

HEYFORD PARK FREE SCHOOL

Unlocking their future today...



***Application to the Secretary of State for Education to open
a Free School at Heyford Park***

23/02/2011

The Officers' Mess



An artist's impression of the Heyford Park Free School at our preferred site; the historic and impressive Officers' Mess building.

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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: [REDACTED].

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.

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

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

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:

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

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 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 type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spread sheet	<input 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 [REDACTED] between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: [REDACTED], Department for Education, [REDACTED], [REDACTED], [REDACTED], London [REDACTED], between 13 and 24 February 2012	<input type="checkbox"/>	<input type="checkbox"/>

SECTION A: APPLICANT DETAILS

Main contact for this application			
1.	Name: [REDACTED]		
2.	Address: [REDACTED] Upper Heyford Bicester Oxfordshire [REDACTED]		
3.	Email address: [REDACTED]		
4.	Telephone number: [REDACTED]		
About your group			
5.	<table border="1"> <tr> <td>Please state how you would describe your group:</td> <td>Parent/community group</td> </tr> </table>	Please state how you would describe your group:	Parent/community group
Please state how you would describe your group:	Parent/community group		
6.	<p>If Other, please provide more details:</p> <p>N/A</p>		
7.	<table border="1"> <tr> <td>Has your group submitted more than one Free School application in this round?</td> <td>No</td> </tr> </table>	Has your group submitted more than one Free School application in this round?	No
Has your group submitted more than one Free School application in this round?	No		
8.	<p>If Yes, please provide more details:</p> <p>N/A</p>		
9.	<table border="1"> <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>Yes</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?	Yes
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	Yes		
10.	<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful:</p> <p>Wey Education: We recognised the need for educational expertise to deliver our vision. After discussions with other organisations, our charitable trust (supported by our steering group) invited Wey Education to support them in preparing this application and if the bid is successful we will put out a tender for pre-opening phase and</p>		

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	operating the school.	
Details of company limited by guarantee		
11.	Company name: The Heyfordian School Trust	
12.	Company address: <div style="background-color: black; width: 100px; height: 30px; margin-bottom: 5px;"></div> Upper Heyford Bicester Oxfordshire <div style="background-color: black; width: 100px; height: 15px; margin-top: 5px;"></div>	
13.	Company registration number: 07926597 (for full details of the Articles of Association for The Heyfordian School Trust, please refer to Appendix A: fig.1)	
14.	Does the company run any existing schools, including any Free Schools?	No
15.	If Yes, please provide details: N/A	
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: 5	
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;"></div>
	2. Name:	<div style="background-color: black; width: 100px; height: 15px;"></div>
	3. Name:	<div style="background-color: black; width: 100px; height: 15px;"></div>
	5. Name:	<div style="background-color: black; width: 100px; height: 15px;"></div>
	4. Name:	<div style="background-color: black; width: 100px; height: 15px;"></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] ([REDACTED])

2. Name: [REDACTED] ([REDACTED])

3. Name: [REDACTED] ([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 (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.

Yes

21. **The Dorchester Group of Companies:**

Dorchester is a property investment business which specialises in large regeneration schemes both in the UK and Central Europe. They believe very strongly in the establishment of sustainable Communities and work closely with the Prince of Wales Foundation for Building Communities. Their regeneration Board is currently chaired by [REDACTED], a [REDACTED] and [REDACTED]. They own the land at Heyford Park, including 314 let homes and commercial space with over 1,000 employees and are committing up to [REDACTED] in funding for the project (a figure far in excess of locally required infrastructure funding), which is estimated to be sufficient to fulfill the capital requirements to open

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	<p>the school. The current composition of The Heyfordian School Trust includes Dorchester employees. Dorchester envisages their role in the project reducing once the refurbishment of the school site is completed, the long term funding and management of the school secured and their charitable contribution has been spent. In the pre-opening phase, The Dorchester Group’s involvement within The Heyfordian School Trust will be to ensure the contribution they have offered is spent wisely in order to produce a refurbishment of the highest quality and their network is available to access a wide range of expertise.</p>	
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p> <p>N/A</p>	
Existing providers		
23.	Is your organisation an existing independent school wishing to become a Free School?	No
24.	Is your organisation an existing independent school wishing to establish a new and separate Free School?	No
25.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	No
26.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	N/A
27.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of students on roll and your capacity:	N/A
28.	<p>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:</p> <p>N/A</p>	

