing strategy.

Once the principal designate is in post (part-time from January 2012, full-time from April) then his/her priority will be to communicate the vision and market the school.

Once the school is open the children will become our most potent marketing tool. They will demonstrate how well they are progressing, engage with the community and put on performances for the community. We must not, however, over-estimate the impact of 60 reception-aged children.

Our target audience

We need to ensure that we market the school to all groups of parents and in our planning will make sure that we target, in particular, families:

- where there is social and/or economic disadvantage;
- where a child has special needs or disabilities;
- from black or minority ethnic groups;
- where there are children looked after.

To help us to properly target these groups we will need to research local demographic data. The children's centres should be able to provide a significant proportion of this information from their 'estart' database. An associate member of our group has already started to build relationships with them and with other early years' settings.

Parents and children from Black and Minority Ethnic (BME) groups

Hatfield has an increasingly diverse range of families from BME groups. The Polish community is the largest and most established of these groups and many are employed by Ocado. There are also Chinese and Asian communities in Hatfield, and more recently there have been a number of families of African origin moving into the town. A significant number of the parents that signed up to the school for their child are from BME groups. We must ensure that we fully engage families from all ethnic groups and remove any barriers to their participation, for example language or culture.

Local Residents

We will meet with the local residents on a regular basis and also use leaflet drops to keep them up to date with the progress of the school. They will be particularly interested to hear about progress with the building and plans for transporting children to the school. We want to build relationships with local residents as they are an important part of the community. We strongly believe that they can contribute to the school and that the school can improve their lives. Examples of this would be for them to join with some of our music making and physical activities, to help in school and to attend performances and social occasions.

The families of many of the residents who are very local to the school are grown up and have left home but several are interested in school places for their grandchildren.

Marketing tools

We will continue to hold promotional events in public areas such as the town centre, local supermarkets, and community centres as these have been particularly effective ways to engage with a wide range of parents. These events will include:

- coffee mornings at the community hall local to the location of the school;
- mother and toddler events;
- open meetings including the formal consultation to allow the public to find out more information and have the opportunity to ask questions;
- promotional stands in local supermarkets and the town using a range of items and activities to attract children for example balloons, badges and face painting;
- meeting with local schools and early years' settings to build partnerships and allay concerns about the "free school" concept;
- meeting with local councillors, community leaders and community groups.

After the appointment of the principal designate (part-time from January 2012) he/she will: hold a formal event to meet prospective parents; regular 'drop-in' events to talk to parents on a less formal footing; consult parents on the development of the school; provide parents with regular updates on the progress of the building. At this stage we will also encourage parents to come along with their children to meet other parents so that the school community starts to build prior to the school opening and the children are better prepared to start school.

IT Marketing

We already have a solid website www.hatfieldcommunityfreeschool.org.uk which is a powerful marketing tool. It will be regularly updated and will allow parents and others to track the progress of the school. Some parents prefer to use social networking sites so we will also keep our Facebook page up-to-date.

The Media

We have built a good relationship with the local press with several articles already printed. We will continue to foster this relationship before and after the opening of the school aiming to feature in the paper at least once a month.

Budget

We know that marketing a new school is critical to future success and viability and for this reason we will allocate £10,000 from our start-up costs for this activity.

The draft marketing plan (assuming the proposal is approved)

This plan outlines the activities we intend to undertake. It will be amended and refined as the project progresses.

June to September 2011	Increase and consolidate parental support Prepare recruitment campaign for principal designate Meet with local MP and councillors Prepare article for Welwyn and Hatfield Times Update website and Facebook Update email to parents
October 2011	Prepare for formal consultation Appoint governor to lead marketing strategy Appoint principal designate (p/t from Jan 2012) Prepare article for Welwyn and Hatfield Times Update website and Facebook Hold marketing event Update email to parents Hold event for parents where members and governors share the vision for the school
November 2011	Open formal consultation (1 st Nov) Prepare article for Welwyn and Hatfield Times Update website and Facebook Hold marketing event Update email to parents Hold event for community groups Leaflet drop in nominal catchment area
December 2011	Prepare article for Welwyn and Hatfield Times Update website and Facebook Hold marketing event Update email to parents Hold meeting for local residents Plan site visit Prepare a letter to parents from governors to invite views on the development of the school and expressions

	<p>of interest to join a parents' forum Meet with local schools and early years' settings</p>
January 2012	<p>Formal community meeting with principal designate Start preparation of school brochure Close formal consultation (24th Jan) Prepare article for Welwyn and Hatfield Times Update website and Facebook Hold marketing event Update email to parents Hold meeting for community leaders and local councillors Hold site visit for interested parties</p>
February 2012	<p>Prepare and publish response to consultation Prepare article for Welwyn and Hatfield Times Update website and Facebook Hold marketing event Update email to parents Principal designate drop-in event for parents Leaflet drop in nominal catchment area</p>
March 2012	<p>Publish school brochure Prepare article for Welwyn and Hatfield Times Update website and facebook Hold marketing event Update email to parents Principal designate consultation with parents</p>
May 2012	<p>Hold informal event for parents and children Prepare article for Welwyn and Hatfield Times Update website and Facebook Hold marketing event Update email to parents</p>
June 2012	<p>Hold informal event for parents and children Prepare article for Welwyn and Hatfield Times Update website and Facebook Hold marketing event Update email to parents</p>
July 2012	<p>Hold formal event for parents and children Prepare article for Welwyn and Hatfield Times Update website and Facebook Hold marketing event Update email to parents Publish letter from members and governors heralding the imminent opening of the school</p>

6. Organisational capacity and capability

6.1 Capacity and capability of the company

How the school will be set up

Primary responsibility for setting up the school will rest with a steering group. The group already exists, and is the body which has driven forward the development and submission of this application.

