

Free Schools in 2013

Application form

Mainstream and 16-19 Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand and marketing
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

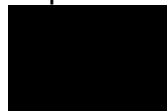
You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: mainstream.fsapplications2013@education.gsi.gov.uk.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template. Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team
Department for Education

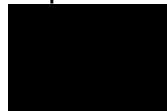


London

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education



London

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application								
1.	Name: [REDACTED]							
2.	Address: [REDACTED] Slough Berks [REDACTED]							
3.	Email address: [REDACTED]							
4.	Telephone number: [REDACTED]							
About your group								
5.	<table border="0"> <tr> <td rowspan="6">Please state how you would describe your group:</td> <td><input type="checkbox"/> Parent/community group</td> </tr> <tr> <td><input checked="" type="checkbox"/> Teacher-led group</td> </tr> <tr> <td><input type="checkbox"/> Academy sponsor</td> </tr> <tr> <td><input type="checkbox"/> Independent school</td> </tr> <tr> <td><input type="checkbox"/> State maintained school</td> </tr> <tr> <td><input type="checkbox"/> Other</td> </tr> </table>	Please state how you would describe your group:	<input type="checkbox"/> Parent/community group	<input checked="" type="checkbox"/> Teacher-led group	<input type="checkbox"/> Academy sponsor	<input type="checkbox"/> Independent school	<input type="checkbox"/> State maintained school	<input type="checkbox"/> Other
Please state how you would describe your group:	<input type="checkbox"/> Parent/community group							
	<input checked="" type="checkbox"/> Teacher-led group							
	<input type="checkbox"/> Academy sponsor							
	<input type="checkbox"/> Independent school							
	<input type="checkbox"/> State maintained school							
	<input type="checkbox"/> Other							
6.	If Other, please provide more details:							
7.	<table border="0"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No			
Has your group submitted more than one Free School application in this round?	<input type="checkbox"/> Yes							
	<input checked="" type="checkbox"/> No							
8.	If Yes, please provide more details:							
9.	<table border="0"> <tr> <td>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</td> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes		<input checked="" type="checkbox"/> No			
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input type="checkbox"/> Yes							
	<input checked="" type="checkbox"/> No							
10.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:							

Details of company limited by guarantee			
11.	Company name: Reach Learning Limited		
12.	Company address: <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div> Slough Berks <div style="background-color: black; width: 100px; height: 20px; margin-bottom: 5px;"></div>		
13.	Company registration number: 7311261		
14.	Does the company run any existing schools, including any Free Schools? <table border="1" style="float: right; margin-left: 20px;"> <tr> <td><input type="checkbox"/> Yes</td> </tr> <tr> <td><input checked="" type="checkbox"/> No</td> </tr> </table>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<input type="checkbox"/> Yes			
<input checked="" type="checkbox"/> No			
15.	If Yes, please provide details:		
Company members <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>			
16.	Please confirm the total number of company members: 3		
17.	Please provide the name of each member below (add more rows if necessary):		
	1. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>		
	2. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>		
	3. Name: <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>		

Company directors

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

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

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

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

Related organisations

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

Yes
 No

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

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

22.	Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).	
	Not applicable	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
28.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
29.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
30.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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



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

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

Signed:

Position: ██████████

Print name: ██████████

Date: 23rd February 2012

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

Section B: Outline of the school

1.	Proposed school name:	The Reach Free School
2.	Proposed academic year of opening:	September 2013
3.	Specify the proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other If Other, please specify:
4.	Date proposed school will reach expected capacity in all year groups:	September 2019
5.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.	
7.	If Yes, please specify the faith, denomination, etc of the proposed school:	
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

9.	If Yes, please specify the faith, denomination, etc of the proposed school:	
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Hertfordshire
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	Hillingdon and Buckinghamshire (South Bucks)
13.	<p>This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.</p> <p>Not applicable</p>	

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

1. Educational Vision

1.1 Vision

1.2 Rationale

1.3 Ethos and Values

1.4 Curriculum

1.4a Achievement

1.4b Co-operation and Community

1.4c Enjoyment

1.5 Summary

The Reach Free School – *Opportunity through Community*

1.1 Vision

Hertfordshire County Council and local residents agree that there is a desperate need for a new community secondary school in the Three Rivers district. Selection criteria, shortfall of places, and limited choice comprise the worrying reality for parents, guardians and carers preparing to support their children as they make the transition from primary to secondary education.

To support these families, The Reach Free School will put an end to the excessive school commute currently made by young people in Mill End and Maple Cross due to the selection criteria of local schools and a growing shortfall of secondary school places. At present, the young people of Mill End and Maple Cross are overlooked in favour of those from other boroughs who meet the selection criteria of their nearest, high performing schools; The Reach Free School will prioritise these children. At the heart of its community, The Reach Free School will raise the attainment and aspirations of these young people both socially and academically.

The Reach Free School will be distinctive in providing the only non-selective, fully inclusive 11-19 secondary school in the Rickmansworth community. Consequently, it will improve the attainment of the young people living in Mill End and Maple Cross, whose results at GCSE are currently superseded by those living in closer proximity to the secondary schools in the district.

Through a dynamic, inclusive and well-rounded curriculum, which is numeracy and literacy rich, The Reach Free School will meet the needs of all its learners and equip them to seek and take advantage of learning opportunities within its walls and beyond. Literacy and numeracy will be embedded in all lessons and taught throughout all subjects as well as discretely in English and Mathematics classes, recognising that skills in these disciplines are essential for pupils' success in terms of their

education, employment and personal lives.

The core of The Reach Free School's vision is 'personalised learning'. Focussing on each pupil and their individual needs and talents, The Reach Free School will design and manage learning pathways which enable each pupil to fulfil their potential. The Reach Free School will achieve this through a smaller than average roll of 120 pupils in each year group. Through focussing on the academic and wider needs of each individual pupil it will raise achievement and attainment for all pupils at the school.

1.2 Rationale

The WD3 area of Rickmansworth, Mill End and Maple Cross needs a new secondary school. The closure of two secondary schools in the last 30 years has resulted in an emerging shortfall of places as first identified by Hertfordshire County Council in their document 'Meeting the Rising Demand for School Places', which details a deficit of 38 secondary school places in the Rickmansworth area alone in the academic year 2012/13, a deficit which continues to rise in future years. Hertfordshire County Council has subsequently adjusted its prediction in 2011 in its document 'Statement of Education Need' and presented an even worse situation facing WD3 children. It predicts that the WD3 community will face a secondary school place shortfall of over 4 primary school classes in 2015. This will continue to rise to over 10 primary school classes within 5 years.

The three secondary schools nearest The Reach Free School's proposed site have selective criteria for a significant proportion of their admissions, pertaining to faith, ability and aptitude. Of the 603 places available in these three schools, 52% of the places are allocated based on faith or ability¹. These criteria limit the opportunity for the children in Mill End, Maple Cross and Rickmansworth to be offered a place, as these schools will first favour out-of-borough applicants who meet their admissions criteria over local children who do not. The need for a new, community secondary school is clear.

The Reach Free School's ethos and curriculum is designed, first and foremost to meet the needs of the young people living in the WD3 area, specifically Mill End, Maple Cross and Rickmansworth. As demonstrated in section E, children in these areas live in a particularly disadvantaged community, specifically in terms of access to selective education. The Reach Free School will deliver an inclusive school ethos making it distinctive from its neighbouring secondary schools. By placing the Mill End Sports and Social Club at the centre of the priority catchment area, The Reach Free School will provide an education that benefits those living in the local community who cannot gain access to the selective schools.

The Reach Free School will favour pupils living close to the proposed site

¹ Based on the published admissions criteria for Rickmansworth School, St Joan of Arc Catholic School and St Clement Danes School.

and thus relieve concern from local parents, guardians and carers that their children will not be admitted to a local school because they are not of a specific religious faith or do not possess the academic ability or musical or sporting aptitude for the existing three oversubscribed secondary schools in the area.

The Reach Free School is committed to redressing the net aggregated impact of the wider school district's admissions practices, seeking to counter the socially discriminatory selective admissions practices that disadvantage children from these deprived families in the Mill End and Maple Cross areas. The evidence of social discrimination is clear in the percentage of pupils in the local secondary schools eligible for Free School Meals; in five of the six local schools the percentage is significantly below national average, ranging from 1.8% to 5.2% (data from 2012 School League Tables, www.dfe.gov.uk).

Beyond the three local schools are an out-of-borough Academy, two selective grammar schools and three further non-selective secondary schools. These three further non-selective secondary schools have only been deemed to be 'satisfactory' in their most recent Ofsted inspections and are not preferred choices of parents due to the distance their children would have to travel to attend them. This, combined with Hertfordshire County Council's decision to significantly cut funding for school transport, means that a new local secondary school is desperately needed for the children in Mill End and Maple Cross.

Moreover, all local schools are significantly oversubscribed, further reducing the chances of Mill End and Maple Cross children obtaining a place in any of their preferred schools. For September 2011, applications for WD3 schools were as outlined below:

	Applications	Places
Rickmansworth School	855	185
St Joan of Arc Catholic School	657	210
St Clements Danes School	697	208
Watford Boys Grammar School	812	190
Watford Girls Grammar School	701	180
Westfield Community Technology College	267	239

(Hertfordshire County Council – Outturn Report on the Initial Analysis of Secondary and Upper School Allocations – 1st March 2011)

For September 2011, 17% of children were not allocated any of their three preferences. In Hertfordshire, parents are only able to select three preferences as opposed to the six permitted in neighbouring boroughs. As such, children have to travel significant distances to their allocated school, adding pressure to both them and their families. By providing an inclusive community school, The Reach Free School will eradicate parental concerns about the limited choice of secondary schools for children in Mill End and Maple Cross and the lengthy travelling times faced as a result of the

shortfall of school places in their vicinity.

1.3 Ethos and Values

Ensuring that The Reach Free School is at the heart of the community is a founding principle of Reach Learning. Alongside the commitment to academic excellence is the dedication to ensuring that pupils become proud, proactive and responsible members of their community.

The Reach Free School's core values are summarised as ACE:

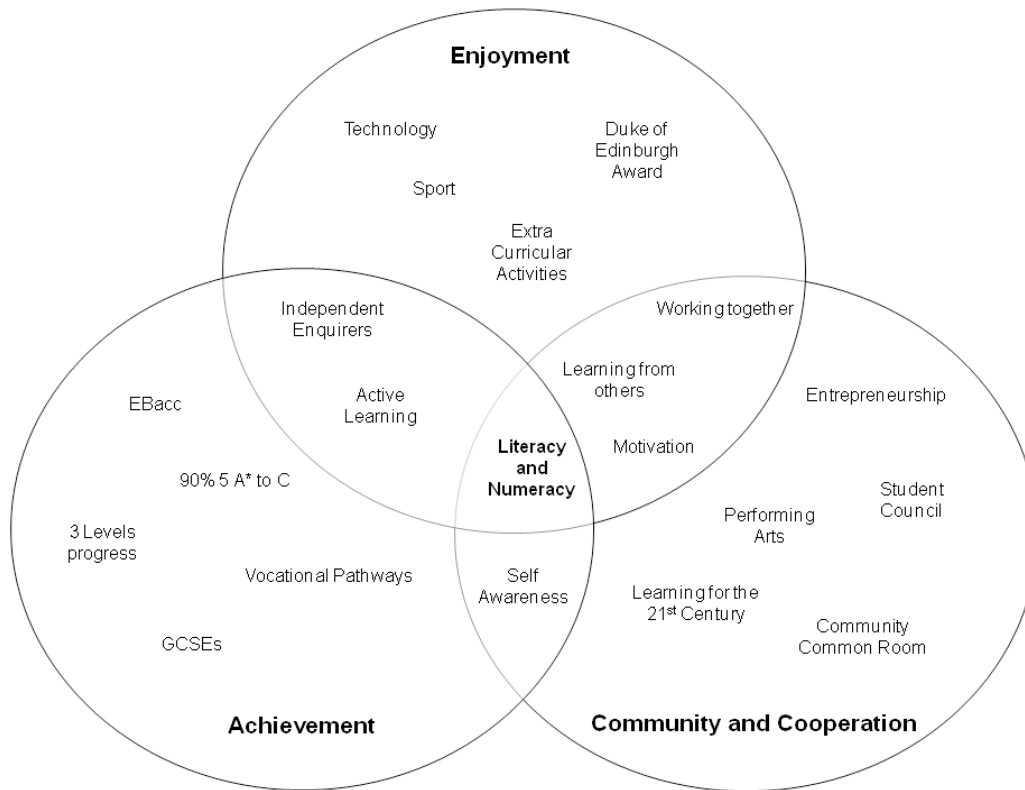
a. *Achievement* - The Reach Free School has high expectations for pupils' achievement educationally and personally. Individual targets for attainment and conduct will guide pupils towards successfully achieving their potential as learners and as members of their community.

b. *Community and Cooperation* - The Reach Free School will foster a learning environment which is built on mutual trust and responsibility. Pupils will be taught to contribute to the school's effectiveness by actively engaging in decision-making and establishing and driving new initiatives and projects within the school and the local community. Working together to succeed will underpin learning and behaviour in the school. Cooperation and collaboration will ensure that The Reach Free School experience is enjoyable for pupils, staff, parents, guardians and carers.

c. *Enjoyment* - The Reach Free School will ensure that social and emotional aspects of learning are embedded in every lesson and activity that is delivered. Enthusiastic and energetic teachers will create engaging and energetic lessons; pupils will enjoy learning and enjoy their time at The Reach Free School as a result.

1.4 Curriculum

In line with The Reach Free School vision, its curriculum is founded on Achievement, Community and Cooperation and Enjoyment.



1.4a Achievement

The Reach Free School is committed to providing outstanding teaching and learning leading to outstanding outcomes for all of its pupils. The Reach Free School will offer a core curriculum which reflects the English Baccalaureate and use Key Stage 3 to develop a solid foundation in these subjects, before pupils embark on subjects of personal interest to them at GCSE. This will ensure that pupils' knowledge and skills are sound and better prepare them for the rigour of examinations. The Reach Free School will expect 100% of pupils to make at least expected progress from Key Stage 2 to 4 in English and Mathematics. As such, English and Mathematics will be taught daily from year 7 to 11 and literacy and numeracy will be the school's specialisms, evident in all schemes of work.

Reach Learning and The Reach Free School believe that studying for the English Baccalaureate ensures that pupils will have a breadth of qualifications upon their completion of year 11, with the core competencies and skills necessary to take the next step into Post-16 education. The Reach Free School is committed to offering a range of option subjects in addition to the English Baccalaureate which will allow pupils to augment their core learning with further subjects of their choice. Such options will include traditional and vocational courses to reflect the desires and interests of our pupil demographic.

The Reach Free School will teach all pupils to become lifelong learners who actively seek to improve their local community and make the most of the opportunities presented to them – socially, academically and personally.

The key aspiration for achievement at The Reach Free School is for all pupils to make significant academic progress throughout their time at school. The Reach Free School will ensure there are no gaps in achievement and attainment between any groups of pupils. This would be measured by the percentage of pupils making expected progress in English and Mathematics, the percentage of pupils gaining five A* to C grades at GCSE, including English and Mathematics and by the value-added score. In all of these measures the expectation is to exceed the results attained at comparable local schools. Such measures would be analysed by all demographics factors so that no pupils or groups of pupils are disadvantaged.

1.4b Community and Cooperation

The Reach Free School believes that a strong pupil voice instils a sense of pride and interest in community involvement, and will thus ensure that pupils are highly involved in decision-making at the school, including the appointment of staff. A high-profile Pupil Council will take a full and active role in The Reach Free School and through our distinctive, discrete 'Community Common Room' lessons (detailed in the Education Plan). Pupils will work together on projects for the benefit of the local area. The philosophy behind this feature of our plans builds upon 'pupil-led learning', giving pupils the opportunity to design solutions to challenges, developing their teamwork and communication skills. Projects could include outreach to primary schools, rectifying local environmental issues and, in the short term, pupil leadership of the planning for the increasing nature of the pupil body.

Fundamental to a successful school is a strong partnership between teachers and parents, guardians and carers. The Reach Free School intends to forge strong links with parents, utilising their expertise and skills both within and beyond the classroom. Parents, guardians and carers will be invited to complete a skills audit to highlight areas of expertise which could be beneficial to the pupils of The Reach Free School. As a result parents could be invited to contribute to the life of the school by supporting extra-curricular activities and classroom based learning.

Whilst it is recognised that teachers bring incredible amounts of energy and expertise into the classroom, through engaging local business partners, pupils will be able to access a wider range of learning experiences. Numerous events and initiatives will enhance the entrepreneurial skills of the pupils and equip them with the skills and qualifications they require for the world of employment.

The Reach Free School will also build partnerships with organisations which have the facilities for sporting activities. Each year group will have two extended periods set aside for Physical Education, sports and games to

embed the philosophy of cooperation beyond the classroom. These will take place both on site and in the surrounding area potentially using existing facilities such as local municipal leisure centres (e.g. William Penn Leisure Centre) and playing fields (e.g. King George V playing fields).

Through the wide range of activities offered, pupils will learn the importance of working together and will undertake qualifications related to these activities, such as coaching certificates. Through these experiences, Reach pupils will be able to work with local primary schools and deliver sessions to the young children of the area – again, building on the community ethos. The Reach Free School will also create opportunities for pupils to learn from their peers through our vertical 'House Time' sessions each week, and through supporting pupils through our numeracy and literacy programme. Post-16 pupils will become 'Maths Masters', 'Maths Mates', 'Literacy Leaders' or 'Literacy Links' and will assist pupils in lower year groups with these subjects in particular. Such schemes further support the comprehensive, community-centred aspect of our ethos.

A sense of spiritual, moral and ethical value will pervade all teaching and learning in the school, resulting in a school community which is respectful and open to people of all faiths and none. Through the integrated Humanities curriculum in years 7 and 8, pupils will consider various aspects of learning related to the geography, history and religious nature of the local community, and will take part in active citizenship projects focussed on the school and its surroundings. For example, the regular 'Health Walks' which take place around Three Rivers and fundraising for the local community centres and charities. Providing such opportunities for pupil development and leadership will remain a feature of the curriculum and the wider school throughout all year groups.

The idea of cooperation extends beyond the school day. The creative spaces of the site will be accessible for local external groups to utilise during times they are not being used by the pupils, enhancing the school's status as a centre for the whole community.

The proposed site of The Reach Free School allows for ample learning space to be created. The use of learning zones will be established which will enable pupils to move around the site for the practical subjects offered. These modern and technology-rich environments will encourage pupils to learn, in addition to the variety of engaging teaching methods and styles delivered by teachers. Any outdoor space will be developed to give pupils ample room to play and learn important social skills in safe surroundings.

The key aspiration with regard to community and cooperation is for the Community Common Room projects to have a demonstrable and meaningful impact each year. This would be measured through surveys and discussions with members of the local community, and by the number of working relationships established through these projects. Pupils will be expected to demonstrate a positive attitude towards the local community as a result of these projects and their wider learning at The Reach Free

School.

1.4c Enjoyment

The Reach Free School will ensure that learning is enjoyable for all groups of pupils. Engaging teaching and a safe learning environment will ensure that pupils are eager to learn for themselves, happy to volunteer their ideas and feel safe to lead their own and others' learning. Community Common Room lessons will build on the soft skills that cross the curriculum and enable pupils to explore themselves in a number of roles (such as leader, collaborator, communicator, facilitator and completer), motivating them to challenge themselves and exceed their targets individually and together. Project Based Learning for the 21st Century (PBL) will be embedded into Community Common Room lessons to enrich the learning experiences and portable skills for all learners. The skills developed through these sessions will be built on in extra-curricular activities.

All pupils will enjoy a varied extra-curricular offering every day of the week with activities such as chess, drama and cooking. This will ensure that pupils develop an active and healthy lifestyle and seize opportunities to enjoy themselves in purposeful activity. Additionally, pupils will be encouraged to participate in the Duke of Edinburgh's Award, which will complement the learning and enjoyment of Community Common Room sessions. Involvement in the Three Rivers District Youth Council will give students the opportunity to enjoy decision making in the local community whilst further strengthening the school's ties with the local area.

The key aspiration with regard to enjoyment is high pupil satisfaction. This will be measured by pupil surveys run by the school and Pupil Council. The results of such surveys will inform any amendments to the extra-curricular offer. The true measure of pupils' enjoyment of school will be their conduct and demeanour whilst they are at school and in the local community. It is expected that there will be no high-level disruption or anti-social behaviour in school as pupils will be enjoying their education.

1.5 Summary

The ACE core values of The Reach Free School underpin all aspects of the Education Plan and policies for the school. From behaviour and attendance through to Special Educational Needs and Gifted and Talented, our core values ensure that the pupils are The Reach Free School's priority throughout all aspects of its operation. With a sharp focus on Achievement, all groups of children at the school will meet or exceed their targets, they will support each other and contribute to their Community through ongoing Cooperation and Enjoy coming to The Reach Free School.

The expectation is for The Reach Free School to be judged 'outstanding' in all Ofsted categories. It has the right ethos and philosophy to ensure this happens. The next section details how this will be achieved.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2013	2014	2015	2016	2017	2018	2019
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								120
Totals		120	240	360	480	600	720	840

Section D: Education plan – part 2

Please refer to pages 16-20 of the 'How to Apply' guidance for what should be included in this section.

Education Plan

2.1 Overview of the Education Plan

2.2 The Curriculum of The Reach Free School

2.3 Distinctive Features of The Reach Free School Curriculum

2.4 Extra Curricular Activities

2.5 The Calendar and Timetable

2.6 Organisation of Learning

2.7 Meeting the Needs of Learners

2.8 Measuring Success and Key Performance Indicators (KPIs)

2.9 Admissions Policy

2.10 Pupil Development and Achievement

2.11 Behaviour and Wellbeing

2.12 Community Engagement

2.1 Overview of the Education Plan

The Reach Free School's curriculum will be designed to meet the needs of all learners encompassing all abilities and backgrounds. Teaching strategies will be dynamic and engaging and pupils will enjoy their classes, developing positive relationships with peers and staff alike.

The Reach Free School will utilise modern equipment which supports outstanding teaching to engage all groups of learners and allow them to adapt their skills to rapidly changing technologies. All pupils will become confident in their use of ICT and will be able to apply the skills they develop to their successful school and professional careers.

Years 7 and 8

The Reach Free School will offer a broad, balanced and rigorous curriculum. At the core of our ethos and of our curriculum plan is a daily diet of English and Mathematics as the first two lessons of the day. This will help ease pupils in years 7 and 8 newly out of primary school into the secondary school environment by beginning the day with these subjects in keeping with a standard primary school education of literacy and numeracy in the morning. This will enable The Reach Free School to establish a learning culture focussed on the need for these subjects to become the foundation for success in other subjects and for life beyond school. Moreover, the literacy-rich ethos of the school will support the learning of pupils with special educational needs and/or with English as an additional language.

All Subject Leaders will convene ahead of The Reach Free School's opening to ensure that schemes of work all have literacy and numeracy threads and cross-references to English and Mathematics schemes of work each half term.