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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: N/A
30.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number: N/A

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:

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:	Heyford Park Free School
2.	Proposed academic year of opening:	2013
3.	Specify the proposed age range of the school:	4-19
4.	Date proposed school will reach expected capacity in all year groups:	2019
5.	Will your proposed school be:	Mixed
6.	Do you intend that your proposed school will be designated as having a religious character? No	
7.	If Yes, please specify the faith, denomination, etc. of the proposed school:	N/A
8.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? No	
9.	If Yes, please specify the faith, denomination, etc. of the proposed school:	N/A
10.	Postcode of the preferred site of the proposed school:	██████████
11.	Local authority area in which the proposed school would be situated:	Oxfordshire County Council
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local	Neighbouring LAs: Warwickshire, Northamptonshire and Buckinghamshire

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	authorities:	
13.	N/A	<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>

SECTION C: EDUCATIONAL VISION

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

A summary of the Heyford Park Free School...

Our **MISSION STATEMENT** for the Heyford Park Free School and its students will be: *“Unlocking their future today”*.

Our **VISION STATEMENT** for the Heyford Park Free School and its students will be: *“by equipping them with excellent academic qualifications and a ‘can do’ attitude, students will be able to forge the right pathway for themselves as well as making a meaningful contribution to their society.”*

THE ELEVATOR PITCH: Whilst the case for a primary school to serve the demand of this unique community is already accepted, the parents of Heyford Park envisage their school as one that continues to develop children right up to university level. Indeed an all-through school, with an additional focus on personalised learning so that children of all ability levels reach their utmost potential, would not only reflect this area’s small and intimate nature, but also offer a central hub to a parental body that is currently fragmented from each other and separated from their children’s education. With a commitment to making a professional contribution to the local economy, our students will be encouraged to take an ambitious view of their own future by considering a professional life in a form of highly skilled industry or sector that requires either a degree or a professional entry level qualification, consequently contributing to the development of the county and district. Further, by benefitting from a location that offers many opportunities to provide learning via practical investigation, students will leave the Heyford Park Free School better able to adjust to a more “hands on” world evident in either university or employment. Such practices will be most evident in our modern history curriculum, which we advocate should be a specialism of the Heyford Park Free School not only because of the abundance of unique and rich heritage at Heyford Park (the site was recently put on the tentative list for UK nominations for UNESCO World Heritage status), but because we believe in the ability of history as a discipline to empower students by facilitating their professional development. Therefore, by providing much needed onsite primary provision, as well as greater parental choice for this area at secondary school level, we believe the Heyford Park Free School is a vital and compelling addition to the area.

An overview of our educational vision:

We are seeking to establish a school that is...

- **SMALL-** we want all our students to feel known and understood by the school and its staff.
- **ALL-THROUGH-** meaning our students will be mentored by the same teachers and staff for all their educational life.