As the school approaches the point at which it opens, the steering group will be disbanded, and replaced by an executive committee constituted as a committee of the governing body. Most members of the steering group will transfer into membership of the new executive committee. When a principal designate is appointed, he or she will become a key member first of the steering group and then of the executive committee.

The steering group will lead and undertake the work required successfully to open the new school in 6 areas:

- detailed planning of the operation of the school and delivery of high quality education from the day of opening, including formulation of key policies and detailed plans for delivery of the curriculum;
- recruitment of staff, and agreement of personnel processes and policies surrounding that, including remuneration;
- financial planning for operation of the school, and financial management of pre-opening phase (the approach to this is covered in more detail in section 6.4, below);
- overseeing the provision of a school site and building, and the legal agreements surrounding this;
- promotion and marketing of the school to prospective parents, building on work undertaken to date;
- recruitment of additional governors, progressively to bring the governing body to full strength (see 6.3, below).

The membership of the steering group is as set out below, followed by a summary of who will lead on delivering each of them, and why they are qualified and able to do so.

Membership of the steering group

The membership of the steering group is as below. A curriculum vitae or pen-portrait for each member is included at the end of this section of our application, demonstrating in more detail their experience and consequent abilities. We believe that the group as it stands has the necessary spectrum of skills and experience to

deliver the new school supplemented by the services which we expect to buy in from elsewhere, as described in more detail below.

- ██████████: ██████████
- ██████████: Local parent, ██████████
- ██████████: Local parent, ██████████
- ██████████: ██████████, ██████████
- ██████████: ██████████, ██████████
- ██████████: ██████████, ██████████
- ██████████: ██████████, and ██████████
- ██████████: ██████████, ██████████, local parent
- ██████████: ██████████

Delivery of what is required in the 6 key areas

Lead responsibilities and skills are as set out below. It is envisaged that the principal will play an important role in each of these areas when appointed. We plan to have a principal in place by January 2012.

Operational planning and delivery of high-quality education

This will be led by ██████████ (██████████, ██████████), supported by ██████████ (current head of key stage 1 at local primary school) and ██████████ (nursery and pre-school stage). ██████████ will expect to devote several days per week until the appointment of the principal Designate. ██████████ will be released part-time from her school as a career development opportunity. ██████████ will offer support in relation to procurement of building-related services and other operational requirements, including ICT provision and ██████████ on general procurement issues.

Recruitment of staff

This will be overseen by ██████████ and ██████████ (██████████). The intention is to contract the management of the recruitment process for the principal to the county council's relevant traded service, as described in section 6.2. The principal will then recruit other staff with the exception of the finance director, for who a service agreement will be reached with Onslow St Mary's school.

* The University of Hertfordshire and Hertfordshire County Council have made a commitment to provide staff for the steering group.

Financial planning and management

This will be overseen by [REDACTED] and [REDACTED], supported by [REDACTED] ([REDACTED]) for one to two days per week. Support will be bought in from the county council, in the person of [REDACTED], [REDACTED]. [REDACTED] assisted the group in preparation of the financial schedules attached to this application.

Provision of school site and building

This will be overseen by [REDACTED], who has determined the accommodation requirements and signed-off (informally) the design to the level at which it has so far been prepared. (Section 7 sets out proposals in relation to premises, including the proposed schedule of accommodation. It is planned that the building will be delivered completed to the free school by [REDACTED]). [REDACTED] and the principal will agree detailed design development progressively through the year.

Promotion and marketing of the school to prospective parents

This will be overseen by [REDACTED], and the prospective parent governors ([REDACTED] and [REDACTED]), supported by [REDACTED] (Responsible for [REDACTED]) and [REDACTED] (responsible for [REDACTED]).

Recruitment of additional governors

This will be overseen by [REDACTED], supported by [REDACTED] ([REDACTED]) and the prospective parent governors ([REDACTED] and [REDACTED]).

Skills matrix

Set out below is a skills matrix, which can be validated by reference to individual curriculum vitae at the end of this section.

	Education	Finance	Project Management	Legal/ Accounting	Buildings	ICT	HR
[REDACTED]	XXX	XX				X	XX
[REDACTED]	XX	X					XXX
[REDACTED]			XXX	XXX	XXX		
[REDACTED]	XXX	XXX			X	X	XX
[REDACTED]	XX	XX		X	X	X	XX
[REDACTED]	XX	XX	XXX	XXX	XXX	XX	XX
[REDACTED]	X	XXX		X	XX	XX	X
[REDACTED]	XXX	X				XX	X
[REDACTED]	XXX	XX				X	XX

Skills are assessed as follows:

- XXX Relevant qualification and/or extensive direct specialist experience
- XX Extensive experience, in managerial capacity
- X Appreciable involvement

Filling skills gaps

There are a number of areas where we expect to need to buy-in expert external advice. This will generally be sourced from Hertfordshire County Council, where such services are provided on a traded basis from the [REDACTED]. We have identified those individuals from whom we would wish to buy services and in whom we have confidence, as set out below. Key advice areas are as follows:

- Additional advice on financial issues and budget formulation – [REDACTED]
- Curriculum use of ICT – [REDACTED]
- Provision of a managed ICT service, including connectivity -- [REDACTED]
- Recruitment of principal designate – School Governance Team