Year 9, Key Stage 4 and Post-16

Beyond year 8 it is anticipated that pupils will start both academic and applied learning courses in a variety of subjects. As outlined above pupils will follow a broad and balanced curriculum and will be offered the opportunity to attain GCSE, BTEC and Baccalaureate qualifications. All pupils will gain qualifications in:

- English
- Mathematics
- Science
- Humanities
- A Modern Foreign Language

Based on pupils' interests and future plans The Reach Free School intends to provide a wide range of option subjects which may include Art and Design, Business and Economics, Performing Arts, Media, Music, Design and Technology, Health and Social Care, Travel and Tourism, Construction and Physical Education.

By the time pupils reach year 11, they will be independent learners who are able to direct their own learning. As pupils progress from year 7 to 13, teaching and learning will adapt to support pupils to become proactive learners who are able to design their own homework and their own coursework tasks to fulfil the success criteria of their examination courses.

In years 7 to 9, this will be developed through an emphasis on cross curricular and transferable skills as well as a focus on assessment for learning strategies.

In years 10 and 11, this will be developed further through pupils designing their own success criteria for projects, revision and examination-related tasks.

By the time pupils reach years 12 and 13, teaching will mirror that of universities, pupils will be expected to drive their own learning and ultimately consult with the teacher rather than rely on the teacher. This will be facilitated through a timetable which requires pupils to prepare materials in advance of their lessons in independent study sessions. Similarly, pupils will be allocated 15 minute feedback appointments with their subject teachers each half term during which they will receive one to one specific feedback on their progress and areas for development.

At Post-16 pupils will be expected to give at least two of their free periods to support other pupils in their house in lower years of the school. This support may take the form of peer mentoring, specific subject support in class as 'Literacy Leaders' or 'Maths Masters' or support with Community Common Room projects. This will be compulsory. However, at this stage it is not the intention to make any specific subjects compulsory and a combination of A-levels and

vocational courses will be offered at Post-16 which suits the interests, ambitions and abilities of the pupils. Currently, the outline for Post-16 provision is deliberately vague as a result of wanting to tailor this to provide appropriate pathways for our pupils.

2.2 The Curriculum Plan for The Reach Free School (Annexe 1)

	Periods																																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30																									
Year 7	English					Mathematics					Science					Humanities					PE, Sport and Games					Languages					ICT & Media					DT					Performing Arts					Community Common Room					House Time				
Year 8	English					Mathematics					Science					Humanities					PE, Sport and Games					Languages					ICT & Media					DT					Performing Arts					Community Common Room					House Time				
Year 9	English					Mathematics					Science					Humanities					PE, Sport and Games					Languages					ICT & Media					DT					Performing Arts					Community Common Room					House Time				
Year 10	English					Mathematics					Science					Humanities					PE, Sport and Games					Languages					Option Choice					Community Common Room					House Time														
Year 11	English					Mathematics					Science					Humanities					PE, Sport and Games					Languages					Option Choice					Community Common Room					House Time														
Year 12	Option 1					Option 2					Option 3					Option 4					Study Time					Student Support					Community Common Room					House Time																			
Year 13	Option 1					Option 2					Option 3					Study Time					Student Support					Community Common Room					House Time																								

Achievement, Community and Cooperation, Enjoyment (ACE)

The curriculum at The Reach Free School will broadly follow the National Curriculum and pupils will study the subjects outlined below over the cycle of one week to ensure frequency and consistency in learning and parity between lessons and Community Common Room and House Time activities.

English

Pupils at The Reach Free School will study English for 50 minutes each day. As a core part of its ACE ethos, The Reach Free School will prioritise strong literacy skills for academic success. Pupils will be encouraged and expected to embrace literacy at all times and appreciate its importance. The school will adopt a culture of reading, both within lessons, during extra-curricular time and at home (see 2.6 Meeting the Needs of Learners).

At Key Stage 4 pupils will study both GCSE English and English Literature.

At Post-16 all pupils will continue their study of English. This may be through formal AS/A2 courses in English Literature or Language or both. However, if this is not a learning pathway pupils select, they will continue to develop their knowledge and skills in English as Literacy Leaders, designing resources for the lower school classes or as Literacy Links for pupils in the lower school who require support. This initiative ties in with the Community and Cooperation aspect of our ethos; pupils supporting pupils is key to both our education plan and our vision for The Reach Free School.

To support pupils who need extra time or strategies to develop their achievement and enjoyment of English, the Ruth Miskin, 'Read, Write Inc' phonics programme will be used to intervene. Similarly, the Ros

Wilson 'Power Talk for Power Writing' programme will be used across Key Stage 3 to maximise achievement in English for all. Post-16 pupils will be trained to support the delivery of these programmes so that they can mentor the younger pupil community to achieve their potential in English.

Mathematics

The Reach Free School pupils will also study Mathematics for 50 minutes every day, learning the core areas of algebra, data handling, shape, space and measure. In addition to this, functional skills will be embedded into the schemes of work in order to prepare the pupils for the study of Mathematics at Key Stage 4 and 5.

At Key Stage 4 pupils will study GCSE Mathematics and will have the option of extending this with Further Mathematics or Statistics.

At Post-16, pupils will be expected to continue their study of Mathematics. This may be through formal AS/A2 courses. However, if this is not a learning pathway pupils select, they will continue to develop their knowledge and skills in Mathematics as 'Maths Masters', designing resources for pupils in the lower school or as 'Maths Mates', mentoring pupils in the lower school who require support and personifying the school's values of Community and Cooperation (see 2.6 Meeting the Needs of Learners).

The Reach Free School will buy in to MyMaths.co.uk to support pupils' learning in this subject and extend their learning at home. For pupils who do not have access to the internet at home, time will be allocated to them during House Time or Homework Help (an extra-curricular activity) to use the school's internet facilities.

Science (Biology, Chemistry and Physics)

Science will be studied three times a week ensuring pupils are competent in all three disciplines of the subject. Pupils will study Biology, Chemistry and Physics in equal measure.

At Key Stage 4 pupils will study single, double or triple Science at GCSE. For a small number of pupils a vocational option may be offered.

These Science options will be available for pupils to choose at Post-16.

All Science schemes of work will have cross-curricular links to literacy and numeracy to support achievement and enjoyment in these subjects as well as in Science.

Humanities (Geography, History, Citizenship and Religious Education)

An emphasis is based on Humanities at both Key Stage 3 and 4 in order for pupils to develop key analytical and research skills. Pupils will follow a combined Humanities syllabus in Key Stage 3 which covers

Geography, History, Citizenship and Religious Education. These will be delivered on a carousel with subjects receiving teaching in equal measure. Three of The Reach Free School's feeder schools are affiliated to the church and therefore religious education is important to the community the school will serve.

At Key Stage 4 the options for pupils are varied, with pupils choosing Geography or History as one of their option choices. In addition to this some pupils will study a GCSE in Citizenship or Religious Education or both. As part of our ACE ethos House Time and Community Common Room are important parts of the Humanities curriculum and projects that develop from these areas will be incorporated into the lessons.

At Post-16, it may be that Sociology, Law, Government and Politics are offered at AS/A2. However, this will depend on the aspirations of our pupils.

All Humanities schemes of work will have cross curricular links to literacy especially but also numeracy. The Humanities department will also be responsible for coordinating Personal, Social and Health Education (PSHE) activities incorporating topics such as sex education, healthy schools and financial literacy.

Modern Foreign Languages

As the second most prevalent language in the world, Spanish will be the main language taught to pupils at The Reach Free School. Identified feeder schools teach French, however as expressed in the vision, it is expected that pupils at The Reach Free School will take an active role in the global community and competency in Spanish will complement this.

Equally, as the majority of pupils will arrive with the same starting point in Spanish, this will allow us to ensure the consistent and rapid progress of all pupils. Moreover, the grammatical skills required for competency in a modern foreign language will support the school's ethos of achievement in literacy. Extra-curricular taster sessions of languages, hopefully including Mandarin, would also be offered depending on staff and local expertise.

In Key Stage 3, two lessons a week will be mandatory for pupils to acquire a sound understanding of reading, writing, speaking and listening.

At Key Stage 4, it is the expectation that all pupils will study Spanish at GCSE. However, the school would also encourage examinations in community languages known to the pupils.

At Post-16, AS/A2 courses in Spanish would be available.

Information and Communication Technology and Media

Information and Communication Technology (ICT) and Media are ever

changing industries. Pupils at The Reach Free School will be expected to have the knowledge, skills and creativity required to excel in these subjects and to be digitally literate. The Reach Free School will also work towards achieving the 3rd Millennium Learning Award and the ICT mark. This is because The Reach Free School recognises the importance of ICT for our pupils' futures in higher education and skilled work, and indeed the importance of ensuring our staff are abreast of developments and opportunities for the effective use of ICT in the classroom.

At Key Stage 3, pupils will have two discrete lessons a week of ICT and Media, however it is expected that these are incorporated into schemes of work for a number of other subjects including, but not limited to, English, Humanities, Science and Performing Arts. Pupils will also be set projects, linked to the ACE ethos and community based activities they are working on in 'Community Common Room'.

Pupils will be offered the opportunity to develop computer programming skills for a number of different platforms and will be encouraged to develop applications based on ideas they develop.

At Key Stage 4, ICT subjects will be optional and include Media, Computer Science and ICT.

At Post-16 all pupils will be given the option of studying ICT, Media or both.

Design and Technology

In dedicated Design and Technology spaces, pupils will learn practical skills which will engage and enthuse them in this wide and varied area of the curriculum. They will learn skills for life such as putting up shelves and wallpapering as well as sewing, knitting and cooking. This is to ensure that pupils become self-sufficient, independent members of their local communities and have the skills to support others and to support the wider life of the school.

At Key Stage 4 Design and Technology will be a subject that can be taken as either a GCSE or vocational option. It will also be offered at Post-16 subject to pupil demand.

Performing Arts (Drama, Dance, Music and Visual Art)

It is important for pupils to develop the confidence to express themselves and the multiple disciplines of Performing Arts will allow them to develop their creative talents. This will also feed into the speaking and listening criteria of achievement in English.

Pupils who have a particular talent will be encouraged to develop this further, through the programme for gifted and talented learners. During the Performing Arts lessons pupils will prepare for a termly play or performance in which all pupils will be involved in one form or another

be this on stage or behind the scenes. Performing Arts will be used to enrich the literacy and numeracy aspects of the school through marketing and costing activities. At Key Stage 4 and Post-16 pupils will be given the option of Performing Arts subjects, but the delivery of these will depend on the uptake from the pupils.

Physical Education, Sport and Games

It is important for pupils to lead an active and healthy life and this is important to the enjoyment aspect of our vision. Due to the proposed location of The Reach Free School, Physical Education, Sport and Games has been carefully timetabled. Time has been incorporated into the lessons so that pupils will have ample travel and changing time to get to and from the location of their sporting activity. Local municipal sporting venues, both indoor and outdoor within the Rickmansworth, Mill End and Maple Cross area will be utilised (e.g. William Penn Leisure Centre, King George V playing fields). Within the confines of the school site it is hoped that some form of indoor area can take place, perhaps within a studio or fitness suite setting.

At Key Stage 4, all pupils will continue with Physical Education. GCSE Physical Education and BTEC Sports Science will be offered as options but the running of these will depend on uptake from the pupils. Similarly at Post-16, pupils will be given the option, but the delivery of these will depend on the uptake from the pupils.

2.3 Distinctive Features of The Reach Free School Curriculum

Community Common Room

In addition to the curriculum offer outlined above, a unique aspect of The Reach Free School's curriculum will be 'Community Common Room'.

In keeping with the ACE ethos of the school, this session will be set aside each week for pupils to take part in project-based learning which will benefit the local community and develop their own employability skills.

The schemes of work for this subject will map events and initiatives for the local, national and global communities. Pupils will work together to reach out to these communities by designing campaigns or planning and delivering fundraising events to give back to their community. This underpins The Reach Free School's vision and ethos of teaching children to respect, welcome and contribute to the successes of their local community and indeed national and international society. Pupils' involvement in such projects will enrich and develop links with the local community and improve the reputation of young people amongst the residents of Mill End, Maple Cross and Rickmansworth and continue to raise the profile of the school.

This will take place once a week and will use the Buck Institute for Education's Project Based Learning for the 21st Century model based on

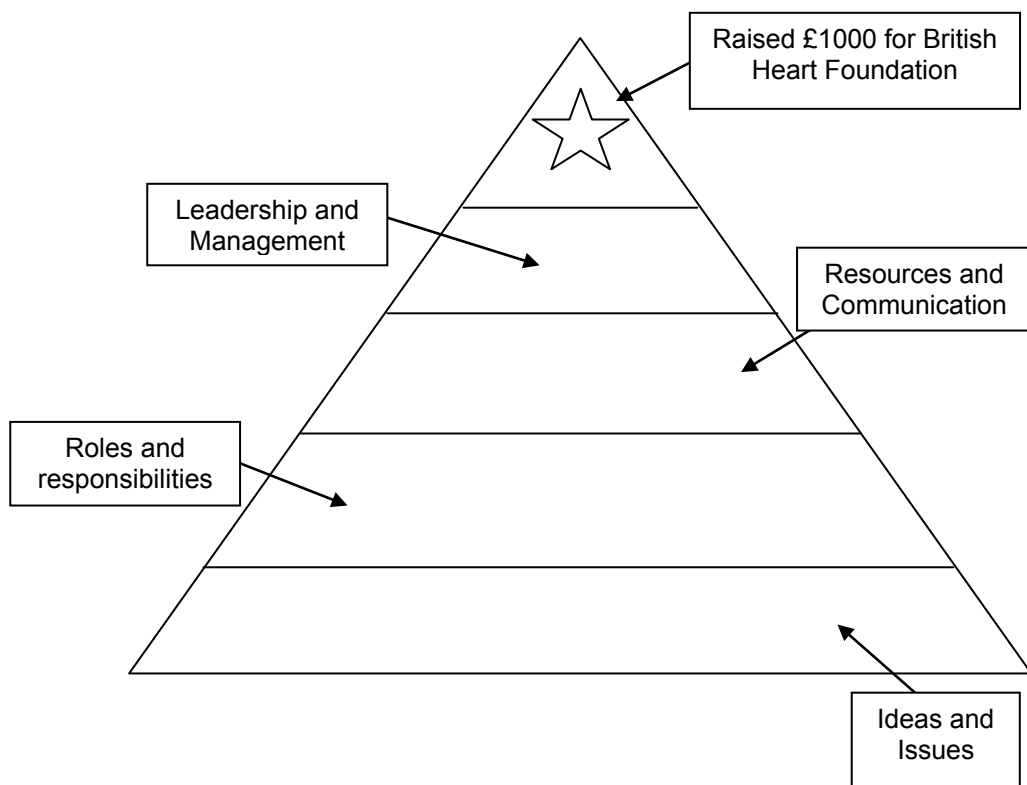
the principles of collaboration, communication and critical thinking. This ties in with the CREATE framework at the heart of the Studio Schools initiative in which [REDACTED], our [REDACTED], has direct experience.

Literacy and numeracy learning will be enriched in these sessions through pupils' budget management and publicity materials. As this session only takes place once a week, successful projects will require pupils to continue to work on their aspect of the project independently, combining Personal, Learning and Thinking skills (PLTS) with the Social and Emotional Aspects of Learning (SEAL) curriculum.

The Community Common Room will follow a programme of events for each month. In year one, this will be one event or initiative per month but as the years progress several projects can be running simultaneously. Pupils will be grouped in their mixed ability forms for this session to foster the community and cooperation ethos of the school.

An example of a Community Common Room session:

The session will begin with the form group given a 'mountain'. At the peak of the mountain is the main event/initiative. Pupils then have to work together in groups to analyse the 'terrain' of the mountain.



Once pupils have completed their 'mountain', they devise a 'route map' for their 'climb' which is effectively their business plan. The form then subdivides into 'orienteering teams' which are responsible for leading different sections of the map for a successful climb. Each climb lasts for 4 weeks and forms must endeavour to 'reach the peak' for the deadline.

At the end of the climb, pupils must present their experience to the other forms and staff highlighting their milestones and what they would do differently if they had to climb the same mountain again. This also offers the school the opportunity to invite guests from the community and local press to share in the pupils' achievements.

Week 1: Survey the mountain and devise the route map - pupils work out what needs to be done and how it can be achieved in the allocated time

Week 2 and 3: Begin the climb and complete pre-summit tasks and checks – pupils work on marketing materials, resources and rehearsals

Week 4: Reach the peak – pupils launch their event/initiative

Week 5: Celebrate climb – pupils reflect on and evaluate the success of their project.

The Community Common Room initiative is designed to embody the ACE ethos of the school while also allowing pupils to develop employability skills and a wide repertoire of soft skills. In addition, the Community Common Room is designed to also double up as part of the marketing strategy of The Reach Free School. It will allow the school to be highly visible in the immediate and surrounding communities. Hothouse Communications will work on maximising press coverage and public interest in the school based on these activities.

These sessions will also enable pupils to shine in areas which may otherwise go unnoticed in more traditional subjects. For example, pupils could demonstrate an aptitude for entrepreneurship which could then be harnessed in other areas of the curriculum. All form teachers facilitating Common Room sessions will be required to complete a tracking sheet for the all members of the class which will enable the school to deduce which pupils require support.

House Time

Pupils will be divided into houses. In each year group, there will be four different form groups of thirty pupils each affiliated to one house. Pupils will register each morning and afternoon with their form group and will work together on Community Common Room activities. In the fifty minutes of House Time each week, houses will come together vertically for assemblies and other House Time activities. Each week, a period will be set aside for 'House Time'. This enables Heads of Houses to hold weekly assemblies or events in which pupils are able to gain points as part of a 'House Challenge'. This closely links with our Community and Cooperation ethos and over the coming years will link different year groups together and therefore foster a real sense of belonging to The Reach Free School community for all pupils.

House Challenges will incorporate all aspects of our ACE ethos through

a series of points led competitions such as Spelling Bees (literacy), Best promotional video/website (ICT and Media), Countdown (numeracy), sports tournaments and so on.

House Time will also be used to hold assemblies. In year one this will be cross-house but in subsequent years these assemblies will be for the vertical houses.

Post-16 Literacy and Numeracy

As described already, The Reach Free School will ensure that literacy and numeracy permeates all subjects and is at the heart of the school's curriculum and learning environment. It is expected that beyond Key Stage 4 when English and Mathematics do not have to be formally studied, all Post-16 pupils will be allocated one of the following roles to ensure that they continue to focus on proficiency in these subjects and also contribute to the achievement of younger pupils:

Maths Masters - Post-16 pupils who gained A and A* grades at GCSE Mathematics and/or are studying AS or A Level Mathematics will become Maths Masters and mentor the gifted pupils in the lower school towards their target grades in Key Stage 3 or Key Stage 4.

Maths Mates – Post-16 pupils who gained a B grade or lower will support Mathematics lessons in the lower school, assisting the teacher and working with targeted groups of learners to achieve their target levels and grades while also still improving their own skills in the subject.

Literacy Leaders - Post-16 pupils who gained A and A* grades at GCSE English/English Literature and/or are studying AS or A Level English/English Literature will become Literacy Leaders and mentor the gifted pupils in the lower school towards their target grades in Key Stage 3 or Key Stage 4.

Literacy Links - Post-16 pupils who gained a B grade or lower will support English lessons in the lower school, assisting the teacher and working with targeted groups of learners to achieve their target levels and grades while also still improving their own skills in the subject.

In addition, Post-16 pupils will be required to proof read publications from their houses, oversee budgetary implications for their houses and lead on House Challenges, training younger pupils to improve their skills in literacy and numeracy.

Outcomes of The Reach Free School Curriculum

The curriculum of The Reach Free School has been designed to meet the needs of our anticipated pupil intake. It has not deviated hugely from the National Curriculum subjects delivered in feeder primary schools but will build on, improve and create the skills that pupils will require for lifelong learning and successful careers. The intention is for all pupils to achieve the English Baccalaureate so that they complete Key Stage 4

with a broad foundation of knowledge to enable them to access higher education and employment. The Reach Free School will ensure this through:

- personalised provision for all pupils
- rigorous tracking of achievement and attainment data for all pupils
- clear, targeted intervention programmes to support pupils of all abilities to exceed their targets and maximise their progress.

2.4 Extra-Curricular Activities

The Reach Free School will offer a range of Extra-Curricular Activities which will reflect the school's ethos and meet the needs of learners. The activities listed below are our standard offer but this will be expanded upon with the specific skills offered by members of staff and pupils.

Achievement

Activity: Subject Specific Booster Classes:

- Meets needs of all pupils
- Boosters personalised to specific groups needing support with specific skills. For example, tense agreement in English or subtracting fractions in Mathematics
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability
- Target pupils from deprived families with less effective support at home

Activity: Revision Sessions:

- Meets needs of all pupils
- Personalised to specific groups needing support ahead of examinations or controlled assessments
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability
- Target pupils from deprived families with less effective support at home

Activity: Homework Help:

- Meets needs of all pupils.
- Personalised to specific groups needing support to complete homework
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability
- Target pupils from deprived families with less effective support at home

Cooperation

Activity: Seasons for Growth:

- Meets needs of vulnerable pupils
- Target Looked after Children

- Target bereaved pupils
- Target pupils from separated parents
- Target pupils subject to Child Protection or Child in Need plans

Activity: Pupil Council

- Target Gifted and Talented pupils.
- Target pupils whose confidence and self esteem require nurturing

Activity: Community Common Room Extra

- Meets needs of all pupils.
- Suitable for SEN, Gifted and Talented as well as pupils of broadly average ability who will all be supported through the group led approach to completing these projects
- Target pupils from deprived families with less effective support at home so that their experience of purposeful collaboration is positive and extended

Enjoy

Activity: Drama Club

- Meets needs of all pupils.
- Target pupils identified as talented
- Target pupils from deprived families with less effective support at home
- Target ASD, ADHD pupils who can thrive in this provision

Activity: Lego Club

- Meets needs of all pupils.
- Target ASD, ADHD pupils who can thrive in this provision
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability
- Target pupils from deprived families with less effective support at home

Activity: Book Club

- Meets needs of all pupils.
- Target pupils identified as gifted
- Target reluctant readers
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability
- Target pupils from deprived families with less effective support at home

Activity: Chess Club

- Meets needs of all pupils.
- Boosters personalised to specific groups needing support ahead of examinations or controlled assessments
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability

- Target pupils from deprived families with less effective support/resources at home

Activity: Art Club

- Meets needs of all pupils.
- Target pupils identified as talented
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability
- Target pupils from deprived families with less effective support/resources at home

Activity: Band Camp and Choir

- Meets needs of all pupils.
- Target talented pupils
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability
- Target pupils from deprived families with less effective support/resources at home

Activity: Sports Training – eg. football/ netball

- Meets needs of all pupils.
- Target talented pupils
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability
- Target pupils from deprived families with less effective support/resources at home

Activity: Tech Squad (ICT)

- Meets needs of all pupils.
- Target gifted pupils
- Target ASD/ADHD pupils
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability
- Target pupils from deprived families with less effective support/resources at home

Activity: Come Dine With Me (cooking and eating)

- Meets needs of all pupils.
- Tailored for SEN, Gifted and Talented as well as pupils of broadly average ability
- Target pupils from deprived families with less effective support/resources at home

Activity: The RFS Enterprise Club

- Meets needs of all pupils.
- Target gifted pupils
- Suitable for SEN, Gifted and Talented as well as pupils of broadly average ability who will all be supported through the group led approach to completing these projects

- Target pupils from deprived families with less effective support at home so that their experience of purposeful collaboration is positive and extended

2.5 The Calendar and Timetable

The Reach Free School will follow the standard academic year from September to July in accordance with the DfE guidelines for maintained schools, and take the standard half-term and end-of-term holidays; this is important to the community ethos of the school.

It is intended to reach out to other local schools and groups who are currently all following the standard school calendar so that the potential for sharing facilities, resources and expertise is not compromised. Therefore, for collaboration purposes and to support pupils' families who may have other children in local primary schools and to support pupils' friendships with children at other schools, there is no intention to run an alternative year at The Reach Free School.

The school day at The Reach Free School will run from 8.30am to 4.30pm as outlined below.

Time	Subject/Activity	Length (minutes)
8:15 – 8:30	Staff Briefing	15
8.30 – 8.45	Form Time	15
8.45 – 9.35	Lesson 1	50
9.35 – 10.25	Lesson 2	50
10.25 – 10.45	Break	20
10.45 – 11.35	Lesson 3	50
11.35 – 12.25	Lesson 4	50
12.25 – 13.25	Lunch/Lunchtime clubs	60
13.25 – 14.15	Lesson 5	50
14.15 – 15.05	Lesson 6	50
15.05 – 15.15	Form Time	10
15.15 – 16.30	Compulsory Extra-Curricular Activities	75
	Total	420 minutes

The Reach Free School will follow term times similar to those of other neighbouring schools. As such the term dates for 2013/14 are proposed as follows:

Autumn Term – 73 days

Monday 2nd – Tuesday 3rd September 2013 INSET

Wednesday 4th September 2013 – Friday 20th December 2013

Half term – Monday 28th October 2013 – Friday 1st November 2013

Christmas holidays – Monday 23rd December 2013 – Friday 3rd January 2014

Spring Term – 65 days

Monday 6th January 2014 – Friday 11th April 2014

Half term – Monday 17th February 2014 – Friday 21st February 2014

Good Friday 18th April 2014

Easter Sunday 20th April 2014

Easter Monday 21st April 2014

Spring holidays – Monday 14th April 2014 to Friday 25th April 2014

Summer Term – 58 days

Monday 28th April 2014 – Friday 25th July 2014

Monday 28th – Tuesday 29th April 2014 INSET

Half term – Monday 26th May 2014 – Friday 30th May 2014

Thursday 24th – Friday 25th July 2014 INSET

Summer holidays – Monday 28th July 2014 – Friday 29th August 2014

2014/15 school term begins Monday 1st September 2014

A day at The Reach Free School for a year 7 pupil will follow the timetable below (also see Annexe 2):

Class	8:30 - 8:45	8:45 - 9:35	9:35 - 10:25	10:25 - 10:45	10:45 - 11:35	11:35 - 12:25	12:25 - 13:25	13:25 - 14:15	14:15 - 15:05	15:05 - 16:15	16:15 - 16:30
Class 1	Form	English	Maths	Break	Science	House Tutorial	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Monday	Form	English	Maths	Break	Humanities	D & T	Lunch	Science	ICT and Media	Form	Extra Curricular Activities
Tuesday	Form	Maths	English	Break	Languages	Humanities	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Wednesday	Form	English	Maths	Break	ICT and Media	D & T	Lunch	Science	PE: Sport and Games	Form	Extra Curricular Activities
Thursday	Form	Maths	English	Break	Humanities	ICT and Media	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Friday	Form	English	Maths	Break	Languages	Humanities	Lunch	PE: Sport and Games	Community Time	Form	Extra Curricular Activities
Class 2	Form	English	Maths	Break	Humanities	House Tutorial	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Monday	Form	English	Maths	Break	Science	Languages	Lunch	D & T	PE: Sport and Games	Form	Extra Curricular Activities
Tuesday	Form	Maths	English	Break	ICT and Media	D & T	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Wednesday	Form	English	Maths	Break	Languages	Humanities	Lunch	Science	PE: Sport and Games	Form	Extra Curricular Activities
Thursday	Form	Maths	English	Break	Humanities	ICT and Media	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Friday	Form	English	Maths	Break	Languages	Humanities	Lunch	PE: Sport and Games	Community Time	Form	Extra Curricular Activities
Class 3	Form	English	Maths	Break	Languages	House Tutorial	Lunch	D & T	Science	Form	Extra Curricular Activities
Monday	Form	English	Maths	Break	ICT and Media	Science	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Tuesday	Form	Maths	English	Break	Humanities	ICT and Media	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Wednesday	Form	English	Maths	Break	Science	Humanities	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Thursday	Form	Maths	English	Break	Languages	D & T	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Friday	Form	English	Maths	Break	Humanities	Languages	Lunch	PE: Sport and Games	Community Time	Form	Extra Curricular Activities
Class 4	Form	English	Maths	Break	Humanities	House Tutorial	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Monday	Form	English	Maths	Break	ICT and Media	Humanities	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Tuesday	Form	English	Maths	Break	Languages	ICT and Media	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Wednesday	Form	Maths	English	Break	Humanities	Humanities	Lunch	PE: Sport and Games	D & T	Form	Extra Curricular Activities
Thursday	Form	English	Maths	Break	Science	Languages	Lunch	PE: Sport and Games	PE: Sport and Games	Form	Extra Curricular Activities
Friday	Form	Maths	English	Break	Humanities	D & T	Lunch	PE: Sport and Games	Community Time	Form	Extra Curricular Activities

Lessons will have a standard duration of 50 minutes. The rationale for this is to support the transition from primary to secondary school; ensuring that every minute of each lesson is focussed and purposeful and every second is used to great effect. However, to allow for changing time, potential travel and matches, Physical Education will be 100 minutes.

Morning registration will offer a chance to establish targets for the day, discuss notices and partake in collective worship. Afternoon registration time allows form tutors to study any notifications regarding pupil behaviour and work, setting appropriate rewards and sanctions as necessary. When afternoon registration finishes at 3.15pm, compulsory extra-curricular activities will run until 4.30pm each day, allowing pupils to experience and contribute to the school in various contexts such as playing for a sports team, attending Pupil Council meetings, supporting each other with homework and so on. This supports our key principle of enjoyment. Registers will be kept for all activities for safeguarding purposes and to ensure equal opportunities. More information of extra-curricular activities is detailed in section 2.6 Meeting the Needs of Learners.

2.6 Organisation of Learning

Pupils of The Reach Free School will be organised in a variety of ways during their school career.

The evidence related to setting, streaming and mixed ability class groups suggests that there is no single answer which suits all pupils². Other factors, principally the quality teaching, are more important³ in affecting pupil achievement, and as such, pupils are grouped in a range of ways throughout their time at the school.

In Year 7 pupils will be assigned a mixed ability group of 30 pupils. Pupils will be taught in this group for all their lessons throughout this academic year, and will be supported by a Teaching Assistant who will act as their Form Tutor. In subsequent academic years, this group will be the pupil's form group.

In year 7, pupils will be taught in 'home rooms' – classrooms where they are taught for their English, Mathematics, Humanities and Languages lessons. Remaining in this single classroom allows the pupils and teachers to create a learning space which is comfortable and adapted to the needs of the learners in each class and supports transition from primary school.

The 'home room' concept is complemented by the inclusion of a Teaching Assistant with each class who provides academic support for a single class throughout their school day. This will result in at least two adults (the Teaching Assistant and subject teacher) being present in the classroom at any given time, providing further opportunity for personalised support for individual pupils and identified groups, and ensuring strong discipline. As pupils move into year 8 and beyond, they will develop more independence through moving between classrooms and subject areas.

In years 8 to 13 pupils will be in a mixed ability form group of 30 pupils. Each form group will be a member of one of four houses. Pupils will work in their form groups on Community Common Room activities. In other subjects pupils will be set by ability as research suggests that this arrangement ensures the highest aspirations and motivation from pupils. These pupil groups will be set based on a standardised test in each subject area, and pupils will be able to move between sets based on performance. Careful consideration will be paid to ensure that a culture of 'bottom' sets being seen to be 'sink sets' does not emerge from either the staff or pupils; rather, the focus will be on the notion that the sets are the most appropriate for each individual pupil.

At The Reach Free School, pupils will be allocated a house. In each

² <http://www.isec2005.org/isec/jorsen/JORSEN%20Article%202%20-%20ISEC%20Content.pdf> and <http://www.ces.ed.ac.uk/PDF%20Files/Brief025.pdf>

³ Rice, JK, *Understanding the Effectiveness of Teacher Attributes* (2003) Economic Policy Institute: Washington

year group there will be one form group from each of the four houses. As the school grows, the 'House Time' session each week will be used to facilitate vertical meetings of pupils from the same house; that is, a meeting of pupils from across the age range at the school at any one time. This is in addition to the standard form time at the start and end of each day, which is spent with pupils in the same academic year and house.

This organisation is designed to enhance the community ethos of the school by enabling more opportunities for friendships and support networks to be developed. Form Tutors, Heads of Houses and the Deputy Headteachers will be responsible for ensuring the pastoral wellbeing of pupils at The Reach Free School. However, all staff will share accountability for all pupils' progress, safeguarding and wellbeing.

In Post-16, classes will be sized according to the uptake of the subject, however, they will be capped at 20. All Post-16 lessons will be 100 minutes in length. This double period will enable the depth of analysis and independent learning which is required for success in Post-16 courses.

In terms of extra-curricular activities, group sizes will vary according to the activity. However, a tracking sheet of which pupils attend which activity will be kept to ensure all pupils have access to the activities of their choice throughout each school year.

The Reach Free School will have a roll which allows staff to focus efforts on each pupil's individual needs. Through this personalised provision, each pupil will feel comfortable, safe and eager to learn in a positive environment. The principle of personalisation also allows teachers to understand the current attainment of the pupils in their care, and thus adapt their teaching to meet the various needs of these pupils. By maintaining small year groups, further personalised enrichment and extension activities can take place with external partners.

2.7 Meeting the Needs of Learners

The Reach Free School will embed assessment for learning in all of its schemes of work to ensure that learning is personalised and differentiated to enable each individual to meet or exceed their targets. This is a "highly structured and responsive approach to learning for each individual child and young person. It creates an ethos in which all pupils are able to progress, achieve and participate. It strengthens the link between learning and teaching by engaging pupils and their parents as partners."⁴

The concept of Personalised Learning is at the heart of the school's ethos; pupils will only achieve, cooperate and enjoy if they are entirely

⁴ 'What is Personalised Learning?' National College for School Leadership

engaged in their learning and aware of their potential. Formative assessment in lessons will enable pupils to manage their learning and drive themselves to achieve their targets.

The Reach Free School will formally assess all pupils every half term in all subjects. The results of these assessments will be uploaded onto the school's management information system (SMIS) so that all members of staff can see how pupils are performing in their own subject and indeed in other subjects against their respective target grades. This ensures that staff are fully aware of how all of their pupils are performing. In addition, Subject Leaders will be able to analyse this data at the end of each half term to ensure that intervention can begin as soon as possible if it becomes apparent that pupils or groups of pupils are not making expected progress towards their targets.

This data will then form the basis of dialogue between teachers and pupils, teachers and parents and parents and their children. A culture of assessment for learning will be fostered from the outset of year one; pupils will be aware of their target grades, their current attainment and what they must do to close the gap and meet or exceed their target grades.

The Reach Free School will also host evenings for parents, guardians and carers to demonstrate the best ways in which pupils can be supported at home to achieve their potential in specific subjects, supporting our ethos of community and cooperation.

The broad and balanced curriculum delivered at The Reach Free School will ensure that all pupils are able to excel at a one, two or a number of areas. Pupils who demonstrate a natural talent within a subject or are passionate about their interests will be encouraged and nurtured in that area. Pupils who are identified as needing support through school action or external agencies will have Individual Education Plans. In addition, pupils who are identified as Gifted, Talented or both will have an Individual Education Plan. Each pupil's plan will be uploaded to the school's SMIS programme so that all teachers, constant or peripatetic have access to information on all learners to support their achievement and enjoyment at school.

In year 7, each class will have a designated Teaching Assistant who will also be the Form Tutor. The role of the Teaching Assistant at The Reach Free School will be multi-faceted. Not only will they support the learning of specific pupils, they will also be the first port of call for pupils who need pastoral support and also for parents, guardians and carers who have any matters they wish to discuss with the school. Teaching Assistants will participate in INSET sessions so that they are fully equipped to support pupils with specific needs in their classes. All lessons at The Reach Free School will have a balance of visual, auditory and kinaesthetic activities and resources so that all pupils are able to access all lessons.

The ways in which pupils will be supported and monitored is outlined below:

Special Educational Needs and Disability (SEND)

Need	Strategies and Intervention	Measuring Achievement
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Staff training • Seating plan • Checklists • ICT • Chunk tasks • Clear, succinct instructions • Specific praise • Communication with parents, guardians and carers • Class displays at the rear of the room to avoid distraction and discomfort. 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan • Low incidents of behavioural issues
Hearing Impairment	<ul style="list-style-type: none"> • Staff training • Seating plan • Teaching Assistant (TA) support • Communication with parents, guardians and carers 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan
Visual Impairment	<ul style="list-style-type: none"> • Staff training • Seating plan • External agency support • TA support • Communication with parents, guardians and carers 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan
Speech Language and Communication Needs	<ul style="list-style-type: none"> • Staff training • Seating plan • External agency support • TA support • Communication with parents, guardians and carers 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan
Autistic Spectrum Disorder	<ul style="list-style-type: none"> • Staff training • Seating plan • External agency 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education

	<p>support</p> <ul style="list-style-type: none"> • TA support • Clear routines and contingency plans for if these change • ICT • Literal and succinct language • Communication with parents, guardians and carers • Role play • Class displays at the rear of the room to avoid distraction and discomfort. 	<p>Plan</p> <ul style="list-style-type: none"> • Low incidents of behavioural issues
Dyslexia	<ul style="list-style-type: none"> • Staff training • TA support • Clear, simple fonts • Yellow backgrounds • Bullets and textboxes • Overlays for reading • Handwriting exercise books • Effective use of images and diagrams • Handwriting pens • Communication with parents, guardians and carers 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan
Dyscalculia	<ul style="list-style-type: none"> • Staff training • TA support • One to one specialist teaching • Small group working • Diagrammatic explanations of formulae etc • Communication with parents, guardians and carers 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan
Dyspraxia	<ul style="list-style-type: none"> • Staff training • Seating plan • TA support • Handwriting pens • Simple, succinct language • Small group working 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan • Low incidents of behavioural issues

	<ul style="list-style-type: none"> • Role play • Communication with parents, guardians and carers • Class displays at the rear of the room to avoid distraction and discomfort. 	
Specific Learning Difficulty	<ul style="list-style-type: none"> • Staff training • TA support • External agency support • Communication with parents, guardians and carers 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan
Moderate Learning Difficulty	<ul style="list-style-type: none"> • Staff training • TA support • External agency support • Social skills sessions • Organisation and self management sessions • Basic skills training • Peer mentoring • Pre-lesson teaching • Repetition • Visual and kinaesthetic activities 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan
Behaviour, emotional and social difficulty	<ul style="list-style-type: none"> • Staff training • Seating plan • Behaviour policy • Clear targets • Specific praise • Routines and structure • School counsellor • TA support • Class displays at the rear of the room to avoid distraction and discomfort. 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan • Low incidents of behavioural issues • Pupil Support Plan
Physical disability	<ul style="list-style-type: none"> • Staff training • Pupil training • Seating plan • DDA compliant site 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education Plan
Medical	<ul style="list-style-type: none"> • Staff training • Pupil training • Medical policy 	<ul style="list-style-type: none"> • Standard assessment carousel • Individual Education

	<ul style="list-style-type: none"> • First aid team 	Plan
--	--	------

English as an Additional Language (EAL)

Data from the Ofsted reports of The Reach Free Schools feeder schools shows that the number of EAL learners is well below average. As such, it is not anticipated that the school will have a large number of EAL learners. EAL learners will be supported by the literacy rich learning environment of the school which will ensure that all teachers are teachers of language and literacy and displays and spaces are filled with literacy-focused materials. However, strategies are in place for any learners who join The Reach Free School with English as an Additional Language. An Induction Programme will run for Early Stage EAL learners as necessary and will be flexible to ensure that the pupils are able to participate in lessons which they enjoy and come out of lessons which will not have an immediate detrimental effect to their achievement and enjoyment.

Pupils with EAL will receive targeted support in lessons if required and will be paired with another pupil in their house for support if appropriate. The founders of Reach Learning have all worked in schools where EAL pupils are the majority, many of whom have English as their third, fourth or even fifth language. As such The Reach Free School will maintain an EAL register and will track the language acquisition of all pupils for whom English is an additional language.

English as an Additional Language		
Stage	Strategies and Intervention	Measuring Achievement
Early	<ul style="list-style-type: none"> • Acknowledge and celebrate home language • Induction programme • Ruth Miskin Phonics • Ros Wilson Power Talk for Power Writing • Pre learning of key words and concepts for specific subjects • Paired with home language speaker where possible • Differentiated word and sentence level tasks • Use of images and peer talk in lessons • Modelling • Teaching Assistant (TA) support 	<ul style="list-style-type: none"> • Assessed on entry • Assessed after Induction Programme • Standard assessment carousel
Intermediate	<ul style="list-style-type: none"> • Acknowledge and 	<ul style="list-style-type: none"> • Standard

	celebrate home language <ul style="list-style-type: none"> • Targeted language activities within tasks • Targeted questioning • Use of images and peer talk • Modelling • The difference between everyday English and Academic Language • TA support 	assessment carousel
Advanced	<ul style="list-style-type: none"> • Acknowledge and celebrate home language • Idioms • Abstract and figurative language 	<ul style="list-style-type: none"> • Standard assessment carousel

In the event that expected progress is not being made, the pupil will be referred to the Special Educational Needs Coordinator (SENCO) for assessment for Special Educational Needs.

Gifted and Talented

Equally, pupils identified as gifted and talented will be differentiated for in lessons to ensure that they are appropriately stretched and challenged by lesson content and style. This may involve preparing activities to deliver to the rest of the class, taking on the role of 'teacher' or developing leadership skills by chairing group discussions or directing group activities. The Reach Free School will work closely with the families of these pupils to ensure that their needs and abilities are recognised and supported at home as well as in school. The school will explore involvement with local facilities and initiatives which are operating to stimulate gifted and talented pupils during and beyond the school day.

Gifted and Talented		
Gift/Talent	Strategies and Intervention	Measuring Achievement
Sport	<ul style="list-style-type: none"> • Targeted for extra-curricular sport • Opportunities to train other pupils in the school • Support sporting events for feeder schools • Showcase talent in school, local, regional and national events 	<ul style="list-style-type: none"> • Survey Monkey – satisfaction survey • Participation in competitions and tournaments • Participation in extra-curricular activities
Music	<ul style="list-style-type: none"> • Opportunities to perform for and teach other pupils in the school 	<ul style="list-style-type: none"> • Survey Monkey – satisfaction survey • Participation in

	<ul style="list-style-type: none"> • Support talent events for feeder schools • Showcase talent in school, local, regional and national performances and events • Visit specialist arts schools 	<p>shows and recitals</p> <ul style="list-style-type: none"> • Participation in extra- curricular activities
Drama	<ul style="list-style-type: none"> • Opportunities to perform for and teach other pupils in the school • Support talent events for feeder schools • Showcase talent in school, local, regional and national performances and events • Visit specialist arts schools 	<ul style="list-style-type: none"> • Participation in shows • Participation in extra-curricular activities
Mathematics	<ul style="list-style-type: none"> • Opportunities to teach other pupils in the school • Pupils to deliver master classes to other pupils in the school • Pupils to design their own Maths starters and plenaries • Attend master classes led by other schools/universities • Use nrich.maths.org 	<ul style="list-style-type: none"> • Standard assessment carousel • Survey Monkey – satisfaction survey • Attendance to extra-curricular provision
Science	<ul style="list-style-type: none"> • Opportunities to teach other pupils in the school • Pupils to deliver master classes to other pupils in the school • Pupils to design their own Science starters and plenaries • Attend master classes/ science specific events led by other schools/ universities • Open ended approaches to experiments • Targeted for extra-curricular science clubs 	<ul style="list-style-type: none"> • Standard assessment carousel • Survey Monkey – satisfaction survey • Attendance to extra-curricular provision

English	<ul style="list-style-type: none"> • Opportunities to teach other pupils in the school • Pupils to deliver master classes to other pupils in the school • Pupils to design their own English starters and plenaries • Attend master classes/ English specific events led by other schools/ universities • Enter competitions locally and nationally • Publish work on school's website • Meet the author events/book readings • Theatre visits and workshops 	<ul style="list-style-type: none"> • Standard assessment carousel • Survey Monkey – satisfaction survey
Languages	<ul style="list-style-type: none"> • Opportunities to teach other pupils in the school • Pupils to deliver master classes to other pupils in the school • Pupils to design their own language starters and plenaries • Attend master classes/ language specific events led by other schools/ universities • Targeted for language taster sessions after school • Host language led events for parents and visitors • Enter competitions locally and nationally • Overseas trips to use languages in context 	<ul style="list-style-type: none"> • Standard assessment carousel • Survey Monkey – satisfaction survey

Using Information and Communication Technology (ICT) to Meet the Needs of Learners:

The vision is for The Reach Free School to become a fully wireless learning environment, where walls and learning spaces are not a barrier in the use of ICT. All pupils will have access to their own device which can be used on site or at home. It will be available to all pupils, at all

times, providing instant access to their learning materials and resources. In short, it gives pupils the opportunity to study at a time and in a place which reflects their needs and circumstances.

ICT can be vital to supporting pupils with SEN; for some pupils, use of a computer may be the only way in which they can effectively express themselves. In addition, The Reach Free School believes that the use of ICT for teachers, parents, guardians and carers of SEN children will enhance the support and ultimately the achievement and enjoyment of those pupils.

The ways in which The Reach Free School will use ICT to meet the needs of learners include:

- Motivation – Most young people enjoy using computers both at school and at home, pupils will be motivated to complete tasks independently using a computer. Pupils from deprived backgrounds who do not have access to a computer at home will be targeted to use The Reach Free School’s ICT facilities in either or all of House Time, Community Common Room or Homework Help sessions.
- Attainment - It is widely accepted that ICT enhances the learning experience and improves the level of attainment in young people.
- Online Communication – teachers, pupils and parents, guardians and carers can use ICT to communicate any issues of concern, queries regarding learning tasks or progress and good news. Extension or homework can be uploaded to the school’s website with links to help sheets and useful resources to enable all pupils to access work more independently.
- Diagnostic or Intervention Software – Programs such as *Lucid* and *Successmaker* will be installed on all computers in The Reach Free School so that they can identify and support pupils with specific learning needs.
- Interactive Whiteboards – will be installed in all classrooms at the school to ensure that lessons can be visual, auditory and kinaesthetic suiting learners of all styles and preferences.