Name	[REDACTED]	Date
Address	[REDACTED]	
Contact number	[REDACTED]	
Email address	[REDACTED]	
Summary	[REDACTED]	

Education	[REDACTED]	[REDACTED]
Other qualifications and expertise	[REDACTED]	
Career history	[REDACTED]	[REDACTED]
Current responsibilities	[REDACTED]	
Achievements	<ul style="list-style-type: none"> • [REDACTED] 	
Other relevant information	[REDACTED]	
Name	[REDACTED]	Date
Address		
Contact number		
Email address		
Summary		
Education	[REDACTED]	
Other qualifications and expertise	[REDACTED]	
Career history	[REDACTED]	[REDACTED]

Current responsibilities	██████████	
Achievements	██████████	
Other relevant information	██████████	
Name	██████████	Date
Address	██████████	
Contact number	██████████	
Email address	██████████	
Summary	██████████	
Education	██████████	██████████
Other qualifications and expertise	<ul style="list-style-type: none"> • ██████████ 	
Career history	<ul style="list-style-type: none"> • ██████████ 	
Current responsibilities	<ul style="list-style-type: none"> • ██████████ 	
Achievements	<ul style="list-style-type: none"> • ██████████ 	
Other relevant information	██████████	

Name	[REDACTED]	Date
Address	[REDACTED]	
Contact number	[REDACTED]	
Email address	[REDACTED]	
Summary	[REDACTED]	
Education	[REDACTED]	[REDACTED]
Other qualifications and expertise	[REDACTED]	[REDACTED]
Career history	[REDACTED]	[REDACTED]

Current responsibilities	[REDACTED]	
Achievements	[REDACTED]	[REDACTED]
Other relevant information	[REDACTED]	

Name	[REDACTED]	Date
Address	[REDACTED]	
Contact number	[REDACTED]	
Email address	[REDACTED]	
Summary	[REDACTED]	
Education	[REDACTED]	[REDACTED]
Other qualifications and expertise	[REDACTED]	[REDACTED]
Career history	[REDACTED]	[REDACTED]
Current responsibilities	[REDACTED]	
Achievements	[REDACTED]	
Other relevant information		

Name	██████████	Date
Address	██████████	
Contact number	██████████	
Email address	██████████	
Summary	██████████	

Education	██████████	
Other qualifications and expertise	██████████	
Career history	██████████	
Current responsibilities	██████████	
Achievements	██████████	
Other relevant information	██████████	

Name	██████████	Date
Address	██████████	
Contact number	██████████	
Email address	██████████	
Summary	██████████	
Education	██████████	██████████
Other qualifications and expertise	██████████	██████████
Career history	██████████	██████████

Current responsibilities	██████████	
Achievements	<ul style="list-style-type: none"> • ██████████ 	
Other relevant information	<ul style="list-style-type: none"> • ██████████ 	

Name	██████████	Date
Address	██████████	
Contact number	██████████	
Email address	██████████	
Summary	██████████	
Education	██████████	██████████
Other qualifications and expertise	██████████	

Career history	[REDACTED]	[REDACTED]
Current responsibilities	[REDACTED]	[REDACTED]
Major Achievements	<ul style="list-style-type: none">• [REDACTED]	[REDACTED]
Other relevant information	[REDACTED]	

[REDACTED]

[REDACTED]

[REDACTED]

6.2 Hiring the principal designate

The qualities are we looking for in a principal designate

Our intention is to appoint a leader for the school who has an outstanding track record and is committed to the success of the local community, its families and children. We do not want to attract someone by offering a high salary but rather because they sign up to our vision and values and really want drive the development and shape the future of this exciting new free school.

We have set out below the qualities for which we will be looking and will expect these to be demonstrated through the recruitment process. These qualities are based on the National Standards for Headteachers which embody three key principles to which we subscribe: that the work of a headteacher (in our case principal) should be learning centred; focused on leadership and reflect the highest possible professional standards. The standards recognise the key role that school leaders play in raising levels of attainment in order to meet the needs of every child. They also align well with the vision and values of the Hatfield Community Free School.

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

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

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

Shaping the Future

- is committed to the free school vision and to the equity and excellence that sets the highest standards for every child;
- is committed to setting and achieving ambitious goals and targets;
- is committed to inclusion and the ability and right of all to be the best that they can;
- is able to think strategically and communicate our vision in a range of compelling ways;
- is able to inspire, challenge, motivate and empower others to carry the vision forward;
- is able to model the values and vision of the school.

Leading Learning and Teaching

- is committed to raising standards for all in the pursuit of excellence;
- is committed to continuing learning for all members of the school community;
- is committed to the entitlement of all the children to outstanding teaching and learning;
- is committed to learning that is personalised to meet the needs of every child;
- is able to demonstrate personal enthusiasm for and commitment to learning;
- is able to demonstrate the principles and practices of outstanding teaching and learning;
- is able to access, analyse and interpret information;
- is able to acknowledge excellence and challenge poor performance across the school.

Developing Self and Working with Others

- is committed to effective working relationships;

- is committed to shared leadership;
- is committed to effective team work;
- is committed to continuing professional development for self and others in the school;
- is committed to achieving training school status;
- is able to foster an open, fair, equitable culture and manage conflict;
- is able to collaborate and network with others within and beyond the school;
- is able to challenge, influence and motivate others to attain high goals;
- is able to give and receive effective feedback and act to improve personal performance;
- is able to accept support from others.

Managing the Organisation

- is committed to distributed leadership and management;
- is committed to equitable management of staff and resources;
- is committed to sustaining personal motivation and that of staff;
- is committed to sustaining a safe, secure and healthy school environment;
- is committed to collaboration with others in order to strengthen the school and contribute to the development of capacity in other schools;
- is able to establish and maintain appropriate structures and systems;
- is able to manage the school effectively on a day-to-day basis;
- is able to delegate management tasks and monitor their implementation;
- is able to prioritise, plan and organise themselves and others;
- is able to make professional, managerial and organisation decisions based on informed judgements;
- is able to think creatively to anticipate and solve problems.

Securing Accountability

- is committed to principles and practice of school self-evaluation;
- is committed to the school promoting the academic, spiritual, moral, social, emotional and cultural development of all its children;
- is committed to individual, team and whole-school accountability for children's learning outcomes;
- is able to demonstrate political insight and anticipate trends;
- is able to engage the school community in the self-evaluation of the work of the school;
- is able to collect and use a rich set of data to understand the strengths and weaknesses of the school;
- is able to combine the outcomes of regular self-evaluation with external evaluations in order to develop the school.

Strengthening Community

- is committed to effective team work within the school and with external partners;
- is committed to work with other agencies for the well-being of all children and their families;
- is committed to involvement of parents and the community in engaging in school activities, supporting the learning of the children and realising the school vision;
- is committed to collaboration and networking with other schools to improve outcomes;
- is able to recognise, value and take account of the richness and diversity of the school's communities;
- is able to engage in dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities;
- is able to listen, reflect and act upon community feedback;
- is able to build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all children.

Attracting the right candidate

We do not under-estimate the challenge of attracting and appointing the right candidate to the role of principal designate. Evidence shows that the quality of leadership is the single most important factor under our control in determining the success of our school. This first appointment is the most important that we will make.

We are in an age where high levels of pay are often deemed to be the ultimate reward. However, survey data shows that pay is not the only aspect of headship that candidates value and that it may not be the prime factor in their decision about where to work. A study of headship recruitment in challenging environments identifies a wider framework for headship reward which is seen as a total package. The framework has six dimensions: tangible rewards; quality of work; work-life balance; inspiration and values; enabling environment; future growth and opportunity.

Tangible rewards: We will offer the market rate for a headship of this size with advancement on meeting outcome targets – in the first instance for attainment at the end of the foundation stage.

Quality of work: The successful candidate will have a unique opportunity to open a free school and, in partnership with the community, to shape its future development with the full support of the members and governors.

Work-life balance: The governors will ensure, as part of their responsibility for the performance management of the principal, that work-life balance features in his/her performance agreement.

Inspiration and values: The Hatfield Community Free School has a clearly defined

vision and strong values – the principal will be the key player in providing inspirational leadership to realise these.

Enabling environment: The school will be accommodated in a brand new building with a range of excellent features that will provide a first class work environment and a range of exciting opportunities for community engagement.

Future growth and opportunities: The development of the free school provides an exceptional opportunity for a leader to make their mark both within the institution and beyond, and the members and governors are strongly committed to supporting professional learning and growth.

Central to our advertising campaign will be our school vision with the framework to set out the potential of the 'total reward' for the right candidate. We also make clear that we are looking for an exciting leader with new ideas and fresh perspectives to raise the aspirations of the children, families and local community. We will be encouraging applications from current headteachers, deputy headteachers or other school staff with clear leadership potential.

Recruitment process

The timeline for the approval of free school submissions will make it difficult to make an appointment for two terms before the school opens. Our intention, therefore, is to advertise in September (we are clear that we will need to bear the costs of this advertisement) for an appointment by the end of October 2011 which would be part-time in the spring term 2012 and full-time in the summer of 2012. This also makes some reduction in the required start-up costs.

A group of governors will be identified to form the recruitment panel taking into account those with skills in the human resources field and also representation of parents. We will ensure that all on the panel have proper recruitment training. In addition we will hire an external adviser to support and guide the process.

As a panel we will draw up the advertisement, job description and person specification and also put together a recruitment pack. The quality of the material in this pack will be critical as, along with the advertisement, it will be the first signal of our standards and expectations.

As part of the recruitment process we will ask for a full application and curriculum vitae along with a letter setting out the candidate's vision for the next three years as well as the longer term. After the deadline for the receipt of the applications the panel will meet to form a short-list of those to be invited to interview (using the job description and person specification). The short-listed candidates, hopefully four or five, will be invited to interview by letter and at the same time references will be sought.

The subsequent interview stage will involve a range of assessments, including a formal interview, to help the panel to gain a rounded view of each candidate's strengths and weaknesses, and to decide which candidate to appoint. An offer will be made to the chosen candidate and upon acceptance CRB checks will be

pursued. If it has not been possible to make an appointment then the process will be restarted.

If a candidate is appointed we will make arrangements for an initial meeting with the chair of governors, a full induction programme and a professional mentor.

Advertisement

We will seek professional help to draw up an advertisement and this will be placed in the professional press, local press, local job bulletins and on our website.

The role the principal designate will play in setting up the school

In the employment contract for the principal designate we will make clear the respective the roles and responsibilities of the members, governors and principal. This will be a new venture and, in the first instance, this will be a one year contract to allow a review and adjustment at the year end.

Once the principal designate is in post, albeit part-time, then he/she will become the figurehead of the school and will play a key role in community engagement, marketing (see section 5.3 for specific examples) and communicating the vision. He/She will also have the responsibility for drawing up the detailed curriculum, planning the teaching programme, appointing staff, ensuring the right resources are in place and monitoring the progress with the building.