Meeting the needs of pupils from deprived backgrounds

The Reach Free School recognises that it is catering for one of the less affluent communities in the Three Rivers district and the implications this can have for its pupils, “Free School Meal (FSM) children are still less than half as likely to get good GCSE grades as children who are not entitled to FSM, and children eligible for FSM are less likely to gain entry to grammar schools”.¹ By this definition, The Reach Free School’s inclusive and non-selective ethos will cater for the needs of the children of the Mill End and Maple Cross areas as these children are unlikely to be admitted to the local schools on distance nor meet their selection criteria.

¹ Fordham, G, *Improving Attainment?* (2010) Department for Communities and Local Government: London

Research suggests that the provision of a stimulating learning environment at home is “found less in deprived contexts”.¹ To that end, the staff at The Reach Free School will invest significant time and energy in engaging parents, guardians and carers with education both in and out of school. The Reach Free School concurs that “when parents are involved in their children’s education, they tend to enjoy school more, go to their lessons regularly, get better academic results, and have fewer problems with their behaviour” As such, the school will create a home-learning policy which parents, guardians and carers will be expected to embrace effectively.

In addition, “being eligible for FSM depresses average point score at Key Stage 4 by around 22 points, even after controlling for prior attainment and a range of other pupil characteristics”. Monitoring this has been encompassed in the assessment and tracking systems so that pupils receiving free school meals are identified as a group and intervention can be put into place as early as year 7 to ensure that they are not underachieving in comparison to pupils not in receipt of free school meals.

The Reach Free School’s strategy for meeting the needs of deprived pupils is outlined below:

Strategy	Action	Ensuring Impact
Assessment Tracking	Assessment data recorded each half term for all pupils	FSM data compared to non-FSM data. Intervention to close gap if one begins. Intervention could take the form of one to one or small group support, booster sessions, personalised revision programmes.
Leading Parent Partnership Award	The Reach Free School to achieve the Leading Parent Partnership Award	To be achieved in year 1, using the school-led approach so that effective practices are embedded with staff, pupils and families year on year,
Home Learning Policy	Clear Home Learning Policy which highlights and emphasises the importance of parental support for pupils in and out of school.	Fortnightly homework trails to identify pupils who have not completed their homework. Contact made with parents, guardians and carers of ‘at risk’ pupils based on homework.

		Pupils and parents to complete regular home learning feedback sheets indicating their involvement – when these are not returned/incomplete, these parents and pupils can be targeted for extra support
Parental Induction	Meet parents, guardians and carers of all new pupils	Record parents' initial views of the school and encourage a positive input from them. Frequently revisit these views to ensure they are consistently positive.
Parent as Pupil Events	A half termly event for parents to attend to find out more about their child's learning experience.	Pupils can teach parents about a specific aspect of a specific subject and pupils and parents can work together as classmates in teacher led activities. Attendance records will be kept and cross referenced with attainment data to monitor impact and indicate which families should be targeted for future events.
Effective Consultation	Regular updates to parents on their child's progress and achievements	Record all correspondence with parents in pupil files/SMIS. Log unsuccessful attempts to make contact so that home visits can be made if necessary. Send newsletters each term detailing the school's events and achievements. Hold termly parents evenings/afternoons which are scheduled to fit in around our pupils' parents' working patterns. Invite parents, guardians and carers to form a steering group to contribute to the life of the school – targeting hard to reach parents to be involved in this.
Equal	FSM pupils targeted	Attendance records to be kept

Opportunities in School and Beyond	for extra-curricular activities and trips, particularly to further and higher education institutions.	and cross referenced with attainment data to indicate which pupils should be targeted for future events.
Power Talk for Power Writing – [REDACTED]	Literacy strategy using talk to boost attainment in writing.	Pupil homework will be to verbally present to or interview parents, guardians and carers to inform their work in school in the following days. Homework which is not completed will indicate which families need to be targeted for extra support.

Monitoring Impact of SEN Intervention

The Reach Free School is committed to inclusion and as such will ensure that all pupils with special educational needs or disabilities have outstanding provision. Every year 7 class will have a Teaching Assistant to support learners as directed by the class teacher. The Deputy Headteacher with responsibility for Inclusion will be responsible for ensuring SEN provision is effective and will be the Special Educational Needs Coordinator (SENCO) in year 1.

Regular target-setting meetings will ensure that all pupils have the appropriate support and intervention to enable them to work towards their targets. In the event that pupils are meeting or exceeding their targets, new, stretching targets will be set to enable them to fulfil their potential in line with our ethos of aspiration. This process will begin in year 7 and continue throughout all years to ensure maximum success for pupils in their public examinations or vocational qualifications.

The SENCO will track the progress of all pupils with SEN including those who are gifted and talented. They will design intervention strategies as appropriate, sourcing support from external agencies as required and evaluating the impact of provision for these pupils.

Individual Education Plans (IEPs) will be designed for pupils by the SENCO in collaboration with parents, guardians and carers, teaching assistants and classroom teachers to ensure that all parties, including the pupil, are aware of the educational or social, emotional and behavioural targets of that pupil. This collaborative approach will ensure that targets are well informed and achievable.

Each pupil's IEP will be reviewed termly so that targets can be reflected upon and as progress is demonstrated, new targets can be set. A referral system will be established by the SENCO so that any teachers working with a pupil who they believe may have a special educational

need which has not been identified through previous schooling, can refer the pupil for possible assessment to ensure that any strategies used for intervention are sound and effective.

Any pupils with statements of special educational need will receive the outlined support in accordance with the objectives made on their statement. Annual reviews will be conducted with the pupil, their family, and appropriate teaching staff to ensure that their needs are being met and progress is made. The SENCO will also be responsible for organising any special arrangements for examinations for pupils with SEN.

All pupils, including those with SEN will have their progress monitored via the SMIS which will be reviewed each half term so that any pupils who are not making expected progress can receive intervention to rectify this. The Reach Free School is committed to inviting the expertise of other agencies such as Speech and Language Therapists, Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS), Counselling Service for Schools and so on. In addition, the use of technology will be harnessed to support SEN pupils through programmes such as *Successmaker* and *Lucid*.

Pupils with social, emotional and behavioural difficulties will be supported through the inclusive ethos of the school. The SEAL curriculum will be embedded in all schemes of work to ensure that positive behaviour permeates all subjects and that pupils are constantly learning how to interact with each other positively and supportively.

The Reach Free School will operate a clear and consistent behaviour policy and will use this to manage behaviour in the classroom and school grounds. This will dovetail with the school's anti-bullying and attendance policies to ensure that the needs of all vulnerable pupils are met and that they are supported to be successful.

The Deputy Headteacher for Inclusion will be responsible for developing Pupil Support Plans for pupils whose behaviour is affecting their success or the success of others. Similarly, Pupil Support Plans will be designed for emotionally or socially vulnerable pupils with clear targets to enable them to develop confidence and social competencies.

Whilst The Reach Free School is fully committed to being inclusive where all pupils are educated in their classes, it is recognised that for some pupils this will not be conducive to their needs. As such, personalised timetables will be designed to suit the needs of these pupils which may take the form of small group learning in some subjects facilitated by a Teaching Assistant whether for SEN, Gifted and Talented, or broadly average ability pupils.

Lesson Plans and Context Sheets

The Reach Free School will design bespoke lesson plans and context sheets which ensure that all pupils' and groups of pupils' needs are identified and addressed in every lesson.

Lesson plan – this will require teachers to record the style of each activity, how SEAL has been incorporated, how PLTS has been incorporated and how activities have been differentiated for specific learners or groups of learners. See Annexe 3 for a lesson plan pro forma. A completed version has also been supplied.

Context Sheet – this will require teachers to complete a section on their class dynamics in general and how this is managed and then on each pupil individually – stating their target and current level/grade and what intervention is in place to support or stretch the learner. These will be updated every term. See Annexe 4 for a context sheet plan pro forma. A completed version has also been supplied.

2.8 Measuring Success and Key Performance Indicators (KPIs)

All of the Key Performance Indicators can be linked to key principles of The Reach Free School ethos; ACE. These KPIs are relevant and appropriate as they are unequivocally united around the aim of creating a community-based centre of excellence for the Maple Cross, Mill End and Rickmansworth area. They relate to nationally-recognised criteria and place The Reach Free School above average in terms of achievement and progress, attendance and behaviour. They unashamedly establish our new school as a competitor for those successful schools already in the local vicinity.

All of these KPIs will be routinely monitored by the Senior Leadership Team on a half-termly basis, and this will be the starting point of intervention and strategic planning in order to ensure that the school is meeting its targets and its pupils are meeting theirs.

Achievement

Key Stage 3:

What? 90% level 5 or above in English, Mathematics and Science

How? Standardisation and moderation of assessments by subject specialists, Assessment for Learning culture, half-termly assessments, half-termly data analysis, personalised intervention plans.

Why? Between 80 and 90% of the children from The Reach Free School's feeder primary schools achieve a level 4 or above in English and Mathematics.

Key Stage 4:

What? 90% 5 A* to C grades at GCSE

How? Standardisation and moderation of assessments by subject specialists, Assessment for Learning culture, half-termly assessments, half-termly data analysis, personalised intervention plans.

Why? The Reach Free School aims to achieve above the average grades achieved by other local secondary schools.

Progression to Post-16:

What? Average Point Score of 800 per pupil

How? Standardisation and moderation of assessments by subject specialists, Assessment for Learning culture, half-termly assessments, half-termly data analysis, personalised intervention plans, university-style tutorial sessions.

Why? This is in line with other Post-16 centres in the area.

Progression to Higher Education:

What? 100% of Post-16 pupils able to progress to higher education, if they so wish.

How? Aspirational target-setting from an early stage in pupils' school lives, backed up with high-quality support and guidance on the options available to our pupils both locally and nationally.

Why? In line with the raising of the statutory school age The Reach Free School would expect 90% of year 11 pupils to stay on into Post-16. This would be achieved through a personalised variety of subjects and courses which meet the needs of the learners. However, it is anticipated that a minority of pupils will wish to study courses which will not be financially viable for us to offer and as such they will attend alternative provision.

Minimum Expected Progress:

What? 100% 3 levels progress from Key Stage 2 to Key Stage 4

How? Standardisation and moderation of assessments by subject specialists, Assessment for Learning culture, half-termly assessments, half-termly data analysis, personalised intervention plans.

Why? High expectations for achievement are pivotal to The Reach Free School vision.

Ofsted Inspection:

What? Outstanding in all four categories

How? Clear lines of accountability and performance management

reviews, regular self evaluation and strategic planning, regular and consistent assessment and monitoring of teaching and learning.

Why? The Reach Free School is committed to being an outstanding provider of education, care, guidance and support.

Quality of Teaching:

What? 100% good or outstanding

How? Half-termly lesson observations, peer observations, learning walks, targeted feedback, standardised observation criteria, Continuing Professional Development (CPD) programme

Why? Outstanding teaching equates to outstanding progress and achievement and is imperative to The Reach Free School's vision and ethos.

Community, Cooperation and Enjoyment

Attendance Statistics

What? 96% full attendance

How? No authorised holidays, 'Truancy call', parent alerts as soon as attendance drops below 95%, attendance panel meetings, awards for high attendance, strong parental engagement and communication.

Why? Research shows that high attendance equates to high achievement and is a measure of how much pupils enjoy school.

Exclusion Statistics:

What? No permanent exclusions

How? Clear and consistent behaviour policy, links with agencies and parents, guardians and carers, behaviour for learning strategy

Why? Permanent exclusions are not conducive to our ethos of community and cooperation.

Extra-Curricular Activities:

What? 5 per week

How? As The Reach Free School will be part of the local community all of the pupils will be expected to take part in at least four extra-curricular activities per week. These will include homework and booster clubs, Sports, Pupil Council meetings, Performing Arts, Media and Information Technology and will utilise on site provisions as well as those in the local community.

Why? At The Reach Free School, all pupils will thrive academically and socially. These extra-curricular activities are a way in which enjoyment

of life and school can be nurtured. They also ensure that all pupils regardless of deprived backgrounds have equal access to rewarding activity outside of school hours.

Pupil Satisfaction Surveys:

What? 100% pupils rate the school good or outstanding

How? Pupil Council, pupil observers, pupils as key stakeholders in decision-making

Why? The pupils at The Reach Free School will have a voice through the Pupil Council. Termly surveys will ensure that pupils understand their opinions are valid and, where reasonable, the school will seek to implement their ideas demonstrating to them that there is investment in their ideas.

Parent Satisfaction Surveys:

What? 100% parents, guardians and carers rate the school good or outstanding

How? Parent Steering Group, regular communication with parents, guardians and carers about their children and the school, listening and responding to parental concerns/questions.

Why? One of the values of The Reach Free School is community. Parents are key stakeholders in the school. The school has been created with their views in mind and it is important that these are upheld in the life of the school.

Assessment and Tracking

The Reach Free School will assess and track pupils' progress regularly and rigorously. As standard, data on each individual child will incorporate the different groups to which they belong so that progress can be tracked not just on an individual basis but by groups of pupils. The Assessment Management System will be pre-populated with pupils' academic targets and contextual data. Teachers will be required to enter their assessment data for each pupil they teach, each half term. This data will be stored centrally but certain fields can only be amended by specified administrative staff to ensure that the data remains clean. The attainment data will then be colour coded to reflect the pupil's progress in each subject towards their target using a traffic light system. Red fields will indicate that a pupil is achieving below their target grade, amber will indicate that they are meeting their target grade and green will indicate that they are exceeding their target grade.

Targets will be set by the Senior Leadership Team (SLT) using Key Stage 2 attainment data and Fischer Family Trust predictions. Once targets are set they can only be amended to be increased, not lowered. Any amendments will require clearance from SLT to ensure that all members of staff are conversant with the most current data.

For example, the outline below shows the assessment management system that is intended. As shown, teachers and Subject Leaders can filter the system so that they can compare and evaluate the attainment and progress of:

- Individual pupils
- Pupils with special educational needs
- Pupils receiving free school meals
- Pupils who are gifted and talented
- Pupils who are looked after
- Pupils of different ethnicities
- Males and females
- Levels of progress as compared to Key Stage 2 data

Last name	First name	Form	Ethnicity	Gender	KS2 English	KS2 Maths	EAL	SEN	G&T	FSM	LAC

Teachers and Subject Leaders will also be able to cross-reference this data with the pupil's or groups of pupils':

- Attendance
- Current targets in English and Maths
- Performance in other subjects compared to their own

	Attendance	English Target	English Actual	Maths Target	Maths Actual	Science Target	Science Actual	Spanish Target	Spanish Actual
Autumn									
Spring									
Summer									

After each formal assessment at the end of each half term, all teachers will be required to evaluate their classes' attainment data. A pro forma will be devised through which staff will identify underachieving pupils or groups of pupils, explain why this could be and state their intervention plans. This information will then be collated and interrogated by Heads of Department and the SLT. Through this process, underperforming teachers will be identified and measures can be put in place to challenge and support them. In the event that teachers do not respond to this

support (i.e. their classes continue to underachieve), steps will be taken towards their dismissal from The Reach Free School's staff.

The Reach Free School recognises that pupil achievement is dependent on the commitment of its staff to the school's ethos and vision as well as to outstanding teaching and learning. As such, a rigorous performance management programme will be operated which regularly reviews teacher performance through classroom observations, line management meetings, examination results and commitment to extra-curricular and cross-curricular initiatives.

The school will also have a clear whistle-blowing policy so that members of staff feel able to report their concerns about a colleague's performance or conduct. Therefore, The Reach Free School will have a clear Grievance Policy and Competency and Capability Policy and will take action in line with these policies for any staff that are underperforming. This action may comprise a verbal or written warning, a final written warning and ultimately dismissal. Equally, it may be that a member of staff is suspended while investigations take place should the matter warrant such enquiries. The Reach Free School is committed to ensuring all of its staff are outstanding practitioners in terms of pedagogy and pastoral care.

2.9 Admissions Policy

Introduction

The admissions policy of The Reach Free School has been designed to reflect its ACE ethos, specifically in terms of community. The vision is that the school will be at the heart of its community, where children can walk to school and parents, guardians and carers feel part of their child's school life. The school is equally committed to an inclusive culture and will admit pupils non-selectively.

The Reach Free School will admit pupils at the age of 11 without reference to their ability or aptitude. The Reach Free School is committed to equal opportunities and will admit pupils "without any bias or prejudice with regard to academic ability, culture, race or physical disability". The Reach Free School is aware of its duty to the Equality Act 2010 in that it "must not discriminate against, or victimise a person: in the arrangements that we make for deciding who is offered admission as a pupil; or as to the terms on which we offer to admit the person as a pupil or by not admitting the person as a pupil".

The Reach Free School will adhere to the Admissions Code in line with Conditions of Grant of the Free Schools Model Funding Agreement and The Education Legislation 2010.

Pupil Admission Number (PAN)

There will be no charge for pupils to enrol at or study in the school. The PAN is 120 places for pupils in each year group.

Admission Criteria

For pupils wishing to join The Reach Free School transferring from Primary Education, after the admission of pupils with statements of special educational needs where The Reach Free School is named on the statements, the criteria will be applied in the order in which they are set out below:

1. Looked After Children as defined by the Children Act 1989
2. Children who have a brother or sister* as a pupil on roll at The Reach Free School and who would reasonably be expected to be still attending The Reach Free School at the time of admission.
*This includes:
 - legally adopted brothers/sisters living at same address
 - half brothers/sisters living at same address
 - step brothers/sisters living at same address*It does not include cousins or any other children living at the same address.
3. Children living nearest [REDACTED] (measured in a straight line from its main entrance to their parents' permanent home as set by Ordnance Survey points of reference using the computerised Geographical Information System (GIS)).

Oversubscription

If there are more than 120 applications for places, The Reach Free School will operate a waiting list. Pupils will be placed on the waiting list in accordance with The Reach Free School's admissions policy as above.

Tiebreaker: In the event of two or more pupils having equal priority, the decision on the allocation of the place will be determined through a lottery draw of those pupils' names, which will be conducted by an independent third party. In the event that a place is refused, the applicant's family would have the right of appeal to an independent panel.

Admissions to Post-16

There will be 120 places available for year 12 and 120 places available for year 13. Open evenings for The Reach Free School's Sixth Form will take place when the first cohort of year 11 pupils completes the autumn term. Application forms will be available from and returnable to The Reach Free School. The Reach Free School will have a policy of open enrolment into the Sixth Form. The number of places available for external applicants will be dependent on the number of The Reach Free School's year 11 pupils who apply to continue to year 12. Similarly this will be the case for year 12 pupils applying for year 13. A place in the sixth form would not be offered if it was considered that admission of the applicant would have an adverse effect on the educational and social

and emotional provision of other pupils. In the event that a place is refused, the applicant's family would have the right of appeal to an independent panel.

Entry requirements

A Levels -

Pupils must have achieved a minimum of 7 A* – C GCSE grades including Mathematics and English, and a minimum of a grade B for specific A Level courses. Mathematics and Sciences usually require a minimum of an A grade at GCSE.

Level 3 Vocational Qualifications -

Pupils must have achieved a minimum of 5 A* – C grades including Mathematics and English to study on a Level 3 vocational qualification.

The Oversubscription Criteria

Oversubscription will be determined by the following criteria:

1. Pupils currently enrolled at The Reach Free School
2. Pupils for whom places on appropriate courses are available.

The Appeals Process

The Reach Free School's appeals timetable will be published by 28th February each year. In the event that a place at The Reach Free School is refused, parents, guardians or carers or Post-16 pupils will be notified of their right to appeal in writing.

In the event that they wish to appeal the decision on their application an independent appeals panel will be convened which will consist of a chair, a clerk and at least one member who is a lay person and one member who has educational experience and is familiar with school management.

As a member of the Admissions Authority for The Reach Free School, the Deputy Headteacher responsible for Inclusion will present at the hearing the school's case for refusing a place.

The Reach Free School will adhere to the rules set out in the School Admissions Appeal Code 2012.

In-Year Admission

For in-year applications for a place at The Reach Free School made during the academic year and for admission to age groups other than the normal year of entry, applications will be made directly to the school. The school will then acknowledge receipt of this application in writing.

Pupils will be accepted if the school is below its PAN in that specific year group. If the school has a place, pupils will be considered using the criteria in our admissions policy. An offer will then be made stating that parents, guardians and carers have 10 working days in which to contact the school to arrange a suitable start date and that if no contact is made

within those 10 days, the offer will be withdrawn.

If the school is operating at full capacity, pupils will be placed on our waiting list using the criteria of our admissions policy. However, if the applicant has a statement of special educational need or is looked after, special consideration will be made as to whether the school can exceed its PAN in that year group.

Waiting List

The Reach Free School's waiting list will operate in accordance with the school's admissions criteria and will be maintained and managed by the school's Deputy Headteacher and presented to the Governing Body each term.

2.10 Pupil Development and Achievement

The Reach Free School's ACE ethos is entirely pupil centred. Pupils will achieve their potential, cooperate with each other and staff to get the best results both socially and academically and will enjoy attending school and learning there.

The Reach Free School will adopt a 'Behaviour for Learning' approach which is positive rather than negative and proactive rather than reactive. To this end The Reach Free School will have three school rules which it expects pupils to follow:

Achieve – Always try your hardest and do your best

Cooperate – Always listen and always treat yourself and others with respect

Enjoy – Celebrate what you and others do well

Any behaviour both positive and negative can be connected to these three rules and as such they provide a good frame of reference for our behaviour policy and for our aims for pupil development and achievement as set out below:

Achieve

Personal Learning and Thinking Skills (PLTS)

In line with the school's ethos of aspiration and community, PLTS will be very much a part of the teaching and learning in all year groups. The aim of this is to ensure that our pupils will become independent learners who are able to reflect on and evaluate their own knowledge and understanding. Equally it will encourage pupils to harness their leadership and communication skills both inside the classroom and beyond.

Monitoring Impact

Pupils' development of PLTS will be measured by their rate of progress as evidenced in the assessment tracking system operated by The

Reach Free School. In addition, this will be assessed through the roles which pupils assume in Community Common Room sessions which will also be logged. Pupils who frequently do not assume key leadership and management roles in these sessions will be targeted to take on this role in future projects to develop their PLTS. They will also be targeted for specific extra-curricular activities to develop these skills.

Work Related Learning

In the current economic climate, The Reach Free School proposers feel it is important to equip young people with the knowledge and skills which enhance their employability. As such, the school is committed to developing a programme of work related learning for pupils which will develop and enhance skills that are transferable to either employment, volunteering or taking an active role in the community.

Monitoring Impact

The impact of work-related learning will be measured through feedback from pupils and their places of work. In addition pupils will have a work-related learning 'organiser' in which they record the valuable experiences they have had and what skills they have required. These organisers will be scrutinised by the pupil's Head of House and cross-checked with subject teachers' feedback. Intervention will then be formed to develop pupils' skills for employment within House Time and Community Common Room sessions.

Cooperate

Anti bullying

All pupils attending The Reach Free School have the right to feel happy, safe and included. All pupils have the right to learn in an environment without harassment, intimidation or fear. All bullying, of any sort, is therefore unacceptable. Pupils who experience bullying, either as victim or perpetrator, will be supported through a system of pastoral support; Form Tutor, Teaching Assistant and Head of House. The Reach Free School will observe anti-bullying week and use this, along with the Humanities and SEAL curriculum to prevent bullying of any kind. Our pupils will contribute to our anti-bullying policy, enabling them to create and maintain a bullying-free environment. Any bullying reported will be fully investigated, recorded and reported, and categorised as emotional, physical, racist, sexist, homophobic or cyber bullying.

The Reach Free School believes in teaching pupils how to constructively manage their relationships with others and will establish a peer mentoring scheme through which pupils can support each other when conflict of any sort occurs. Bullying will not be tolerated and it will be made clear in the information that is given to pupils and parents, guardians or carers when they join the school. Topics covered in school assemblies will reinforce this message.

Monitoring Impact

Any incidents of bullying will be recorded on the SMIS and in pupil files using a bespoke recording pro forma which will record the details of the incident(s) and intervention and actions. Parents, guardians and carers will be contacted as standard. Following a recorded incident, pupils will be invited to individually discuss how successfully the situation was resolved the next day, the end of the next week and then at the end of the half term to ensure that the issue was dealt with effectively and is not ongoing. The expectation is that there will be no ongoing bullying issues for any pupil.

Social and Emotional Aspects of Learning (SEAL)

The SEAL curriculum will be fully embedded in the school's ethos of aspiration and community and in all schemes of work. It will permeate the learning environment and inform policy and practice, teaching pupils to motivate, respect and support each other. Along with teaching assistants, the emphasis on SEAL will assist in supporting looked after and vulnerable pupils to succeed through the support of their peers and the welcoming learning environment created.

Monitoring Impact

Teaching pupils to have empathy and to reflect on situations will be present in all subjects' teaching and learning. This will be proven to be effective through low incidents of bullying and disruptive behaviour. If behaviour and bullying increase, a full review of the implementation of SEAL in lessons will be conducted and strategies to improve the teaching of social and emotional aspects of learning will be implemented.

Pupil Council

In its first year, The Reach Free School pupil population will elect its Pupil Council who will voice the proposals of the school's pupil community. The pupil council will be consulted on staff recruitment, fundraising events, policy and initiatives. In year one, responsibility for the Pupil Council will lie with a Deputy Headteacher, who will coordinate the election process, and schedule and supervise Pupil Council meetings which will be held every half term as standard but more frequently as required; for example if working on a campaign or community event. The Pupil Council will not only develop the individuals elected as members, it will also encourage the pupil population as a whole to contribute to the school's ethos, environment and events, preparing pupils for an active role in society as they grow.

Monitoring Impact

The measure of success for the Pupil Council will be evidenced in minutes of meetings; the action proposed, the action taken and the final result. The expectation is that every pupil will play an active role in at least one initiative led by the Pupil Council which is underpinned by the school's ethos of aspiration and community spirit, for each year they are a pupil at The Reach Free School.

Pupils will be encouraged to be active members of the school community through our emphasis on pupil voice and the prominence of the Pupil Council. By promoting the value of their opinions and proposals in school, The Reach Free School will support pupils in becoming confident and assertive young adults who can convey themselves positively, persuasively and politely. Moreover, the community ethos will develop team working and leadership skills in pupils whether that be in terms of working with each other or with members of the local community and businesses.

Community Common Room

As detailed in our curriculum plan, at the heart of The Reach Free School's ethos is community. Timetabled sessions and extra-curricular time will be invested into community-based activities. Our discrete 'Community Common Room' lessons are designed to emphasise the importance of taking an active role in the community.

The Reach Free School will participate in local events such as the Mill End Community Day and Rickmansworth Festival. In addition, it will celebrate and acknowledge nationally recognised events and days. For example official dates such as Holocaust Memorial Day, Safer Internet Day, Armed Forces Day and so on will be acknowledged. Equally, this time will be used to celebrate the school's contribution to the educational and vocational communities through World Maths Day, National Storytelling Week, Global Entrepreneurship Week and National Apprenticeship Week for example.

Members of the local community will be invited into the school to share their skills and experiences with the pupils and give them the chance to reciprocate by going out to local businesses, primary schools or community groups to share their own skills and experiences. For example, the Armed Forces would be invited in if pupils were working on a Help for Heroes campaign or pupils would visit the local retirement home if they were working on a Help the Aged campaign. The Reach Free School is committed to engaging with parents, guardians and carers and liaising with local businesses, schools and community groups to maximise opportunities for our pupils to reach their potential and to become positive and proactive citizens of society.

Monitoring Impact

The success of Community Common Room will be measured by outcomes and success criteria of each project. In addition, it is anticipated that this aspect of our curriculum will lead to us being oversubscribed as it will take the school into the local community.

Enjoy House System

The house system will allow for daily recognition of pupil achievement; pupils will be able to achieve house points for any of the following:

- Peer support – awarded for helping other pupils in or outside of the classroom, academically or socially. For example, explaining the method of solving a mathematical equation or listening to a friend in need and supporting them to seek help from a teacher, demonstrating good leadership or teamwork in Physical Education.
- Attitude to learning – awarded for a positive approach to learning in any subject. This may include volunteering to showcase work for the class to learn from or persisting with a topic which is particularly challenging.
- Creativity – awarded for creative flair in a piece of writing for example or in any of the Performing Arts. In addition, this can be awarded for a creative approach to problem solving.
- Quality of work – awarded for improved or outstanding quality of work in any subject.

Monitoring Impact

The Head of House will track each pupil's accumulation of points and share this data with the Senior Leadership Team (SLT). This will enable the SLT to identify any pupils with significantly fewer points than their peers and assess the causes of such anomalies. As such, the house system will not only celebrate pupils' contributions to the school and their achievements; it will also allow us to intervene for pupils who are underperforming or vulnerable in specific areas.

Our School Management Information System (SMIS) will have the facility for positive or negative comments to be recorded for pupils by staff. These will then be relayed to pupils during form time at the end of each day. The pupil's Form Tutor will be responsible for tracking these comments and intervening where appropriate. The Form Tutor will be expected to report any ongoing or serious concerns to the Head of House.

The Head of House will then be responsible for resolving these concerns in liaison with the SLT and the pupil's parents, guardians or carers. The SLT will evaluate the comments at the end of each half term. It is the expectation of The Reach Free School that in line with our ethos of achievement and community spirit, each pupil will receive more positive comments than negative. Where this is not the case, the SLT will intervene and explore the factors contributing to the pupil's negative contribution and draw up a Pupil Support Plan for the pupil in collaboration with their family. Pupil Support Plans will then be reviewed each half term with the aim of achieving targets to enable the pupil to graduate from the plan.

Achievement Assembly

Each term, pupils will attend an Achievement Assembly for their house, during which pupils will be awarded with a certificate of achievement for:

- Progress in a specific subject – awarded by Subject Leaders/Heads of Departments for pupils who have shown progression, determination, improved or sustained focus or improved or sustained quality of work, in a specific subject.
- Attainment in a specific subject – awarded by Subject Leaders/Heads of Departments for pupils who attain the highest level/grade in a specific subject
- 100% attendance – awarded by the Head of House for pupils who achieve 100% attendance for a full term (bronze), two consecutive terms (silver), three consecutive terms (gold).
- Head of House Award – awarded by the Head of House for pupils who have contributed to the school's ethos through their involvement with house projects.
- The Reach Award – awarded by the Headteacher for pupils who have demonstrated a notable commitment to the school's ethos of aspiration and community spirit. This award will be the highest accolade and pupils who receive this award will have their name, house and their year group inscribed on The Reach Free School shield.

Monitoring Impact

A database will be maintained detailing which pupils receive awards each term to provide the SLT with an additional avenue for tracking and evaluating pupil progress. For example, if there are pupils who have not been nominated for or won an award after two terms, the SLT will task the Head of House to investigate possible reasons for this.

In the final term of the final academic year for each key stage (year 9, year 11 and year 13), The Reach Free School will host an awards ceremony for pupils and their parents, guardians or carers to attend which will celebrate the achievements of individuals and groups of pupils for their completed Key Stage. A local interesting figure will be invited to present at the awards ceremony to reinforce the link with the community (e.g. local author/artist, Leader of Three Rivers District Council, etc.).

In addition to the above, sporting excellence will also be celebrated with an annual sports day, art display evenings and school performances for music, dance and drama. Again, local figures will be invited to participate at these events (e.g. a rugby player from the local rugby union premiership team Saracens).

Duke of Edinburgh's Award

The Reach Free School intends to facilitate the Duke of Edinburgh's award offering the Bronze Award in year 9, Silver Award in year 10 and Gold award in Post-16, this will again enhance the community ethos of the school and the life chances of its population.

Monitoring Impact

The Duke of Edinburgh's Award has synergy with The Reach Free School's ethos because of its focus on community service. The impact of this on pupils and the school will be measured through pupils' attendance, attainment and nominations for other school awards.

2.11 Behaviour and Wellbeing

The Reach Free School will have a clear behaviour policy which promotes self discipline and independence in its pupils. Positive behaviour will be acknowledged and rewarded through the SMIS, house points, good news postcards and positive phone calls to parents, guardians and carers as well as award certificates in assemblies. High expectations for behaviour for learning will pervade the school's environment.

In order to support teaching staff there will be a member of SLT 'on call' at all times. They will be accessible by radio or phone and will be able to assist the member of staff with the issue. Staff who call the senior member of staff on call will be required to complete a pro forma which outlines the nature of the incident and provide any supporting evidence, so that sanctions can be implemented if necessary.

Working together to succeed will underpin learning and behaviour in the school. At the beginning of each academic year, the SLT will meet with year 7 pupils' parents, guardians and carers to outline the expectation of working together to promote positive behaviour and attendance. For example, parents will be expected to send their children to school in good time, in the appropriate uniform and with the appropriate equipment for learning. Similarly, The Reach Free School is committed to ensuring the safety and wellbeing of all of its pupils in its care.

In addition, parents will be expected to keep us informed of any health and wellbeing issues relating to their child and similarly of any changes to address or contact details. The Reach Free School is committed to keeping parents informed of their child's progress and plan to enable parents to access specific areas of the SMIS so that they can track their child's attendance and progress.

For those deprived families who do not have internet access, a hard copy of this information will be sent out to them at the end of every half term as standard and they may request by telephone to see this information at any time. The Reach Free School will hold regular Parents' Evenings and Subject Evenings so that parents, guardians and carers are fully informed with school developments and curriculum plans. Communication with parents will be via email, text message,

telephone and letter to inform them of any immediate matters. In line with the Equality Act 2010, the school, where possible, provide school documents in the home language of pupils.

The terminology used with regards to sanctions at The Reach Free School will be reflect the responsibilities of the workplace to emphasise the pupils' responsibility for self discipline. As such, lunchtime detentions will be referred to as a 'working lunch' and an after school detention will be called 'overtime'.

The Reach Free School will adopt a staged approach to behaviour management incorporating full dialogue with pupils and their families to afford pupils the opportunity to reflect and improve upon their behaviour and attitude to learning.

However, it is recognised that behaviour for learning must be taught by staff and learnt by pupils and as such some pupils may not always adhere to the school's rules and ethos.

Therefore, any behaviour which disrupts learning or wellbeing will be sanctioned in line with The Reach Free School Behaviour Policy (Annexe 5).

The behaviour policy is designed to complement the attendance policy, anti-bullying policy and safeguarding policy of pupils, recognising that patterns of poor behaviour and/or attendance can be indicators of external factors which may suggest pupils are at risk of harm from abuse or neglect.

The behaviour policy will outline inappropriate behaviours, linked to the school rules, and their consequences as shown below:

Achievement

1. Inadequate homework or class work

Scenario - A pupil does not hand in homework on the specified hand-in date.

Sanction – The pupil will be required to do overtime until 4.30pm on that day to complete the homework/class work. This sanction will override any extra-curricular event, including trips, for that pupil on that day.

Supervision - The class teacher will be responsible for supervising the overtime.

Non-compliance - In the event that a pupil does not comply with this sanction, or the inadequate completion of work becomes a pattern in one subject or several, the matter will be referred to the Head of House who will meet with the pupil and their family to discuss the pupil's

undermining of the aspiration ethos of the school. This meeting will ascertain whether this behaviour is deliberate or to mask underlying factors.

2. Lateness and Truancy

Scenario – A pupil is late to school without a valid reason.

Sanction – The pupil will be expected to have a working lunch to make up the time. If a pupil is more than 30 minutes late, this will result in overtime until 4.30pm overriding any extra-curricular activity, including trips.

Supervision – The Form Tutor will be responsible for supervising the overtime.

Non compliance - If a pupil is late three times in one week for any amount of time, they will work overtime until 4.30pm which will override any extra-curricular activity, including trips. If a pupil is persistently late, their parents, guardians or carers will be invited in to a meeting with their Head of House and the Attendance Officer. As a result of this meeting attendance targets will be set for the pupil to achieve. This will be reviewed weekly.

Scenario - A pupil is late to a lesson during the school day without a valid reason.

Sanction - The pupil will be expected to make up the time after school with their Form Tutor.

Supervision - The form tutor will be responsible for supervising the overtime.

Non compliance - If a pupil is late to more than two lessons in one day, this will result in overtime until 4.30pm with their Form Tutor and a letter to their parents, guardians or carers. If a pattern of lateness to lessons emerges, this will be referred to the Head of House who will then issue the pupil with an Individual Attendance Plan and make a telephone call to parents, guardians and carers. The Head of House will work with the pupil and their family to set targets for improvement. If there is still no improvement the Head of House will refer this to the Deputy Headteacher for Inclusion who may seek support from the Educational Welfare Office.

3. Attendance

Attendance will be monitored attendance rigorously in line with The Reach Free School Attendance Policy (Annexe 6). All pupils will attend a morning registration session at the beginning and end of the school day. The school will work towards 100% attendance for all pupils. However, every pupil's attendance target will be set at 96% as a minimum

expectation.

The Attendance Officer, line managed by the Deputy Headteacher for Inclusion, will be responsible for ensuring that morning registers are completed in an accurate and timely fashion and that any unexplained absence is explored with parents, guardians and carers and that overall, absences are below 4%.

The Attendance Officer will produce a weekly report of the school's attendance figures which will identify individual pupils whose attendance drops below 95%. If a pupil's attendance drops below 95%, parents, guardians or carers will be contacted to alert them to their child achieving below expected attendance.

In the event that a pupil's attendance continues to decline to below 90%, parents, guardians or carers will be invited in to the school for a meeting to discuss the reasons for this. An Individual Attendance Plan will then be devised with specific targets for that pupil to achieve before they can graduate from the plan.

In the event that a pupil's attendance continues to decline to below 85%, The Reach Free School will seek the support of the Hertfordshire Educational Welfare Office to work with us to invite parents, guardians or carers of the pupil to an Attendance Panel and potentially give notice of a penalty fine or court proceedings.

In the event that a pupil has to take a day's leave of school for illness it is the expectation of The Reach Free School that parents, guardians or carers will make telephone contact with the school before 8.45am on the same day. If the School Secretary has not received notice of a child's absence, 'Truancy call' will be activated, requiring parents, guardians and carers to make contact urgently to explain the absence.

Lesson by lesson attendance will also be tracked through class registers. This data will be recorded through the SMIS and the Attendance Officer will be alerted to any pupil who was marked present in the morning but absent for a lesson. In this case, it is the responsibility of the Attendance Officer to initially investigate this anomaly. If it comes to light that the pupil was in registration but has not attended a lesson, the Attendance Officer will report this to the Senior Leader on call who will inform parents, guardians or carers and ascertain the cause of this absence and then refer to the Head of House to resolve.

Pupils who arrive after registration closes will be required to sign in at reception. The Attendance Officer will then record this pupil's late arrival to the school, so that the Form Tutor can facilitate the overtime for the pupil at the end of the day. If a pupil is late three times in one week, the Attendance Officer will flag this to that pupil's Form Tutor who will then investigate the cause of this lateness with the pupil and their parents, guardians or carers and inform the pupil they must work overtime if

appropriate. If lateness continues to be an issue, this will be referred to the Head of House to resolve in liaison with the Attendance Officer and family of the pupil.

Requests for exceptional leave – Should a family wish for their child to miss a day or days from school for exceptional circumstances, they will need to complete a request for exceptional leave ten days in advance (where this is not prevented by the nature of the circumstances). This request will be reviewed by the Headteacher and Governing Body as to whether this period of absence should be authorised or unauthorised, taking into account the pupil's attendance record to date and the impact the absence will have on that pupil's educational progress and social wellbeing. Exceptional leave does not include requests for holidays during term time and under no circumstance will this be granted by The Reach Free School.

Parents, guardians or carers requesting this absence will be informed of the decision by letter and will have the right to appeal. If necessary, The Reach Free School will seek the advice and guidance of the Educational Welfare Office. No pupils will be allocated leave for holidays during term time.

Cooperate

4. Low-Level Disruption

Scenario - A pupil disrupts their own learning and that of others through persistent talking, not listening, or general disregard for the lesson and other pupils.

Sanction - The pupil will be required to work overtime until 5.00pm on that day. This will override any extra-curricular event, including trips, for that pupil on that day.

Supervision – The class teacher will be responsible for supervising the overtime.

Non compliance - If there is no improvement in the next lesson, the pupil will work overtime until 5.00pm on that day. The class teacher will be responsible for supervising the overtime. In the event that a pupil does not comply with this sanction, or the disruption of learning becomes a pattern in one subject or several, the matter will be referred to the Head of House who will meet with the pupil and their family to discuss the pupil's undermining of the aspiration ethos of the school. This meeting will ascertain whether this behaviour is deliberate or to mask underlying factors.

5. High-Level Disruption

Scenario - A pupil disrupts their own learning and that of others through rudeness, boisterous behaviour or antagonistic comments to others, the

teacher on call will be notified who will visit the class and remove the pupil.

Sanction - The pupil will be required to work overtime until 5.30pm which will override any extra-curricular activities, including trips. Parents, guardians and carers will be informed and the pupil will automatically be placed on subject report for three lessons.

Supervision - The class teacher will be responsible for supervising the overtime with support from the Head of House if required.

Non-compliance - In the event that the pupil does not comply with these sanctions or progress is not made the Head of House will escalate the matter to one of the Deputy Headteachers who will then assess the situation.

6. Anti Social Behaviour

Scenario - A pupil undermines the ethos of the school through anti-social behaviours including but not limited to smoking, defacing property of others or the school.

Sanction – The pupil will be required to work overtime until 5.00pm which will override any extra-curricular activities, including trips. Parents, guardians and carers will be informed.

Supervision - The Head of House will be responsible for supervising the overtime.

Non-compliance - In the event that the pupil does not comply with these sanctions or progress is not made, the Head of House will escalate the matter to one of the Deputy Headteachers who will then assess the situation.

7. Serious Incidents

Scenario - A pupil or group of pupils is found to be culpable of a serious incident including but not limited to violent behaviour against another pupil or member of staff.

Sanction - The matter will be escalated immediately to one of the Deputy Headteachers. Parents, guardians and carers will be called into the school and internal or fixed-term exclusion will be likely.

Note - In line with the Equality Act 2010, The Reach Free School understands that there is a duty to disabled pupils to make reasonable adjustments to procedures if needed. This might include:

- disregarding behaviour which is a direct consequence of their disability
- making reasonable adjustments to manage such behaviour

- considering alternative, more appropriate punishments, and
- ensuring that a disabled pupil is able to present their case fully where their disability might hinder this.

For sections 1, 4, 5 and 6, if non-compliance persists and/or it is clear that the pupil is consciously defying the ethos of the school, s/he will be placed on Head of House report which provides specific targets for that pupil to achieve. The pupil must then report to the Head of House at the beginning and end of each day. If the report details no improvements the pupil will work overtime until 5.30pm for each day that this is the case. The report will be reviewed daily. If after three days, there are no signs of improvement, the Head of House will escalate the matter to one of the Deputy Headteachers who will then assess the situation. In the event that still no progress is made, the pupil may receive an internal or fixed-term exclusion. Following a fixed term exclusion, the pupil and their parents, guardians or carers will be required to attend a readmission meeting with the Deputy Headteacher and/or Headteacher. During this meeting, expectations for that pupil's readmission will be made clear and the pupil will have another opportunity to voice their commitment to the school's ethos.

If reintegration into the school community is unsuccessful, the pupil and their family will be invited to a pre-exclusion panel of governors. During this panel, the Deputy Headteacher will explain the circumstances which have led to the meeting; the pupil will then be invited to make their own case with the support of their parents, guardians or carers. The governors will then make a recommendation to the Headteacher as to whether a permanent exclusion should be made.

Enjoy

8. Instances of Bullying

Scenario - A pupil or group of pupils has been accused of bullying another pupil, making school an unhappy experience for them and found to be culpable of this, the matter will be referred directly to the Head of House.

Sanction - The Head of House will be responsible for chairing restorative justice or mediation meetings (if appropriate) between pupils, informing parents, guardians and carers, devising a Pupil Support Plan for all parties and reviewing this after two weeks initially (but this will be ongoing for as long as necessary).

Supervision - The Head of House will be responsible for overseeing and resolving the issue.

Non-compliance - If the bullying is ongoing, the Head of House will escalate the matter to one of the Deputy Headteachers who will then assess the situation. In the event that still no progress is made, the

perpetrating pupil may receive an internal or fixed-term exclusion. Following a fixed term exclusion, the pupil and their parents, guardians or carers will be required to attend a readmission meeting with the Deputy Headteacher and/or Headteacher. During this meeting, expectations for that pupil's readmission will be made clear and the pupil will have another opportunity to voice their commitment to the school's ethos.

If reintegration into the school community is unsuccessful, the pupil and their family will be invited to a pre-exclusion panel of governors. During this panel, the Deputy Headteacher will explain the circumstances which have led to the meeting; the pupil will then be invited to make their own case with the support of their parents, guardians or carers. The governors will then make a recommendation to the Headteacher as to whether a permanent exclusion should be made.

Monitoring Impact

The Reach Free School does not intend to issue any fixed term exclusions and expects the majority of pupils to complete their education at the school with no record of persistent negative behaviour. However, given the inclusive ethos of the school, it is anticipated that a number of pupils with behavioural, emotional and social needs will attend The Reach Free School. It is expected that negative behaviour incidents for these pupils will reduce over the course of their time at The Reach Free School. As outlined in section 2.6, the school intends to meet the needs of its learners in such a way that negative behaviours will quickly be replaced with positive behaviours through effective and personalised teaching and provision.

9. Safeguarding and Child Protection

The Deputy Headteacher for Inclusion will be the Designated Senior Person for Safeguarding and Child Protection. Pro formas for recording child protection concerns or disclosures will be available to staff at all times along with guidance documents such as '*What to do if you suspect a child is being abused*'. All child protection files will be stored securely in a locked filing cabinet to ensure data protection and confidentiality.