6.3 Governance

Broad approach:

As set out in section 6.1, our broad approach is that the establishment of the school and preparations for its opening will initially be driven by the steering group. However, this will be replaced before opening by an executive committee, which will formally be a committee of the governing body. Much of the existing membership of the steering group will transfer to membership of the executive committee.

On opening, the governing body will move to a structure where there are two principal committees: Outcomes and Infrastructure. These will be responsible broadly speaking for critical review of the outcomes that the school achieves with its children, and for the management and deployment of the resources used to achieve those outcomes.

It is integral to our vision that the school works with and through the community in

which it sits and which it serves. Our approach to communications and selection and appointment of governors will also reflect this.

Role of the governing body before opening

Prior to opening the governing body will need to review and confirm a series of plans that will have been made by the steering group and subsequently the executive committee. These will include:

- The governance structure briefly described above, and the further detailing of this and of the policies, procedures and practices the school will follow. These are covered elsewhere in this proposal – section 6.4 indicates how in respect of financial issues policies and procedures will be developed and formulated within the framework provided by the Schools' Financial Values Standard.
- Appointment of the principal designate – see section 6.2
- Approval of the initial budget, of the terms of occupation of the site and buildings (so far as is necessary), and of contracts for external services commencing at opening – see section 6.4 and section 7.

Role of the Governing Body after opening

After opening, the governing body will clearly be responsible for the strategic direction of the school – its objectives. But it will also need to be confident in:

- the strategic approach – what the school is doing in general terms to try to meet its broad objectives;
- whether the strategic approach is successful – the outcomes being achieved for each and every pupil, the social and educational experience being delivered to pupils and parents;
- whether we are engaging well with all our parents and all parts of our local community – do they endorse and support what we are trying to do and does that reflect and enhance local aspirations;
- whether we are engaging effectively with other schools and institutions, helping prepare prospective children for school before they arrive and preparing current children for future steps in their educational journey;
- whether we using resources wisely, and complying with legal duties?

Sections 3 and 4 of this proposal set out in considerable detail the “what” and the “how” that underpin our vision. These are the starting point for the governing body in assessing overseeing the school and assessing progress.

How we will discharge these roles

This section of our submission does not rehearse the competencies held by

members of the steering group who will become the executive committee and then governors. These are set out in the skills matrix in section 6.1 and in the curriculum vitae attached to that. These individuals and the skills they bring will provide the basis for the governing body and its two committees being able to deliver what is set out above. But we also intend to widen the membership of the governing body as described below, and make sure that it is robust and ready for the time when existing key individuals move on.

The membership of the governing body we envisage to be as follows:

Five governors appointed by members of the company

The principal

One staff governor

Two parent governors elected by parents

We also envisage that the governing body will be able if it wishes to co-opt a further three governors. But we would expect that the governors appointed by the members would be drawn from the local community and would take account of any suggestions put forward by the local authority. Certainly we would want to enable more than two parents to become governors if individuals with suitable skills and commitment put themselves forward.

We intend that the two principal committees are made up of three members each, with the principal expected to attend all meetings.

Members of the governing body and members designate are currently as follows:

Chair: [REDACTED]

Member: [REDACTED], [REDACTED]

[REDACTED] and members of the steering group: [REDACTED], [REDACTED],

[REDACTED] (local prospective parents): [REDACTED], [REDACTED]

We would expect initially to appoint all the above individuals as either member appointments or co-opted; and that when the school opens the prospective parents will become the first parent governors.

The six members/members designate who are members of the steering group will constitute the membership of the two main committees (Outcomes and Infrastructure). We intend that these two committees will undertake the more detailed work round monitoring, challenging and supporting the work of the schools leadership in formulating and delivering policies and activity. A small membership is most appropriate to this. The main governing body will oversee activities as described above, but we will supplement the activities of the committees with the work of individual nominated governors to deal with specific issues such as leading on safeguarding, forming appeals and complaints panels, etc.

It can be seen from the skills matrix in section 6.1 that the six individuals identified

above have adequate skills to discharge these roles.

Perhaps the most important skill is the ability effectively and constructively to hold to account the professional management and leadership of the school for its performance and direction. The background in senior management of four of our core members, including two who have themselves been or are headteachers, is critical to this.

In the longer term, it is our intention strengthen the skills and abilities of parents and members of the local community so that more of the responsibility for the strategic direction can rest with those who are most affected by its success; but at the same time with the security offered by the experience and professional background of founder members of the school/company.

Recruitment of future governors

We already have eight current or prospective governors, which will rise to nine with the appointment of the principal designate. We therefore have in place the minimum complement set out above. However, as a means to secure our future and prepare to replace anyone who leaves, we will:

1. use of “Friends of the School” group to identify future potential parent governors;
2. continue informal discussions we are having with a highly experienced local school governor about a future role with our school;
3. continue discussions with an individual who is a qualified chartered accountant, who we believe might add an extra dimension to the skills and experience we currently have.

6.4 Financial oversight

Broad approach

Our broad approach will be to appoint as [REDACTED] [REDACTED]. [REDACTED] is currently [REDACTED], and thus has in-depth and current experience of what is entailed in managing finance and associated activities for a secondary school. This will place him in an ideal position to undertake a similar role for our school. We recognise that a free school, as an academy, will have some additional responsibilities which [REDACTED] will need to undertake.

[REDACTED]'s services will be provided under an agreement we will reach with [REDACTED]. [REDACTED]'s experience and level of competence is set out in his pen portrait (see Section 6.1) and is such that we are confident that he will be able to fill the role required both pre and post-opening, on a part-time basis. He will be able to call upon further expertise from within [REDACTED] where and when necessary and we will supplement his services in a number of areas where we intend to buy-in

support as described below.