The Reach Free School will ensure that all staff receive training in child protection and handling disclosures as part of their induction package when beginning work at the school and then annually. The school will also seek specialist training for staff and pupils linked to child protection and child in need issues such as domestic violence, alcohol and substance misuse, internet safety and so on which will be regularly refreshed.

Any visitors to the school will have to sign in at reception before attending meetings inside the school. All members of staff will wear a photo ID badge as will Post-16 pupils who cannot be easily identified through their uniform.

It is intended that The Reach Free School will be a secure site to ensure that members of the public cannot enter the school unnoticed and pupils are not able to leave without permission.

The Reach Free School will operate a Corporate Parent rota which will ensure that a senior member of staff is always available out of school hours and during weekends and holiday periods to deal with any safeguarding or child protection matters which may arise or any other emergencies.

The Reach Free School will have a link governor for safeguarding and child protection who will scrutinise policy and practice to ensure it is robust. Updates will be presented to the Governors at termly intervals and the Governing Body will also receive annual training.

██████████ is currently a fully trained Designated Senior Person and can advise the staff and governing body on matters pertaining to safeguarding and child protection. She will also conduct termly audits of child protection policy and practice.

2.12 Community Engagement

As highlighted in the Educational Vision, the area in which the proposed school is situated is in desperate need of more secondary school places. Additionally, the area has somewhat of a negative reputation amongst some members of the local community due to a number of factors highlighted to us at public meetings, including the lack of a community secondary school.

Since 2008, 94% of children in Hertfordshire on average have secured a place at one of their ranked secondary schools. In comparison, only 81% of children from the Maple Cross, Mill End and Rickmansworth area have been offered a place at one of their ranked schools⁵; the worst performing area of the county. The projected population growth and increased demand for local school places as detailed in '[Meeting the Rising Demand for School Places](#)' will result in an increased number of pupils from the Maple Cross, Mill End and Rickmansworth area being unable to secure a ranked school place. The lack of a local community school and the selective nature of surrounding schools are denying these children fair access to educational opportunity and therefore the fulfilment of every child's potential.

Like most districts, the area of Maple Cross, Mill End and Rickmansworth has pockets of wealth and plenty, adjacent to pockets of need and deprivation. This is borne out by the Indices of Deprivation 2010. Those experiencing a more deprived lifestyle are struggling to compete against those with more social advantages. Equally, it is now accepted from numerous social studies that children from socially-

⁵ <http://www.hertsdirect.org/services/edlearn/admissions/adminfo/admarrange/>

deprived families get less encouragement and nurturing from their parents, making them less likely to succeed academically. By operating selective admissions policies, secondary schools in this area are reinforcing the district's social imbalance and excluding children from local, but more deprived families. Maple Cross is in the bottom 21.9% of Local Super Output Areas (LSOA) when considered from the perspective of the Education, Skills and Training domain. The LSOA containing the centre of the proposed catchment area (Mill End Sports and Social Club) is in the bottom 30% of LSOAs from this perspective.

Several studies suggest that parents from a less academic background such as those found in areas of greater deprivation favour sending their children to a local school. For instance, the '[Parental choice of primary school in England: What type of schools do parents choose?](#)' study undertaken in 2009 by Bristol University and the Institute of Education, London University found that two-fifths of parents with no qualifications said a school's proximity to their home had been the most important reason for choosing it, whereas this was the case for only 20% of parents with degrees. Only one in eight parents with no qualifications said academic record had been the main factor in their choice, compared with two-fifths of parents with degrees. This indicates that many parents in the LSOAs of the district want to send their child to a school that is in their local community, not to a school with a good academic record. This is presently denied them due to the local schools' operation of selective admissions criteria; their children are therefore forced on a long daily commute. Following Hertfordshire County Council's announcement of plans to reduce its school transport budget, already disadvantaged families are facing the need to fund yet more expense worsened by the fact that the commute to and from their 'local' school is becoming longer and longer.

Some observations have already been made above about the Local Authority for Education's own concerns about secondary school place shortfall. Section 3.1 below also presents how Maple Cross is in the bottom 21.9% of Local Super Output Areas (LSOA) when considered from the perspective of the Education, Skills and Training domain and the LSOA containing the centre of the proposed catchment area (Mill End Sports and Social Club) is in the bottom 30% of LSOAs from this perspective.

In the Mill End and Maple Cross area, National Office for Statistics data demonstrates the following:

- 23% of families earned below 60% of the national median household salary in the period 06/07. (Updated 2010)
- Lone parent families receiving child tax credit was 26.2% compared to 22% in the entire Three Rivers District. (Updated 2009)
- Families out of work, receiving child tax credit was 23.3% compared to 20.4% in the entire Three Rivers District (Updated 2009)

In August 2009, 69.2% of pupils living in the Mill End and Maple Cross area achieved 5 A*-C GCSE or equivalent, compared to 79.6% in the Three Rivers District overall. Those achieving 5 A*-C GCSE or equivalent including Mathematics and English was 52.3% compared to 63.3% in the Three Rivers District overall. The average capped points score for GCSE and equivalent per girl pupil living in the area was 337.5 compared to 353.3 in the Three Rivers District overall. The average capped points score for GCSE and equivalent per boy pupil living in the area was 290.5 compared to 326.7 in the Three Rivers District overall.

The findings of the Indices of Multiple Deprivation (IMD) 2010 report shows that the Mill End and Maple Cross ward consistently rank amongst the most deprived areas of Hertfordshire. The report covers income and income deprivation affecting children. In addition to this the findings also highlight how children and young people in Mill End and Maple Cross are amongst the lowest achievers in the county in terms of:

- Average points score of pupils taking English, Maths and Science Key Stage 2 exams
- Average points score of pupils taking English, Maths and Science Key Stage 3 exams
- Average capped points score of pupils taking Key Stage 4 (GCSE or equivalent) exams
- Secondary school absence rate – the proportion of authorised and unauthorised absences from secondary school

According to the Hertfordshire Forward Annual Report 2010, the wards with the most Council Tax/ Housing Benefit claimants in the Three Rivers district with dependent children included Maple Cross and Mill End.

In addition, public health data shows significant differences in life expectancy between wards within the Three Rivers district. The areas of Maple Cross and Mill End are in the worst two quintiles in terms of prevalence of smoking, obesity (adults and children), poor fruit and vegetable consumption, binge drinking, and low physical activity levels. These issues are linked to wider issues of deprivation.

This is why the core value of 'Community and Cooperation' is at the heart of this proposal. The idea of founding a Free School only came about due to the circumstances in the proposed area, and as such the community and its needs have been at the heart of The Reach Free School since its inception.

In devising the plans for The Reach Free School consultation has taken place with the local community in numerous ways. Reach Learning has a strong working relationship with the WD3 School Action Group, an organisation of local parents campaigning for a new school in the local area. Indeed, it was only after securing the support of this organisation that plans for The Reach Free School began to take shape. More information about the WD3 School Action Group can be found in section

E.

Having discussed the needs of the local community with the WD3 School Action Group and heard what they wished for in a local community school, plans were fleshed out before holding a series of public meetings and attending numerous public events in the local area. The feedback received from all these events informed the plans outlined in this application. The most frequent comments received were:

- The need for a secondary school in the Mill End/Maple Cross area to reduced long commutes for pupils from these areas
- The desire for a community-focussed school which was not selective
- The aspiration for such a school to be small in terms of pupil numbers.

Throughout the time spent planning and refining The Reach Free School plan there has also been local authority consultations on proposed sites for new secondary schools in the local area. The results of these consultations have overwhelmingly supported the location of any new school in the Mill End/Maple Cross area as proposed in these plans.

A number of relationships have been established with local organisations and businesses which will be maintained and exploited for the benefit of the pupils. A presentation has been given at a meeting of the local Chamber of Commerce and there is support from a number of prominent local businesses such as the 'Cafe in the Park' at the Rickmansworth Aquadrome and 'Hothouse Communications', a local PR consultancy firm. There is regular contact with journalists at the local magazines, 'MyRickyNews' and 'Community Times' along with the 'Watford Observer'. It is expected that all of these organisations will provide support and opportunities for pupils upon opening, including work experience, opportunities for learning outside the classroom and in-school support for relevant subjects (eg. journalism in the English curriculum).

In addition to those organisations with which relationships have been established, a key responsibility of all staff members in the early years of opening will be the establishment and maintenance of working relationships with relevant individuals and organisations in the local area. Local organisations include Nissan, Skanska, Renault and Comet, all of which have head or large regional offices in the immediate vicinity of the proposed site. The Reach Free School would expect to establish relationships with these companies for the direct benefit of the pupils; that is providing work experience, careers advice and curriculum support in relevant subjects. Companies will also be invited to have representatives on the governing body.

Further to the support of local businesses, working relationships with the local council and associated facilities will be sought. Local representatives will be invited to advise the Pupil Council on democratic matters, and would seek to host school council meetings in local council

facilities from time-to-time. Depending on the site approved for The Reach Free School strong relationships with local recreational facilities for use by the pupils will need to be established.

In order to augment our curriculum offer and widen the breadth of teaching expertise on hand at The Reach Free School, partnerships will be sought with local schools, including the two local independent schools: Merchant Taylor's School for Boys and The Royal Masonic School for Girls. Such partnerships would be of value to both the pupils and staff of The Reach Free School.

Subject to CRB checks, it is envisaged that local parents, guardians and carers will take an active role in the running of The Reach Free School, particularly in the run up to events or performances. Equally, support will be welcomed in lessons and extra-curricular activities. It is anticipated that The Reach Free School site will be available for community groups to use in evenings and weekends for events or classes.

For The Reach Free School the engagement of the local community is not an add-on which will be sought at certain points of the year or through one-off events. This proposal will seek to establish a school at the heart of its local community, where the consideration of the local people and environment is central to everything that is done.

The Reach Free School is fully aware of its responsibility to act in line with the Equality Act 2010.

Section E: Evidence of demand and marketing – part 1

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

If your school is new provision:

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

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

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

	2013				2014			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	73		61%	120	56		47%
Year 8					120	73		61%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								

Totals	120	73		61%	240	129		54%
---------------	-----	----	--	-----	-----	-----	--	-----

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

3 Evidence of demand and marketing

3.1 Demonstrating Parental Demand

3.2 The Reach Free School Application Form

3.3 Pupil Information

3.4 Public Consultation

3.5 Map demonstrating local demand

3.6 Marketing strategy

3.1 Demonstrating Parental Demand

The WD3 area of Rickmansworth, Mill End and Maple Cross needs a new secondary school. In the late 1980s and early 1990s two secondary schools, Durrants and The William Penn School, closed, which has resulted in a shortfall of school places in an area which has experienced population growth of families with young children. Residential developments, both past and proposed, have added to the demonstrable need for a school. Hertfordshire County Council (HCC) have identified the emerging shortfall of places in their document [REDACTED], 'Meeting the Rising Demand for School Places' which details the deficit of 38 secondary school places in the Rickmansworth area alone in the academic year 2012/13, a deficit which continues to rise in future years. Hertfordshire County Council has subsequently adjusted its prediction in 2011 in its document [REDACTED] 'Statement of Education Need' and presented an even worse situation facing WD3 children. It predicts that the WD3 community will face a secondary school place shortfall of over 4 primary school classes in 2015. This will continue to rise to over 10 primary school classes within 5 years.

This deficit is set against the number of oversubscribed secondary schools in the area, many of which accept applicants from outside the immediate area, sometimes on selective criteria. Hertfordshire County Council has begun the planning process for a new LA secondary school to open in 2016; however this is too late for many families in the area.

Following initial investigations into the secondary school shortage in the area, the founders of Reach Learning met with the WD3 School Action Group. This is a community pressure group established to campaign primarily for new secondary schools in WD3 and for the revision of Hertfordshire County Council's admissions procedure.

Reach Learning and the WD3 School Action Group are separate entities but share the long term goal of seeing secondary schools open for the children of WD3 which will address the shortfall of places and eliminate long school

commutes. While the WD3 School Action Group supports Reach Learning's proposal for a free school, it continues to campaign for its own objectives. The relationship between Reach Learning and the WD3 School Action Group centres on raising community awareness about the proposal for The Reach Free School and demonstrating parental demand for a secondary school in the Mill End, Maple Cross and Rickmansworth area. Although the two organisations are separate, [REDACTED] WD3 School Action Group, has been invited to be [REDACTED] The Reach Free School and [REDACTED] has been invited to be the [REDACTED] of The Reach Free School. They, along with [REDACTED], sit on The Reach Free School steering group. All are working with Reach Learning to gain support from local parents, guardians and carers and have consulted on this proposal. They and the WD3 School Action Group recognise that Reach Learning is able to realise one of their objectives due to the clear overlap in both organisations' long term goals; a new secondary school for children in the Mill End, Maple Cross and Rickmansworth areas.

With the support of the WD3 School Action Group and other local parents, Reach Learning have secured significant support for the proposed school. Applications in principle were invited via the Reach Learning website and on paper forms distributed at various public meetings held in the community and other community events (e.g. Mill End Community Celebration Day, Rickmansworth May Fair and the Rickmansworth Festival). From a total of **272** applications in principle, signatures have been secured from the parents, guardians or carers of **73** current Year 5 pupils, and **56** current Year 4. These figures represent 61% and 47% respectively of the proposed first two cohorts. The remaining expressions of support are from a range of parents, guardians and carers of younger children. Each expression of support has signalled that parents, guardians or carers "*...confirm I am willing to select The Reach Free School as first choice for my child*". The application form below shows the questions asked of parents, guardians or carers.

3.2 The Reach Free School Application Form

Reach Learning is proposing to set up a Free School in the Rickmansworth area to allow children access to a local secondary school. We are aiming to open the school in September 2013 and as part of our application to the Department for Education we are required to submit evidence of proposed numbers of children and their parents who are interested in attending The Reach Free School.

About your child

Child's first name(s):

Child's surname:

Date of birth:

Gender:

What is the name of your child's current primary school?

Which year group is your child currently in?

Who is your local authority?

Child's address at the time of application

What is your child's current address:

Postcode:

Name(s) of parent(s), guardian(s) or carer(s)

Title:

First Name:

Surname:

Relationship to child:

Daytime telephone number:

Mobile telephone number:

Current email address:

Title:

First Name:

Surname:

Relationship to child:

Daytime telephone number:

Mobile telephone number:

Current email address:

Address (if different of that given in the previous section):

Postcode:

Other details about your child

Does your child currently have a statement of Special Educational Needs?

Is your child looked after by the council (often known as in care)?

If yes, to which council?

Admissions

Please tick this box to confirm you would choose The Reach Free School as first choice for your child.

I confirm I am willing to select The Reach Free School as first choice for my child

Notes for parents, guardians and carers

1. By completing this application in principle form you have shown an interest in The Reach Free School.
2. This form does not guarantee your child a place at the Free School, but your support is very much appreciated.
3. The information you give will be processed electronically and stored on computer for administrative purposes in accordance with the Data Protection Act 1998.
4. Registration is not binding, nor is it an official application.
5. Families will still need to apply for secondary schools using the Hertfordshire County Council application process.
6. An application to The Reach Free School using this form will not in any way affect their allocation of a place at another school.
7. The purpose of this form is to gather information about demand for places. Information you supply will be treated as confidential and only shared between Reach Learning and the Department for Education.
8. We may send you an occasional email to update you on the school's progress.

3.3 Pupil Information

Below is the relevant information from the database of applications. This contains the children, their age, current year group and postcode. This information was provided by parents, guardians and carers and is up to date as of **23rd February 2012**.

Pupil Number	Age	Year Group	Joining the school in 2013/14	Joining the school in 2014/15	Postcode
1	10	5	✓		WD3 [REDACTED]
2	9	5	✓		WD3 [REDACTED]
3	9	5	✓		WD3 [REDACTED]
4	9	5	✓		WD3 [REDACTED]
5	9	5	✓		WD3 [REDACTED]
Pupil	Age	Year	Joining	Joining	Postcode

Number		Group	the school in 2013/14	the school in 2014/15	
6	9	5	✓		WD3
7	9	5	✓		WD3
8	10	5	✓		WD3
9	9	5	✓		WD3
10	9	5	✓		WD3
11	10	5	✓		UB9
12	10	5	✓		WD3
13	10	5	✓		WD3
14	9	5	✓		WD3
15	9	5	✓		WD3
16	9	5	✓		WD3
17	9	5	✓		WD3
18	9	5	✓		WD3
19	9	5	✓		WD3
20	9	5	✓		WD3
21	10	5	✓		WD3
22	10	5	✓		WD3
23	9	5	✓		WD3
24	9	5	✓		WD3
25	9	5	✓		WD3
26	9	5	✓		WD19
27	9	5	✓		WD3
28	9	5	✓		WD3
29	9	5	✓		WD3
30	9	5	✓		WD3
31	9	5	✓		WD3
32	10	5	✓		WD3
33	10	5	✓		WD3
34	9	5	✓		WD3
35	9	5	✓		WD3
36	9	5	✓		WD3
37	10	5	✓		WD3
38	10	5	✓		WD3
39	9	5	✓		WD3
40	9	5	✓		WD3
41	9	5	✓		WD3
42	9	5	✓		WD3
43	10	5	✓		SL9
44	10	5	✓		WD3
45	9	5	✓		WD3
46	10	5	✓		WD3
47	10	5	✓		UB9
48	10	5	✓		UB9
49	9	5	✓		WD3
50	9	5	✓		WD3
Pupil	Age	Year	Joining	Joining	Postcode

Number		Group	the school in 2013/14	the school in 2014/15	
51	9	5	✓		WD3
52	10	5	✓		WD3
53	10	5	✓		WD3
54	10	5	✓		WD3
55	9	5	✓		WD3
56	9	5	✓		WD3
57	10	5	✓		WD17
58	9	5	✓		WD3
59	9	5	✓		WD3
60	9	5	✓		WD3
61	10	5	✓		WD3
62	9	5	✓		WD3
63	10	5	✓		WD3
64	9	5	✓		WD3
65	10	5	✓		WD3
66	9	5	✓		WD3
67	10	5	✓		WD3
68	10	5	✓		WD3
69	10	5	✓		WD3
70	10	5	✓		WD3
71	10	5	✓		WD3
72	10	5	✓		WD3
73	9	4		✓	WD3
74	9	4		✓	WD3
75	9	4		✓	WD3
76	9	4		✓	WD3
77	9	4		✓	UB9
78	8	4		✓	WD3
79	8	4		✓	WD3
80	8	4		✓	WD3
81	8	4		✓	WD3
82	8	4		✓	WD3
83	9	4		✓	HA7
84	9	4		✓	WD3
85	9	4		✓	WD3
86	8	4		✓	WD3
87	9	4		✓	WD3
88	9	4		✓	WD18
89	8	4		✓	WD3
90	8	4		✓	WD3
91	8	4		✓	WD3
92	8	4		✓	WD3
93	9	4		✓	UB9
94	8	4		✓	WD3
95	8	4		✓	WD3
Pupil	Age	Year	Joining	Joining	Postcode

Number		Group	the school in 2013/14	the school in 2014/15	
96	9	4		✓	WD3
97	8	4		✓	WD3
98	9	4		✓	WD3
99	9	4		✓	WD3
100	9	4		✓	WD3
101	9	4		✓	WD3
102	8	4		✓	WD3
103	9	4		✓	WD3
104	8	4		✓	HA6
105	8	4		✓	WD3
106	8	4		✓	WD3
107	9	4		✓	WD3
108	9	4		✓	WD3
109	8	4		✓	WD3
110	8	4		✓	WD3
111	8	4		✓	WD3
112	8	4		✓	WD3
113	9	4		✓	WD18
114	9	4		✓	WD3
115	9	4		✓	WD3
116	9	4		✓	WD3
117	9	4		✓	WD3
118	8	4		✓	WD3
119	8	4		✓	WD3
120	8	4		✓	WD3
121	8	4		✓	WD3
122	9	4		✓	WD3
123	8	4		✓	WD3
124	8	4		✓	WD3
125	9	4		✓	WD3
126	8	4		✓	WD3
127	9	5	✓		WD3
128	9	4		✓	WD3
129	9	4		✓	WD3

3.4 Public Consultation

The plan for opening The Reach Free School focuses on the Mill End, Maple Cross and Rickmansworth areas of Hertfordshire. As stated in 3.1 above, public meetings have been held in all three areas, and adjacent areas such as Croxley Green, and the founders of Reach Learning have attended community events in Mill End and Rickmansworth.

Upon approval of this application the multitude of links and relationships will be utilised in the local area to assist in running a full and detailed public consultation.

The proposed question for the public consultation is:

Free School applications are governed by The Academies Act 2010. Prior to signing the Funding Agreement, Section 10 of the Act requires consultation by applicants on whether they should proceed. To comply with this statutory requirement The Reach Free School invites answers to the following question:

"Do you agree that we should enter into a Funding Agreement with the Secretary of State for Education to allow The Reach Free School to open as a Free School in September 2013?"

The question would be supplemented with clear details of the organisational ethos and plans for the site, curriculum, organisation, admissions policy and community outlook of the school. Throughout the consultation stakeholder responses will be sought to the following questions:

1. Do you support the proposed Reach Free School?
2. Do you support the admission policy for The Reach Free School?
3. Do you have any concerns about The Reach Free School?
4. In what ways do you feel The Reach Free School could contribute to the local community?

Initially details of the consultation and its central question will be published on the Reach Learning website and Facebook page, using Twitter and group emails to spread the message to those already familiar with the plan for The Reach Free School. This, supplemented by leaflet drops targeted at deprived communities, articles in the local magazines that are distributed to all in the community (My Ricky News/ My Croxley News/ Community Times), and coverage via other local media (e.g. Watford Observer, Heart Radio, etc.) will generate word-of-mouth interest and direct interested parties to the website or to the specified address to respond.

A meeting will be sought with the Headteachers' consortium of the local primary and secondary schools in order to give them a chance to respond to and publicise the consultation to parents of children at their schools. Existing links with Hertfordshire County Council will be utilised to organise a meeting where council officials could give their response and a similar meeting with Three Rivers District Council will be held.

The consultation process would culminate in a series of public meetings throughout the proposed catchment area to give as many interested parties the chance to respond to the proposals. The deadline for responses to the statutory consultation would be no less than one month following the final public meeting.

Replied to the responses gained through the consultation will be via the method by which they were received.

3.5 Map demonstrating local demand

The statistics highlighted in section 2.12 of the Educational Plan point to the social and educational deprivation of the Mill End and Maple Cross areas which it is hoped The Reach Free School will address.

The map overleaf shows a distribution of the applications received thus far, demonstrating the high demand from the Maple Cross and Mill End areas:



Maple Cross

Mill End

3.6 Marketing strategy

A hub for the marketing of The Reach Free School would be the website - www.reachlearning.co.uk – Reach Learning has seen an exponential increase in hits. Upon acceptance, the website will be redesigned to ensure that all marketing materials point interested parties to the site.

Reach Learning has already established an email circulation list of over **500** interested parties, and the utilisation of this list would be fundamental to gaining more members and spreading the message of the school throughout the local community. Positive discussions have been held with school place planning officers from Hertfordshire County Council who recognise the impact The Reach Free School would have on the looming secondary school place shortage.

In order to spread the message of the school a number of strategies have been designed, some of them building on already successful channels:

- Word-of-mouth promotion through local parents and the WD3 School Action Group
- Leaflet drops throughout the local area
- Advertising on buses and at bus stops
- Promotional material in prominent roadside positions
- Wrap around the local free newspaper
- Public meetings held in the Mill End, Maple Cross and Croxley Green Community Centres
- Stalls at the local community events including the Mill End Community Celebration Day, Rickmansworth May Fair and the Rickmansworth Festival
- Website – www.reachlearning.co.uk
- Facebook – [REDACTED]
- Twitter – [REDACTED]
- Articles in the local press:
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]

- [REDACTED]
 - Interviews on local radio station
 - Posters in nurseries, community centres and local shops
- In devising a detailed marketing plan The Reach Free School will work with [REDACTED] a marketing and public relations company owned by [REDACTED] in particular will work on devising the marketing strategy for free.
- [REDACTED] will be able to tailor a package to maximise exposure in the local community. This will include a combination of static and moving advertisements, taking advantage of the 320, 321, 385, 724 and R21 bus routes which travel through the catchment area. Some of these buses will have a 'mega rear' advert promoting The Reach Free School.
- During the statutory consultation literature will be distributed about the proposed school, including concise leaflets, and a more detailed prospectus. Prospective parents, guardians and carers will be given a visual representation of The Reach Free School through artists' impressions based on the proposed site and learning environments.
- Principally parents of the prospective first cohort will be targeted to promote the school to parents of younger pupils in order to lay the groundwork for subsequent cohorts. Briefing sheets will be offered to parents interested in promoting the school to their peers, in order to maintain consistency of the message in the absence of staff at that time. Such briefing sheets will form part of a larger marketing pack which will be distributed to members of the steering group and other key individuals who have been instrumental in steering the school to the acceptance stage.
- Armed with such packs, parents and other local champions will be able to host small 'coffee meetings' or tag promotional pitches onto the end of existing meetings at nurseries, Beavers, Cub and Brownie groups, and at sports clubs.
- The numerous contacts with the local media will be exploited in order to have articles and interviews published regularly, maintaining the presence of The Reach Free School on the local media landscape.
- With regard to cost of the marketing campaign, a relatively small amount of funding will be required to produce the marketing materials; leaflets, prospectuses, moving and static promotions.
- Upon approval of the application the marketing strategy will be implemented immediately using the following timescales.
- August 2012:**
- Press release to local newspapers and media.
 - Update www.reachlearning.co.uk.
 - Promote the success on the Facebook page.
 - Tweet the followers and ask them to retweet.

- Meet with [REDACTED] to decide on the marketing strategy.

September 2012:

- Begin the statutory consultation on The Reach Free School.
- Begin marketing The Reach Free School with a newspaper wrap promoting the school and the forthcoming open evening.
- Invite registered parents along to an evening regarding raising awareness.
- Distribute 'information packs' to the registered parents, guardians and carers.
- Hold The Reach Free School September 2013 Open Evening.
- Open the application process for September 2013.
- Invite parents who signed up in principle to submit a full application.

October 2012

- Promote The Reach Free School on buses and at bus stops on routes through the Rickmansworth, Mill End and Maple Cross area.

November 2012:

- Close the statutory consultation on The Reach Free School.

December 2012 – February 2013:

- Continue to raise the profile of The Reach Free School in the local media.

March 2013:

- Close the application process for September 2013.
- Inform parents, guardians and carers about successful applications and promote this in the media.

3.7 Working with the local community

As outlined in section D, at the heart of the ethos and thus the plan for The Reach Free School is linking the work done with that of the local community. The Reach Free School will seek to reach out to local businesses and other organisations to augment the teaching and learning at the school, and provide opportunities for pupils to learn in the local community. From multinationals such as Nissan or Skanska to independent ventures such as the 'Cafe in the Park' the local community will be brought into the school, and take the pupils out to learn in their local environment.

Through its ongoing research into the local community, Reach Learning has recently learnt about 'Thrive Homes' based in Watford, serving the Three Rivers district of Hertfordshire. Thrive seeks to "provide high quality homes and excellent services to develop communities where people will enjoy living". They also have goals which have clear synergy with those of Reach Learning:

- delivering flexible services and developing partnerships to meet the diverse needs of the communities we work with.
- contributing resource and expertise to developing our communities.

- contributing to the employment opportunities within the communities we serve and being a respected employer.

Contact has been made and it is hoped that a partnership will be formed between Reach Learning and Thrive as there is lots of potential for successful collaboration due to the shared vision and ethos. For example, Thrive could be a great partner for The Reach Free School in terms of work-related learning and Design and Technology lessons for pupils or through the sponsorship of Community Common Room initiatives.

Thrive manage housing in Maple Cross and Mill End and so will be an invaluable partner in reaching out to the deprived families in the area.

The Community Common Room lessons epitomise The Reach Free School's approach to community engagement. Dedicating a lesson per week to community projects will ensure that the pupils feel a part of the local area, with the opportunity and responsibility of establishing and maintaining relationships with people and groups in the near vicinity.

Facilities at The Reach Free School will be made available to any individual or group who wishes to use them outside the school day. Meeting rooms and any other facilities will be hired out for a small fee, however this depends on the final location of the school.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

4 Capacity and Capability

4.1 Summary of Expertise

4.2 Educational Expertise

4.3 Local Expertise

4.4 Financial Expertise

4.5 Recruitment and Human Resources Expertise

4.6 Marketing Expertise

4.7 Construction Expertise

4.8 IT Expertise

4.9 Local Authority Involvement

4.10 Local Member of Parliament

4.11 Areas of expertise required

4.12 Involvement of individuals to date

4.13 Involvement of individuals pre opening and once operational

4.14 Staffing

4.15 Year 1 Organisational Structure

4.16 Year 4 Organisational Structure

4.17 Year 7 Organisational Structure

4.18 The Recruitment Process

4.19a Hiring the Principal Designate

4.19b The Principal Designate and the Senior Leadership Team

4.20 Governance

4.1 Summary of Expertise

The table below summarises the areas of expertise within the steering group and the amount of time they can commit once the school has been approved.

Name	Area of Expertise	Time Commitment
	Educational	Full time once approved
	Educational	Full time once approved
	Educational	Full time once approved
	Project Management	Pro bono as required
	Local agenda	Pro bono as required
	Financial	Pro bono part time
	Financial	Pro bono as required
	Recruitment	Pro bono as required
	Construction	Pro bono as required
	Construction	Pro bono as required
	Construction	Pro bono part time
	ICT	Pro bono part time
	Legal	Further support required
	Human Resources	Further support required

4.2 Educational Expertise

Reach Learning Ltd was formed as a company limited by guarantee in July 2010 with the sole purpose of establishing a Free School in the Mill End, Maple Cross and Rickmansworth area.

The founding members of Reach Learning [REDACTED] will primarily make up the Senior Leadership Team and would each take responsibility for the day-to-day running of the school.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

4.3 Local Expertise

Working alongside the three founders of Reach Learning Ltd are a committed team of local residents. They have worked tirelessly to ensure that The Reach Free School is promoted in the local community and make up the core members of the steering group.

[REDACTED]

[REDACTED]

4.4 Financial Expertise

Reach Learning has been supported in the application for the proposed Free School by [REDACTED].

In line with the Conditions of Grant (59) section of the Free Schools Model Funding Agreement, Reach Learning will seek guidance on the finer details of financial matters from the DfE and the Academies Financial Handbook, in preparation for the appointment of a Finance Director, initially on a part-time basis in Year 1, moving to full-time in Year 2. Ultimately, the Headteacher will be accountable for the school's finances as the Finance Director will report

directly to them. The Finance Director will oversee accounts held with any external services and be responsible for payroll, audits and human resources.

[REDACTED]

[REDACTED]

4.5 Recruitment Expertise

[REDACTED]

4.6 Marketing Expertise

[REDACTED]

4.7 Construction Expertise

[REDACTED]

[REDACTED]

[REDACTED]

4.8 IT Expertise

[REDACTED]

4.9 Local Authority Involvement

In addition, Frances Button Councillor for Hertfordshire County Council has instructed [REDACTED], to supply the steering group with any information or help which may be required in terms of The Reach Free School and its proposed site.

4.10 Local Member of Parliament

The steering group have met with David Gauke MP to discuss the plans which he fully supports.

4.11 Areas of expertise required

Although there is substantial education, project management and financial expertise and support to in the team, external support for legal and HR matters will be sought. In addition to this a Clerk to the Governing Body who has experience in a similar role will be required. Ideally this will be secured locally as members of the steering group have connections to individuals in these fields which Reach Learning will be keen to explore but recommendations from the Department for Education will also be welcomed.

4.12 Involvement of individuals to date

To date, the application process has involved all of the above named individuals. The members of Reach Learning - [REDACTED] - have been the main drivers in this project and have provided the educational input.

[REDACTED] have been instrumental in ensuring the local agenda is met. They have worked with Reach Learning to organise public meetings and communicated information about The Reach Free School to local parents, as well as provide invaluable input for the application, especially with data and evidence of demand.

The involvement of the following individuals has been on a support basis to the steering group. [REDACTED] have reviewed the financial planning of the school and provided advice and guidance on how this could be developed further, supporting [REDACTED] with this.

[REDACTED] has given input into the recruitment process for members of staff and provided costings for this process.

[REDACTED] has used her experience and links with the local media in order to promote The Reach Free School.

[REDACTED] have been consulted on site matters and potential construction issues which are likely to arise.

[REDACTED] has provided guidance on IT matters and is researching emerging technologies which could be used in The Reach Free School.

4.13 Involvement of individuals pre opening and once operational

Following a successful application [REDACTED] will work full time to ensure the school is prepared for opening. It is envisaged that he will be joined full

time by [REDACTED] as soon possible, to ensure that the vision of the school can be realised, and well before the school is operational. [REDACTED] will be employed on a pro bono basis part time in relation to the financial aspects of the opening and support [REDACTED] with this. [REDACTED] will be consulted on all matters along with [REDACTED]. All other members of the steering group outlined above will be consulted as and when required on a part time pro bono basis.

4.14 Staffing

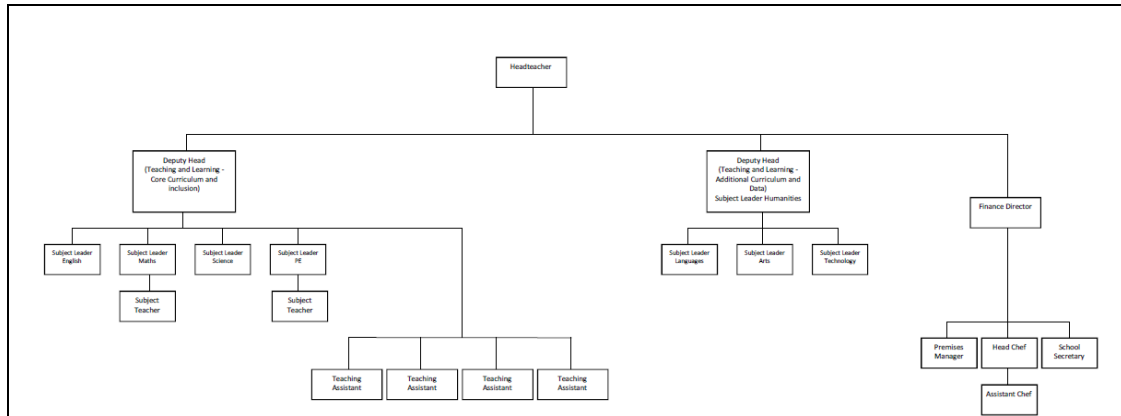
Outstanding teaching and learning is the single most important feature of successful schools, and therefore a range of specialist qualified teachers will be appointed, especially those are or have the potential to become outstanding practitioners. All members of staff will be integral to the school's community and in turn to the school's impact on the local community. From the outset, staff will be required to demonstrate that they are available out of hours for school and community events and are willing to contribute to the school in areas beyond their own subject remits.

The Reach Free School will adopt a clear staffing structure with clear lines of accountability. The table (also Annexe 7) shows the staffing requirements and demonstrates how they will grow year on year.

	Year 1 2013/14	Year 2 2014/15	Year 3 2015/16	Year 4 2016/17	Year 5 2017/18	Year 6 2018/19	Year 7 2019/20	Year 8 2020/21
Senior Leadership Team								
Headteacher	1	1	1	1	1	1	1	1
Deputy Headteacher	2	2	2	2	2	2	2	2
Assistant Headteacher	0	0	4	4	5	5	5	5
Total	3	3	7	7	8	8	8	8
Teaching Staff								
Head of Department	0	0	8	8	8	8	8	8
Deputy Head of Department	0	0	0	0	0	0	8	8
Subject Leader	7	8	0	0	0	0	0	0
Classroom Teacher	2	9	12	26	31	37	35	35
Total	9	17	20	34	39	45	51	51
Education Support Staff								
Teaching Assistant	4	4	4	4	8	12	12	12
Librarian	0	1	1	1	1	1	1	1
SENCO	0	1	1	1	1	1	1	1
Technician	0	1	2	3	3	3	3	3
Total	4	7	8	9	13	17	17	17
Administration and Support								
Head's PA	0	1	1	1	1	1	1	1
Finance Director	0.5	1	1	1	1	1	1	1
Premises Manager	1	1	1	1	1	1	1	1
Assistant Premises Manager	0	0	1	1	1	1	1	1
Network Manager	0	0	1	1	1	1	1	1
School Secretary	1	1	1	1	1	1	1	1
Receptionist	0	1	1	1	1	1	1	1
Exams Officer	0	0	1	1	1	1	1	1
Attendance Officer	0	0	1	1	1	1	1	1
Finance Officer	0	0	1	1	1	1	1	1
Total	2.5	5	10	10	10	10	10	10
Catering								
Head Chef	1	1	1	1	1	1	1	1
Assistant Chef	0	0	1	1	1	1	1	1
Kitchen Assistant	1	1	1	2	2	2	2	2
Total	2	2	3	4	4	4	4	4
Total Staff	20.5	34	48	64	74	84	90	90

The diagrams below show the staffing structure in years 1, 4 and 7 building up to full capacity. These are financially viable structures as modelled in Section G.

4.15 Year 1 Organisational Structure (Annexe 8)



Senior Leadership Team

The Headteacher will have overall responsibility for the school and will be supported by the Deputy Headteachers. The Headteacher will line manage the two Deputy Headteachers. Each Deputy Headteachers will have their own specific remit and curriculum area. One will be responsible for the core curriculum and inclusion with the other responsible for data and the additional curriculum. Both will be responsible for working alongside their Subject Leaders/Heads of Departments to monitor and evaluate the teaching and learning in their respective areas to ensure that it is outstanding practice.

Subject Leaders/Heads of Department

Initially the school will recruit a number of middle managers to take on the role of Heads of Department (referred to as Subject Leaders in year 1) who will report to a designated Deputy Headteacher. They will be line managed and coached them. The Heads of Departments will be responsible for leading their individual subject areas, developing the teaching resources and curriculum for their specific area and be responsible for teaching staff within their subject. In year one there will be seven Subject Leaders and two additional teaching members of staff.

Education Support Staff

The educational plan outlines the reasons for appointing teaching assistants of which there will be four in year one. They will be line managed by the Deputy Headteacher responsible for Inclusion. They will work alongside the Subject Leaders and classroom teachers with the four year 7 classes. They will be able to support the pupils as directed by the teachers. In addition to this they will act as the Form Tutor within a house and be responsible for the pastoral wellbeing of the pupils.

Administration and Support

The Finance Director will be appointed on a part time basis in year 1. They will be responsible for all financial aspects of the school and ensure that accurate accounting records are kept. They will line manage the Premises Manager, School Secretary, a Head Chef and Kitchen Assistant.

The Premises Manager will not only need to be well organised and have excellent practical skills in terms of maintaining the site, he or she will also

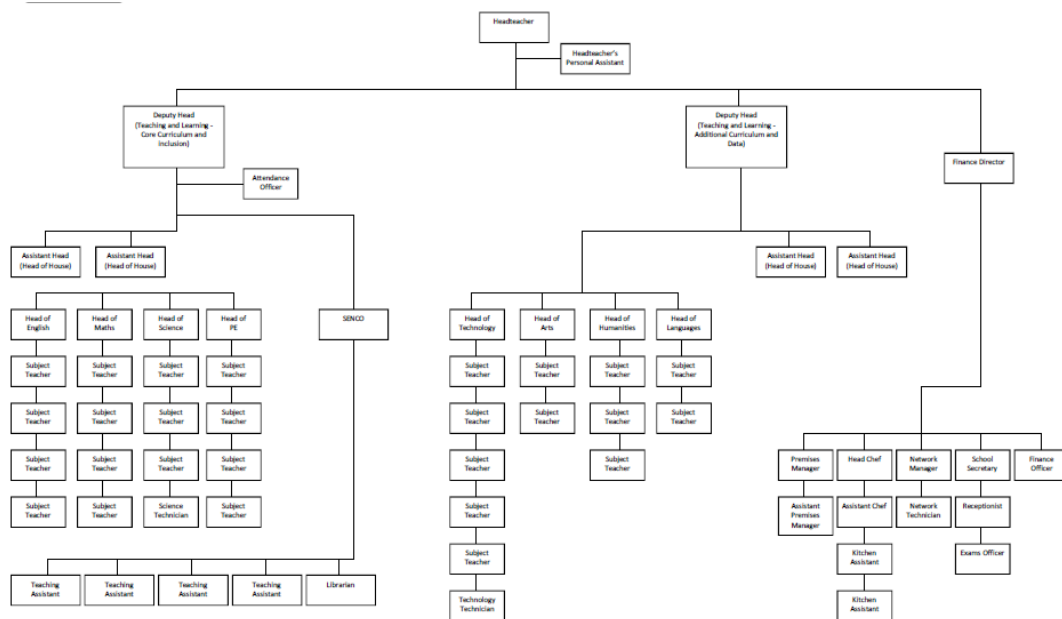
need to be capable of managing any external agencies who are employed to carry out specific work when the school is in operation.

In addition, a School Secretary will be recruited. This post will be vital to the school's effective day-to-day operation. The Secretary will manage the reception area of the school, complete the delegated administrative tasks and oversee the pupils' attendance. As such, it is recognised that it is imperative that a flexible, motivated and competent individual with excellent communication skills is appointed.

A Head Chef and Kitchen Assistant will be appointed to ensure that healthy nutritional meals are served to the pupils. The Head Chef will be responsible for the catering budget and ensuring accurate financial records are kept of income and expenditure to ensure the facility is on budget.

The Reach Free School will seek to ensure that a significant number of staff members are first aid trained.

4.16 Year 4 Organisational Structure (Annexe 9)



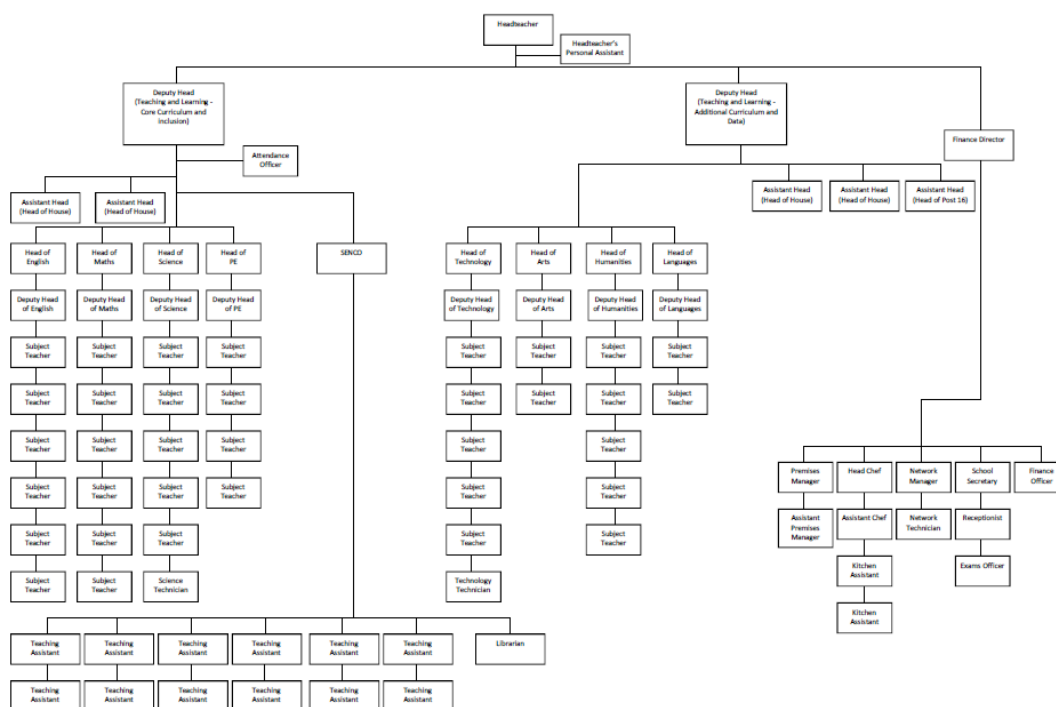
As the school grows year on year, the number of staff will increase accordingly. The first three years of the school will operate with a tight staffing structure to ensure that value for money is achieved. The diagram shows the structure as the school begins its first cohort through Key Stage 4 (year 4). The school will undergo a targeted recruitment drive to ensure that specialist expertise is employed to deliver optional Key Stage 4 courses. Each department varies in size with the emphasis placed on the core subjects of English, Mathematics and Science. However, this is not at the expense of other subjects which will all be staffed with subject expertise. In year 2 a SENCO will be appointed taking over the role from the Deputy Headteacher for Inclusion. Additional Technicians will be appointed to support the Science and Technology departments as well as the Network

Manager.

In preparation for GCSE examinations a dedicated Exams Officer will be appointed who will oversee the exam entries for the school. A full time Attendance Officer will take over the roll previously carried out by the School Secretary to ensure that attendance is well above the national average at 96%.

By year 4 it is anticipated that the Finance Director will now be full time and be responsible for a growing number of administration and support staff. They will also benefit from a Finance Officer, most likely in a junior role, to support them. With the growing number of pupils using the canteen facilities further kitchen staff will be employed to ensure that all pupils are provided with healthy meals during the day.

4.17 Year 7 Organisational Structure (Annexe 10)



When the school is at full capacity there will be 90 full time members of staff employed. The structure above has been modelled in Section G. The staffing structure reflects the curriculum model outlined in Section D with eight distinct curriculum areas.

Senior Leadership Team

When the school is at full capacity there will be eight members of staff on senior leadership team. The Headteacher, two Deputy Headteachers and five Assistant Headteachers. The Headteacher and Deputies will have roles similar to those outlined above in year one, but will be responsible for a larger number of staff. The Assistant Headteachers will be responsible for the pastoral wellbeing of the pupils and each of the four houses with a dedicated Assistant Headteacher overseeing Post-16. The recruitment for

this position will be in advance of the first cohort moving into Post-16. This to ensure that there is a high quality curriculum of Post-16 study for those pupils wishing to stay on at The Reach Free School.