██████████'s work will be overseen managerially by the principal, once appointed, and also at governing body level. Our governing body will include a former headteacher (██████████) and we envisage that we will also be securing a qualified accountant.

Strategic oversight will be undertaken at governing body level, where responsibility for probity and good governance also rests. An infrastructure committee of the governing body will be set up with a remit to oversee financial, HR and premises issues. Managerial lead responsibility will rest with the principal, exercised through the leadership team.

Specific responsibilities and how they will be discharged

Lead responsibility for developing our proposals on each of these areas will rest with ██████████.

Financial planning

██████████ will review on a rolling basis the financial projections which have been prepared for us by our external adviser, ██████████. He will be supported in this by ██████████ (whose advice will be a bought-in service from ██████████). Together with the principal they will prepare a draft budget for review by the infrastructure committee. The budget will be informed most directly by the school's educational priorities and the school plan.

Financial management

██████████ will lead on this, reporting to leadership team and the principal, and each term to the infrastructure committee.

Accounting

██████████ will commission external support for the preparation of the annual accounts, the annual audit and (to the extent required) the Annual Report. Budget preparation and submissions in accordance with regulations and full insurance cover requirements will also be managed by the Finance Director and approved by the governing body. The governing body will ensure that full and accurate financial records are kept through careful monitoring procedures. A formal scheme of delegation will be developed for the governors approval and declarations of business interests will be required for all governors.

Financial systems and support

A financial package, many schools use SIMS or CMIS, will need to be bought in at an early stage when the school is small so that financial systems and codes are set up so that financial regulations are followed and processes are adopted to ensure

probity from the start.

Value for money

We take seriously the need to ensure that best value is obtained, in all aspects of the school's operation. Thus we would expect that the allocation of resources within the annual budget would be reviewed against benchmarking information for other comparable schools, using existing available benchmarking tools.

We expect all bought-in services to be of a high quality, with good Service Level Agreements and obtaining best value at all times. Below we describe the approach to this in respect of professional services and catering, but for other supplies and services we will seek to develop collaboration with other schools in procurement (in particular with Onslow St Audrey's) and also take advantage of existing available framework arrangements for items such as utilities.

Accessing external support

We will supplement ██████████'s work in a number of areas as described above where we intend initially to buy-in services from Hertfordshire County Council. Generally the value of services procured will be such as to mean that it would not be value for money to undertake a formal procurement exercise, given the transaction costs incurred. Therefore they will be subjected to periodic benchmarking and where appropriate market-testing.

We would envisage that any higher-value services procured, including an ICT managed service and catering, would be the subject of an initial benchmarking exercise followed by an assessment of whether it would represent value for money to seek competitive tenders. Such decisions would be signed off at governing body level.

Governance, oversight, and financial probity

Section 6.1 describes in more detail the expertise available to the steering group/executive committee in overseeing the financial management of the school. In due course these responsibilities will fall to be discharged solely by governors. The framework within which governance and oversight will take place will be as follows:

Policies and procedures will be developed so as to comply with the guidance set out in the proposed Schools Financial Value Standard (SFVS); how this will be applied in practice and in detail will be tailored to match the requirements of what will be, at least initially, a fairly small school. Strategic oversight will be undertaken by the infrastructure committee.

Appropriate delegations will be agreed in relation to financial matters, covering such matters as thresholds for procurement processes – with and without tendering.

We are aware of the need both to demonstrate and to achieve best value through competition, but also the transaction costs of tendering processes which make them not represent value for money

6.5 Leadership and staffing

Staffing

The school is a two-form entry primary school that will open in September 2012 with only the reception classes (and privately provided early years and childcare provision) and will not reach its full complement until September 2018. We will look to appoint exceptional staff but they will be selected not only because they are outstanding professionals but also because they believe they have a responsibility to reach every child.

We have started by describing the proposed staffing structure for September 2018 and then demonstrate how this structure is built up over time. We know that staffing will be a key responsibility for the principal designate so different decisions may be made about the structure when he/she is in post. This model is based on the budget

assumption that the school will be at full capacity and the budget plan is based on this staffing model. For the 90% model there would be two classes rather than in year one.

Senior leadership group

- Principal - overall responsibility for the school, quality of education and community engagement
- deputy principal - whole school management responsibility, science and technology specialism and support for head
- learning support co-ordinator- SEND and learning support
- head of key stage 1 and reception – teaching, learning and the curriculum
- head of key stage 2 – teaching, learning and the curriculum
- business manager – oversight of finance, legal, personnel and site issues

Classteachers

Classteachers plan, prepare and deliver lessons to meet the needs of all children, set and mark work, undertake assessments, children’s records (including social development). The size of classes is 30 in all years from two to six and 20 in reception and year one. Staff on the leadership team, with the exception of the principal, deputy principal and business manager, will also be class teachers. Classteachers, with the exception of newly qualified teachers, will have responsibility for areas of the curriculum including teaching, learning and outcomes. There will also be three support teachers (or full-time equivalent) to provide leadership release, time for resilience training, planning and preparation time and staff development cover.

- classteachers 16
- Spanish 1
- support teachers 3

Support staff

- teaching assistants 15
- administrative and support staff 12 (this includes lunchtime supervision)

Building the model over time

We intend to apply for teaching school status two or three years into our development. We also want to ensure that we take on a good proportion of inexperienced teachers that we can ‘grow and develop’ over time. We will aim to appoint a newly qualified teacher on staff each year with the exception of the first year when we will rely on some greater experience to get the school up and running.

During the first two years, given diseconomies of scale the principal will also act as

the learning support co-ordinator. The substantive post holder will be appointed for September 2014 and release time for the role will increase each year (see section 4.2). We will appoint the head of key stage one and reception for 2012 but the head of key stage two will only be appointed for September 2016. Prior to that time the deputy principal will oversee key stage two issues.

Staff	2012	2013	2014	2015	2016	2017	2018
leadership	1	1	1	2	2	2	2
TLRs	1	1	2	2	3	3	3
Teaching(incl.TLRs)	4	8	12	13	15	17	19
education support	3	6	8	10	12	14	15
admin/support	4	6	7	9	10	11	12

Accountability (see also section 4.4)

All staff will be held to account through a clear line and performance management system which focuses on outcomes for children, the quality of provision, areas of specific responsibility and professional development. It will be as an outcome of the annual performance management that decisions are taken about progress against targets and any increase on the incremental scale.

The principal and members of the leadership team will be held to account by the governing body for the success of the school and particularly the outcomes for children. This will happen in regular meetings with the chair of governors, meetings of the governing body and, for the principal, as part of the formal annual performance management process.

The principal will hold the senior leaders to account through regular line management meetings and periodic performance management. Senior leaders will be expected to take collective responsibility for the performance of the school and the outcomes for children as well as their specific areas of responsibility.

A clearly communicated system will be in place for dealing with situations where performance is not good enough. Initially improvement targets will be set and the member of staff will be supported to meet these. Where there is not sufficient improvement there will be a process of escalation which might eventually result in dismissal.

Line management and performance management arrangements

principal – deputy principal, learning support co-ordinator and business manager

deputy principal – heads of key stages, senior teaching assistants, Spanish

business manager – administrative staff, senior supervisors

heads of key stages – teachers in the key stages

senior teaching assistants – teaching assistants

senior supervisors – supervisors

The line management arrangements for the support teachers are yet to be agreed.

Recruitment

The principal will lead and manage the process of recruitment starting with the staff to be appointed for the September 2012 opening. The principal will be supported by governors during the selection processes and these governors will always include at least one parent.

We will be looking to appoint a teacher in their third or fourth year of teaching on the teaching and learning responsibility (TLR) scale as the head of key stage one and reception, and teachers in their second or third year of teaching to the other posts. Appointing relatively inexperienced teachers will be a deliberate strategy as they are more likely to sign up to the vision and to grow and develop with the school. From the second year of operation we will look to appoint a newly qualified teacher each year. This staffing strategy will also give us more flexibility with the budget.

The process for recruitment will be similar to that for the principal but with fewer assessment tasks at the interview stage.

As part of the application process the candidates will be asked for their own educational vision and how that aligns with the vision for the school. At the interview stage there will be a strong emphasis on vision and values as well as skills and experience.

As the school grows the recruitment process will need to take into account current strengths and where there are skills gaps, in order to properly target the campaign and build a strong and balanced team.

Section 7 Premises

7.1 Steps taken to identify a site

Because we have the local authority as one of our partners we have benefited from the work that they have undertaken on meeting future needs for primary places in Hatfield. They identified some years ago a need for additional school places in Hatfield that could not be met in full by expansion of existing schools. As a consequence a thorough review of potential sites was undertaken.

A site has been selected on the basis of a review of the site searches undertaken by the local authority (Hertfordshire County Council), through its advisers [REDACTED] and the dialogue between the authority and Welwyn/Hatfield district council over the past few years.

Our key criteria in seeking to identify premises for the new school were:

- Location: that the provision was suitably positioned to meet local demand in east/central Hatfield, where existing provision is becoming insufficient;
- Availability: that provision would be ready by September 2012 to meet peak demand for places in the town;
- Suitability: that the site was suitable for the delivery of the educational vision set out earlier in this application.

The site described below is the only one which met our criteria.

7.2 Details of the preferred site

The address of the preferred site is:

██████████,
██████████,
Hatfield, Hertfordshire ██████████

The site was formerly a one-form entry primary school in a poor state of repair. The local authority has been holding the site vacant against the possibility of its future need. The former school was closed some years ago when demand for places was less and surplus provision existed in the Hatfield area. The current freeholder is Hertfordshire County Council

The site has an area of 22,400 square meters, of which the proposed building footprint is 2178 square metres.

Hertfordshire County Council has a commitment in principle to supporting the development of free schools. As part of its responsibilities for the provision of school places the authority has identified the need for an additional two forms of entry of primary provision in this part of Hatfield. At a county council cabinet meeting on 21st March 2011 the following was agreed:

“the allocation of the former New Briars school site site to the Hertfordshire Free Schools trust be approved in principle, subject to the approval by DfE of the proposal by that body to establish a Free School; and also subject to reaching suitable agreements round the terms of any transfer of interests in land if not determined by the Secretary of State; and that the ██████████ be authorised, in consultation with the Executive Members for Education & Skills and for Resources & Economic Wellbeing, to agree disposal of an interest in land for the new school purpose and to approve the terms for any such transfer”

This decision was in relation to what is now this application.

Rationale for choosing this site

Our three criteria (referred to above) were as follows:

Location

The identified area of shortfall of school places is East and Central Hatfield and this site is well placed to address this need. Our vision is for a school which is part of its local community and aims to serve primarily local children so it was important that the location was one where there would be sufficient local demand. The evidence of this is dealt with earlier in this application (section 5.1).