Heads of Department and Deputy Heads of Department

Each department will have a Head and a Deputy Head who will be responsible for the planning, delivering and reviewing the curriculum in their subject area. It is envisaged that the Deputy Heads of Department will be responsible for a Key Stage to aid their development.

Teaching Staff

There will be 35 teaching staff in year 7. They will be subject specialists who are capable of delivering the curriculum to a high standard.

Education Support Staff

The SENCO will now line manage the Teaching Assistants of which there are now 12. In addition to providing support to year 7 classes they will also be able to provide targeted support to pupils as directed by the SENCO.

Administration and Support

The majority of the administration and support staff will be line managed by the Finance Director. It is not anticipated that this structure of administration and support will differ too much from that in year 4.

4.18 The Recruitment Process

Staff will be recruited through national education media and be subject to a rigorous recruitment process. [REDACTED] will be consulted about attracting the right calibre of staff for the school and also on how to highlight the opportunities that employment at The Reach Free School will offer. [REDACTED] links with Teach First will also be exploited when recruiting members of staff to the school. Reach Learning will also liaise with former colleagues regarding their own experiences and contacts.

Reach Learning will discuss the recruitment plans with education recruitment agencies and place adverts in the Times Educational Supplement (TES). All applicants will be required to complete an application form and submit this alongside a covering letter.

Based on content of the covering letter and qualifications achieved by the applicant potential candidates will be invited in for an interview. Here a set of standardised questions will be asked. These will be based around teaching and learning for classroom teachers, but will incorporate leadership and management questions for those seeking Subject Leader/ Head of Department positions. The interview process will also be an opportunity to share the vision and ethos of Reach Learning and The Reach Free School with the candidates and ensure they are fully aware of what is expected from them in their day-to-day roles. Due to the small nature of the school it will be expected that staff will carry out a number of additional duties and contribute to the wider aspects of the school day. This is a key aspect of the candidates being successful in their application as they must demonstrate their

willingness to support the school in its formative years.

Following this first part of the interview candidates would be observed teaching. It is hoped that candidates can be observed teaching in their current school. Only candidates who demonstrate outstanding teaching or the potential for outstanding teaching will be successful.

The interview and lesson observation will form the basis of the recruitment process for subject teachers. Middle managers and Assistant Headteachers will be expected to undertake data analysis tasks to demonstrate they understand the importance of this and are able to read, review and implement strategies as a result.

4.19a Hiring the Principal Designate

██████████ is the Principal designate for The Reach Free School. His Curriculum Vitae is attached as Annexe 14. ██████████ one of the government's flagship Studio Schools. ██████████, have appointed ██████████ based on his experience of the Free School process as well as his education background and experience and is currently managing the build and curriculum model of the Studio College.

Clearly a fundamental landmark in preparing for opening is the appointment of the Principal designate and the decision to designate this position to ██████████ has not been taken lightly. ██████████ has been a driving factor in this application and has the skills and qualities necessary to ensure the school is successful. ██████████ is an outstanding leader who has worked closely with ██████████ to develop the Reach Learning ethos and their vision for this Free School.

██████████ will be extremely beneficial, as this is both similar and relevant to the Free School process. He has first hand, relevant experience of procurement of services and project management. Although relatively early in his career ██████████ works closely with his team to ensure that they are open to innovative practice and committed to the values and ethos of Reach Learning and The Reach Free School.

██████████ and he would look to take up the position of Principle designate for The Reach Free School in January 2013. He is aware of the salary that will be offered and that he will be contracted for two years with a review every subsequent two years to ensure that he is the right person leading the school; committed to the ethos and prepared to realise the Reach Learning vision. ██████████ is prepared to undertake further study to close any gaps in his knowledge, especially with regards to the financial management of schools budgets and has already shown an interest in the NPQH or new equivalent qualification.

To ensure a fair and transparent recruitment process the position will also be advertised nationally in the teaching press. ██████████, will play a role in this process utilising his specialist recruitment knowledge in order to design an advert that attracts the right calibre of individual to apply for the post. It is

intended that the shortlist of candidates will be invited to spend a two day period with the founders of Reach Learning. This is to ensure that the candidate is most suitable for the position and shares the ethos of the organisation.

4.19b The Principal Designate and the Senior Leadership Team (SLT)

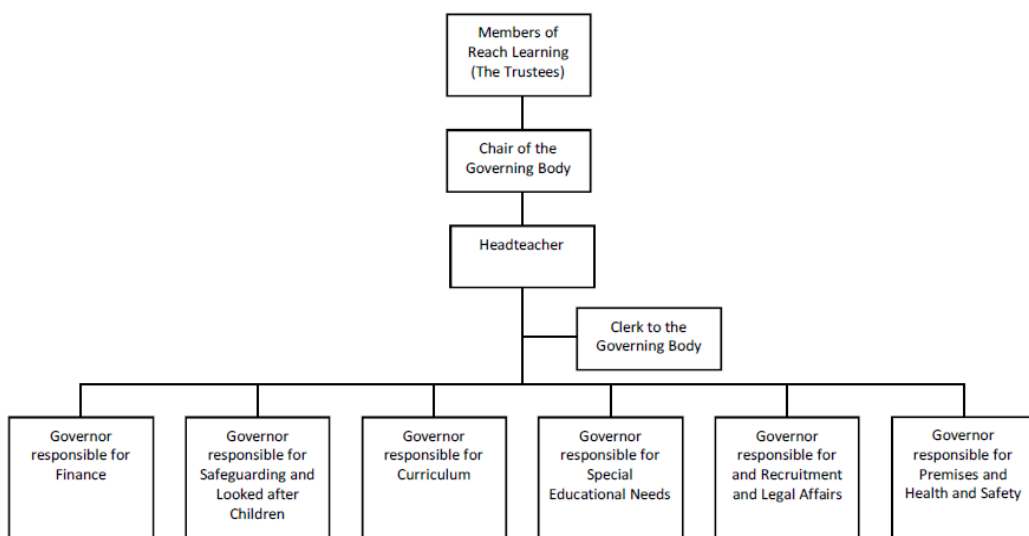
The SLT will work very closely with the Principal Designate to ensure that The Reach Free School is ready for its first cohort in September 2013. Working collectively they will design strategies for continued school improvement. All members of the SLT share the vision of the organisation and will be committed to providing an outstanding educational establishment which reaches out to the community. The members of the SLT have strong skills in teaching and learning practice and inclusion which complement each other and ensure that they have a full understanding of most aspects of the core curriculum.

In more practical terms, [REDACTED] will work on the aspects of the school which require a strategic overview, directing the senior leadership team to achieve targets to tight deadlines and troubleshooting potential unforeseen issues.

4.20 Governance (see Annex 11)

There are a number of interested individuals from the local community and members of the steering group who have put themselves forward as Governors of The Reach Free School. The body will consist of the Headteacher, Chair and two parent Governors as well as the trustees. Governors will be given a specific remit, including Finance, Safeguarding and Looked After Children, Curriculum, SEN, Teaching and Learning, Recruitment and Legal Affairs, Premises and Health and Safety. There will also be link Governors for literacy and numeracy to ensure that the school’s commitment to these skills are robust and the outcomes high. An independent Clerk to the Governors will also be appointed.

The Reach Free School Governing Body Structure



In line with the Conditions of Grant (13) section of the Free Schools Model Funding Agreement, The Reach Free School will ensure that it meets the statutory requirements of the governing body by retaining at least two Parent Governors, and that staff governors do not comprise over one-third of the membership of the governing body.

The Role of the Members of Reach Learning

In the pre-opening phase, the Members of Reach Learning will work alongside the Headteacher, a Finance Director and Senior Members of Staff to ensure that teaching staff are recruited. The Members of Reach Learning will appoint the governing body and Chair of the Governing Body to ensure the vision and aims of The Reach Free School are communicated to local stakeholders and that value for money is delivered in all aspects of the school. The Members of Reach Learning will governing body will also be responsible for establishing the policies and practices of The Reach Free School.

The Role of the Headteacher in the Governing Body

The Headteacher, alongside the governing body will set out the aims and objectives of The Reach Free School, ensuring that the ethos is maintained and value for money is delivered.

The Role of the Chair of the Governing Body

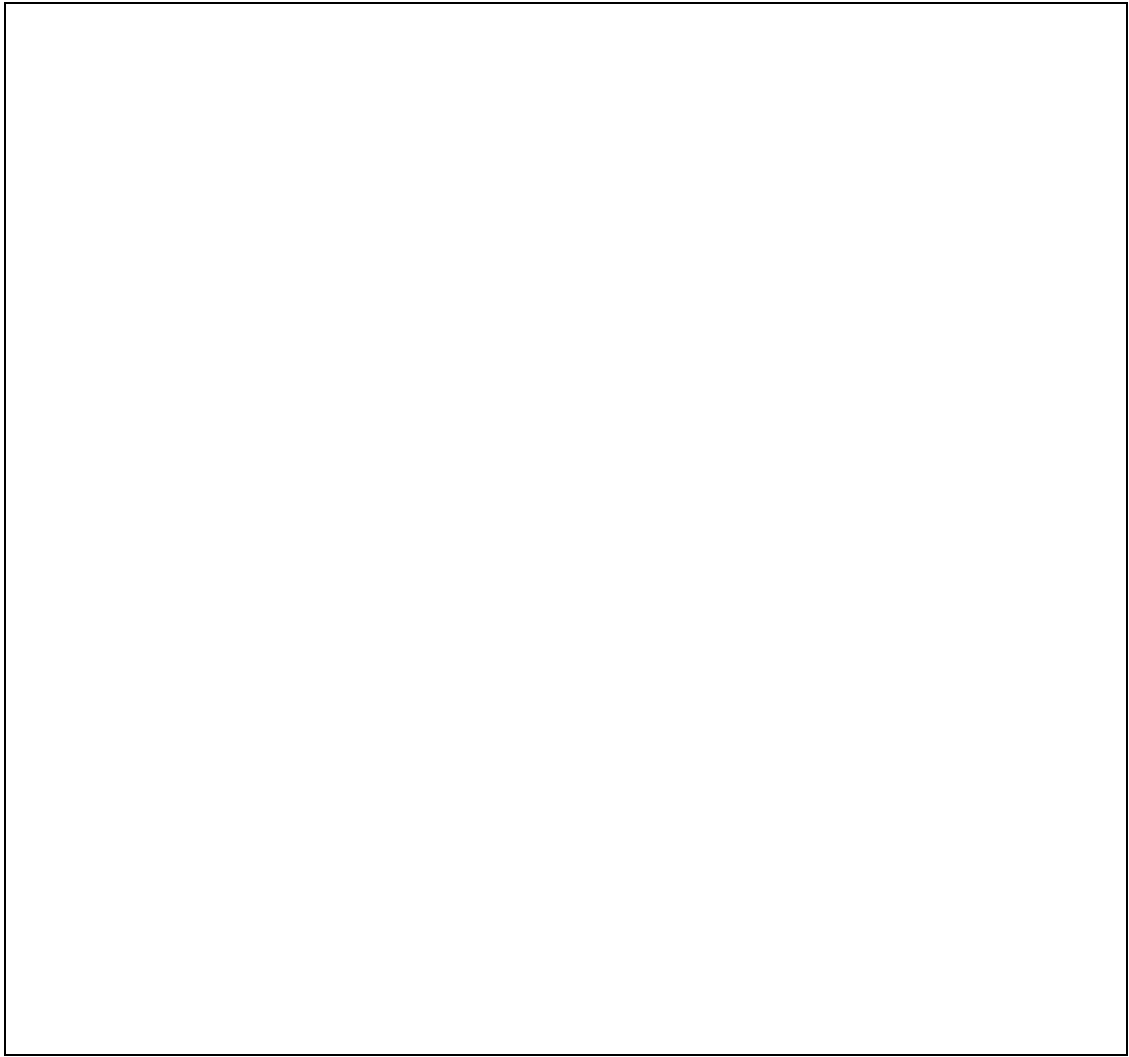
As proposed [REDACTED] has the ideal skills and character to ensure that the Reach Learning vision is upheld and developed and that outstanding results are sought and achieved for the school's pupils and local community.

Recruitment of Governors

Any additional Governors will be recruited through advertisements placed on the Reach Learning website, in local media and using the 'School Governors One-Stop Shop' to recruit volunteers willing to become Governors in the local area. They will be invited to attend an 'interview' so that they are fully aware of the roles and responsibilities that belie them. Local business leaders, who are also residents, may also be invited to join the governing body. In addition, Reach Learning have an established relationship [REDACTED]. As such, she will be instrumental in supporting the recruitment of governors with specific expertise in the private sector.

Local parents have already been invited to look out for advertisements for or volunteer to apply for Governor roles at the community events already held.

Once the school is established, the governing body will be responsible for holding the Headteacher accountable and for maintaining policies, practices and strategies for continual improvement.



Section G: Initial costs and financial viability

Please refer to pages 28-32 of the 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

5 Initial costs and financial viability

5.1 Staffing

5.2 Non-payroll costs

5.3 90% capacity budget

5.1 Staffing

The organisational structure, attached as Annexes 8, 9 and 10, outlines the staffing structure for years 1, 4 and 7. Initially operating with staff fulfilling numerous roles as the size of the school remains smaller than average, further staff come on line in subsequent years, particularly in years 2 and 3 as the teaching and administrative staff numbers triple.

This fulfilment of various roles in the early years is one of the reasons for the requirement of two Deputy Headteachers for what is a small school. Although this appears expensive, the two Deputy Headteachers will teach classes and fulfil the positions of SENCO and Attendance Officer as well as other administrative functions. Alongside the Headteacher, the two Deputy Headteachers and the Finance Officer will form the Senior Leadership team in the first two years of operation, prior to the introduction of the Assistant Headteachers in year three. These Assistant Headteachers will act as Heads of House and will drive the pastoral provision of the school. They will be responsible for coordinating the House Time and Community Common Room activities which distinguish The Reach Free School from other educational providers, and thus epitomise the Community and Cooperation aspects of the ethos.

Whilst the teacher to pupil ratio is relatively constant, and in line with national averages when the school is full (1:16), the teaching load for staff is relatively light, which allows for capacity to be utilised in one-to-one provision and other targeted support for identified individuals and groups of pupils. It is this type of personalised provision, along with outstanding practice in everyday lessons, which will allow The Reach Free School to attain the aims of the Achievement element of its ethos.

Pay scales have been established to balance the recognition of the small nature of the school whilst ensuring the recruitment of outstanding leaders and teachers. In year 1, teachers will largely be recruited as 'Subject Leaders', with the responsibility of establishing their requisite subject in the school. From year 3 it is assumed that these Subject Leaders will become 'Heads of Department', with further responsibilities including line

management of teachers within their departments.

Teaching Assistants are employed to act as mentors and tutors to each year 7 class, supporting the transition of pupils from primary to secondary school and helping to establish the principles of achievement, community and cooperation and enjoyment throughout each day.

In year 1 the Finance Director is a part-time role, before becoming full-time in year 2. In year 1 the majority of the administrative functions are served by the school secretary before further administrative posts are appointed from year 2 onwards. The small nature of the school will ensure that this does not impact upon the experience of the pupils.

: 

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

6 Premises

6.1 Steps taken

6.2 Details of the preferred site

6.3 Other potential sites

6.4 Hertfordshire County Council Proposed Site

6.1 Steps taken

The proposed location of The Reach Free School is the Rickmansworth, Mill End and Maple Cross area of South West Hertfordshire. This is a densely populated area of the county with a large number of residential properties. Available land and vacant buildings are scarce. Despite this, a number of potentially suitable sites have been identified. Reach Learning have been liaising with local estate agents and this section outlines the preferred option along with other potentially suitable sites.

6.2 Details of the preferred site

The preferred site for The Reach Free School is [REDACTED]. This site is within the proposed catchment area and is accessible for all major transport links.

[REDACTED] is located on [REDACTED], [REDACTED], Hertfordshire, [REDACTED]. The office had been empty for some time, but now accommodates an organisation on the top floor. The building is in a good state of repair and would provide accommodation for The Reach Free School with only minor internal remodelling required. In total there are 5,350 sq m (57,500 sq ft) of accommodation, with the occupied top floor representing 1,183 sq m (12,374 sq ft) leaving the remaining area of 4,167 sq m (13,671 sq ft). This is distributed over the lower three floors and incorporates a canteen and space large enough to hold assemblies for pupils and examinations.

Despite the top floor being occupied it is felt that the building could accommodate The Reach Free School in the remaining areas without it, or the current occupants intruding on each other. If required, there are separate entrances for current occupants and the pupils of The Reach Free School. The property, which is marketed by two estate agents, [REDACTED], is available to rent for a negotiable [REDACTED] sq ft.

[REDACTED] describe the site as “a striking and contemporary headquarter office building set within beautiful landscapes and only a short distance to local amenities and transport links. The office space is designed to suit the most modern day occupier and creates an atmosphere that will benefit both

employees and clients alike. [REDACTED] provides flexible working space with large floor plates and the latest in building specification.”

The specification provided by the estate agents includes details of the building construction such as:

- 4 Pipe fan coil air conditioning
- Suspended ceilings with category 2 Lighting
- 2 glass 13 person wall climber lifts
- 255 car parking Spaces
- Impressive full height reception

This substantial site has sufficient space to accommodate The Reach Free School. The available floors are currently empty, except for a small amount of office furnishings and there is scope for these to be remodelled to fit the needs of the curriculum. During the opening year only one floor requires refurbishment. This could accommodate all the classrooms required for teaching and learning to take place. As the pupil numbers grow, the school will accommodate more areas of the building.

As outlined in the Educational Plan ‘home rooms’ for the initial year 7 cohort will be created. In these classrooms the pupils will study English, Mathematics, Humanities and Languages, ICT and Media. With the use of portable devices specific computer rooms or language laboratories will not be required. However, Science, Performing Arts and Design and Technology will be taught in dedicated laboratories, studios and workshops. The proposed timetable ensures that these specialist facilities can be used on a rotation basis and will not be occupied by more than one class at a time, therefore further reducing costs. It is proposed that recreational space will be incorporated both internally and externally.

As the school roll increases there will be capacity to extend beyond the initial floor to replicate further classrooms, laboratories and workshops for dedicated subjects eventually providing enough teaching area for the full complement of pupils and subjects offered.

The building could accommodate some sports and exercise facilities within its current structure, but it is also proposed to utilise existing sporting facilities in the local area and transport pupils the short distance to these.

On the other side of [REDACTED]. These office buildings do not intrude on the proposed site of The Reach Free School.

[REDACTED] has had a toucan crossing installed directly opposite the site enabling pupils to safely cross the [REDACTED]. A bus stop is situated immediately outside the building with direct routes to both [REDACTED]. The front of the building has sufficient place for parents to drop off their children in the morning without obstructing the [REDACTED].

6.3 Other potential sites

A second potential site is situated just off the [REDACTED], Rickmansworth.

This 16,000 sq m (4 acre) [REDACTED] per acre per annum through the estate agents, [REDACTED]. The site was previously occupied by a factory, but in recent years has been used for haulage and storage. [REDACTED], the estate agent, explained that there are services on site and that the vendor, a private family would be looking to lease the entire plot. This ample space could be used to accommodate a modular school incorporating modern, flexible but permanent buildings from organisations such as Servacomm, Build Offsite, Portakabin or Aganto. These could be used to create a school village which provide facilities which meet the needs of the curriculum, school and community.

A modular building will allow us to begin with the necessary accommodation required to meet the needs of the curriculum, but then expand as the roll increases. In addition to this, the site would provide some access to outdoor space for sports and recreational facilities, something that is limited at [REDACTED]. The use of modular buildings enables the school to provide brand new facilities for the community without the usual expense associated with more traditional building methods. The facilities that could be provided by a modular school would meet the needs of the curriculum. Access to this site is from the [REDACTED] via a short lane. This would provide access for parents wishing to drop off their children to the school. The site is serviced by regular buses from Rickmansworth, Watford and surrounding areas. In addition to this it is equidistant from the residential areas of Mill End and Maple Cross and well within the catchment area.

A further possible location for The Reach Free School is a three storey office building [REDACTED] in Rickmansworth. Although considerably smaller than the preferred site, it could accommodate The Reach Free School in the early years before a more suitable site is ready. The property is currently advertised through estate agents [REDACTED] for [REDACTED] per annum. To the rear of the property are car parking spaces for 16 cars, some of which could be adapted to incorporate outdoor play areas.

It is also understood that there may be an opportunity to build a modular school on land currently owned by the [REDACTED] in Rickmansworth. The land has previously been rented out by [REDACTED] took place. This option currently has not been pursued, but is in the desired area.

All the identified sites mean the majority of the facilities can be located in one specific area which reduces the time spent travelling between sites for lessons. The proposed timetable also incorporates the potential travelling time to local sporting facilities and all Physical Education lessons will be one hour and forty minutes long to incorporate travelling and changing times.

Reach Learning are in regular contact with local estate agents who are aware of The Reach Free School plans and will alert us to any suitable properties which may become available. Reach Learning would also welcome discussing the potential sites with Partnerships for Schools.

6.4 Hertfordshire County Council Proposed Site

In addition to these identified sites Hertfordshire County Council has conducted a feasibility study into potential school sites in the local area, covering Mill End, Maple Cross and Croxley Green. They have undertaken a survey of local residents who overwhelmingly voted for a school to be built in the Mill End and Maple Cross areas of Rickmansworth. The three proposed sites identified in Croxley Green were unanimously rejected by residents. This further demonstrates the need and demand for a new school in the proposed area.

This year Hertfordshire County Council and Three Rivers District Council began conducting a consultation about the proposed sites for a secondary school. The consultation closes on 5th March 2012 with a report on the findings due later this year. Hertfordshire County Council is now suggesting that any new school built in the county is likely to be a free school, smaller than the LA school that has previously been proposed. This encouraging development could mean the potential for The Reach Free School to move into temporary accommodation ahead of a move to a new build in the future. Despite local resident and councillor opposition to the Croxley Green sites, Hertfordshire County Council has not ruled out a Croxley Green site for a future school and has recommended a proposed Croxley Green site is included in the Three Rivers District Council's development plan (the subject of a consultation at the point of application) along with two possible sites in Maple Cross.

The proposed sites are all potentially viable for The Reach Free School and will depend on funding from the Department for Education. There is no source of funding for acquisition of the site from external partners.

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

Annexe 1 – The Curriculum Plan

Annexe 2 – Year 7 Timetable

Annexe 3 – The Reach Free School Lesson Plan Pro Forma

Annexe 4 – The Reach Free School Class Context Sheet Pro Forma

Annexe 5 – The Reach Free School Behaviour Policy

Annexe 6 – The Reach Free School Attendance Policy

Annexe 7 – Staffing Structure

Annexe 8 – Year 1 Organisational Structure

Annexe 9 – Year 4 Organisational Structure

Annexe 10 – Year 7 Organisational Structure

Annexe 11 – Governing Body Structure

Annexe 12 – The Reach Learning Certificate of Incorporation

Annexe 13 – The Memorandum and Articles of Association

Annexe 14 – Curriculum Vitae for [REDACTED]

© Crown copyright 2011

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at www.education.gov.uk/publications

Department for
Education