Availability

Our intention is to reach agreement with the local authority that a new two form entry school is constructed and delivered to us, in time to allow our school to open in September 2012. This will require initial use of part of the new school building only as the DfE approval is not until the end of September 2012. For the school to have been completed by September 2012 we would have required approval by the end of July 2011.

Considerable development work has been undertaken and a design and construction programme agreed which will deliver sufficient space to allow our school to open in September 2012, with full completion by the end of December 2011. A planning application was submitted by the LA on 4th May and should be determined on 12th July 2011.

Design and construction of the new school is intended to be undertaken by the [REDACTED]. On completion, the building would be handed over to us, broadly following the established model for “old style” Academies.

We are therefore confident that this site can deliver our objective in terms of timescale. Funding is also available as described below.

Suitability

Our requirements in terms of site and buildings are driven by our educational vision. It will be important that there are a range of suitably-equipped teaching spaces to deliver our curriculum requirements. An example of this is our proposal for small class sizes in reception and year one. Also important is outdoor and recreational spaces to deliver our wider objectives around community engagement, physical activity and performing arts as set out in our vision (sections 3), the curriculum (section 4.2) and community engagement (4.6).

At 2.24 hectares our school site is large enough to provide adequate external space, including a marked-out playing pitch. We have engaged in considerable detail with [REDACTED] so that the proposal that has been developed, and for which a planning application has been made, meets our expectations. This is the case. The schedule of accommodation which the current design delivers is shown at the end of this section.

With regards to transport and access, our vision is that as many as possible of our pupils will arrive at school on foot. However, the planning application now submitted is acceptable in terms of its compliance with Highways requirements.

7.3 Sources of financing

Our expectation is that the costs of construction of a new school will be met by Hertfordshire County Council, from its capital allocations for 'Basic Need'.

In March 2011, the county council agreed the inclusion of £5.5m for this scheme in its capital budget, as one of 19 permanent school expansions/new schools, and 12 temporary expansions required to meet rising demand for school places.

As described above, it is intended that design and construction of the school will be undertaken by the [REDACTED] which is a joint venture between the county council and [REDACTED]. It is intended to use the flexible, low cost construction methodology described as [REDACTED]. [REDACTED] has prepared detailed proposals for which planning permission is being sought. These have been priced by [REDACTED] at £5.5m and both the county council and [REDACTED] expect the project to be delivered for this cost.

It should be noted that some while ago two separate sets of options appraisals were undertaken around alternative means of developing and extending the existing building to provide for two forms of entry. In both cases, the conclusion was that demolition of the existing building and construction of a new two form entry school building is the most cost effective way forward, bearing in mind the condition of the existing building.

Accommodation schedule

It should be noted that the accommodation for an opportunity class is provisional as the local authority has signalled that it may wish to commission us to make this provision for the local area.

	BB99 Requirements			Scheme 05 Current Areas			Notes
	Area	No	Total	Area	No	Total	
No of pupils:			420				
Number of Classes			14				
Room			2FE				
NET AREA							
GENERAL TEACHING AREAS							

Nursery Class	69	1	69		1	91.3	
Reception Class	63	2	126	41/46	3	128	
Infants/ Junior Class	60	12	720	43/58	11	600	
Opportunity Class	-	-	-		1	58.2	Additional Space to BB99
Lead Lesson	-	-	-	57.2	2	114	Additional Space to BB99
SPECIALIST TEACHING							
Food Bay	0	0	0				Food/Science/DT Combined
Science/ Technology ICT	22	1	22		1	46.8	
SEN Resource Base	37	2	74				
	16	1	16		1	8.9	
Total Basic Teaching			1027			1047	
HALLS							
Activity Studio		1	45		1	45.1	Dining/Hall combined
Assembly Hall		1	185		1	239	
LEARNING RESOURCES							
Library		1	34		1	58.7	LRC
Small Group Rooms	12	5	60	11.5/27	3	28.5	
Learning Resource Area Total)			94			87.2	
TOTAL TEACHING			1351			1418	
NON-TEACHING AREAS							
TEACHING RELATED STORAGE							
Classroom Stores	1	15	15			2.4	Combined in classrooms
Shared Stores	6	4	24			0	Combined in classrooms
PE Stores		1	23			10.5	
Teaching related (total)			62			12.9	
OTHER STORAGE							
Coats and Bags	2	15	30			10.8	
General Central Store			24			7	
Maintenance/ Cleaners Store			10	2.5/3.6		8.6	
Furniture Store			0			0	
Other storage (Total)			64			26.4	
Storage (Total)			126			39.3	
CENTRAL ADMIN							
SENCo Base			8			7.6	
Reception Base			5			5.7	
Admin Office			14			8.7	
Interview Room			8			6.1	
Headteacher			12			10.7	
Deputy Head			8			7.6	
Reprographics			8			14.7	
Sick Bay			3			5.1	
Medical Inspection			12			0	
Staff Room			51			58.2	
ICT Server			5			6.7	
Caretaker			8			8.6	
Staff and Admin Total			142			140	
TOTAL NON-TEACHING			268			179	
TOTAL NET AREA			1619			1597	

NON-NET AREAS							
Dining			88			-	Dining/Hall combined
Kitchen Facilities			45			54	
Staff WC'S			12	4.5		9	
Pupil WC's			100			85.9	
Disabled WC's			9	2.5		7.5	
Circulation		20%	324			312	
Plant			32			47.8	
Partitions			49			49	
TOTAL NON-NET			659			565	
TOTAL NET MODEL SIZE			2278			2162	

The proposed site location for the Hatfield Community Free School on the existing school site on [REDACTED]

[REDACTED]