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- **HOLISTIC AND PERSONALISED**- we will be committed to understanding every student, and directing them towards an avenue that will make full use of their potential. Each child's academic, personal and professional development will be closely monitored and supported.
- **FLEXIBLE FOR WORKING PARENTS**- we are looking at various ways of extending the school day, therefore supporting parents and carers with work commitments.
- **COMMUNITY ORIENTATED**- this school should be fully integrated into the strong and diverse community at Heyford Park, providing a tangible development for all residents here.
- **TRUE TO THE HERITAGE AND SITUATION HERE**- the school should be developed in accordance to the unique facilities and heritage here- ensuring students are engaged in various interactive learning experiences and practise a "living curriculum". Most importantly, ***students will benefit form a modern history specialism that has been developed in accordance with the opportunities for practical investigation in relation to the Cold War this site provides.***
- **ASPIRATIONAL**- our staff will be dedicated to instilling high aspirations in all students, regardless of ability so that ***96% (i.e. all apart from those with SEN with statements) of our students leave achieving either a place in Higher Education or a professional entry level.***
- **CONNECTED TO THE DEVELOPMENT OF OXFORDSHIRE**- in keeping with the current solutions identified by Oxfordshire County Council and Cherwell District Council for economic and professional progress in the region, and in addition to solutions developed by business associations like Oxford Local Economic Partnership and Oxford Business First, the Heyford Park Free School will aim, where appropriate, to consider the employability of our student's so that more children leave the educational system with skill bases that are perceived to be lacking. Thus we will use our commitment to high student achievement to support these local industries.
- **INCLUSIVE**-recognising that when we use the expression "parents" we mean parents and carers which may mean step parents or grandparents.

AN INTRODUCTION TO THE LOCATION: THE HEYFORD PARK SITE:

The community and environment at Heyford Park in Oxfordshire is wholly unique and exceptional. Once the largest U.S. Air Force base in Europe, housing over 15,000 American service men and their families, Heyford Park now hosts over 300 households as well as 75 on site businesses employing over 1,000 people. Bought by property developers The Dorchester Group of Companies in 2009, a high specification re-development of the site is approved to go ahead and will begin next year, bringing this

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community back up to over 1000 households. What parents, residents and The Dorchester Group really want to see at the heart of this community is an all-through school for the children of today and the workforce of tomorrow.

Although the most exciting part of the re-development is yet to begin in earnest, many remnants of the life left here by the RAF and U.S Air Force are already in a position to help shape the school and the community. Indeed, directly behind the proposed site for the school there are two newly renovated buildings which are now home to the Cherwell Innovation Centre- a hub of specialist technology and science businesses that provide communal laboratory space. Similar in its potential for learning, the site is surrounded by a recognised conservation area which has forms of rare and unusual wildlife. Perhaps the most spectacular remainder, the original Cold War control tower and the command post will be left intact - each a rare example of functioning command headquarters, providing an impression of what would have occurred during a Cold War crisis situation. In addition, the plans for an onsite museum that details the military and social history of the site in the last 100 years will ensure there is a wealth of artefacts and sources at the fingertips of this community. The significance of Heyford Park's heritage must not be underestimated- not only was the site a potential UNESCO option, but head of English Heritage Simon Thurley recently wrote an article for The Financial Times advocating Heyford Park as one of the most important sites in the study of the Cold War. The inherent educational opportunities such heritage provides can only be strengthened by an onsite school. The Parent and Resident Steering Group, The Dorchester Group and Wey Education (who have helped develop the proposal as our preferred Education Partners) are in agreement that the potential to learn in an environment that allows for opportunities to develop a "living curriculum" should not be missed. This is particularly possible in Modern History, which we see as becoming a core discipline, but could also be possible in subjects such as Biology, Communications Technology, Business and Science.

Although incredibly diverse due to the different types of property available for rent within the park, there is an exceptionally clear sense of community life at Heyford Park. Many residents in fact moved here to belong to an almost enclosed community, attracted by the idea of a smaller society in which individuals could make a contribution. The residents and tenants are united by many factors, including a common landlord. The Dorchester Group already have a strong and positive relationship with their tenants, and are involved with The Residents' Association. They are accustomed to working together to achieve collective goals and are active participants in the community they manage.


THE RATIONALE FOR THE HEYFORD PARK FREE SCHOOL:

We are seeking to establish a small, co-educational school that will help to develop its students from the age of 4 through till 19. The vision for this school, and particularly its communal ethos, has very much been shaped by our Parents and Residents' Steering group.

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This school is certainly necessary due to the approved redevelopment of the site and the influx in new households at Heyford Park this will entail. This will see the onsite housing triple in the next ten years, and the community swell from around 1000 people to nearly 4000. Further, Bicester has some of the highest housing growth predicted for the next ten years in the entire country. Certainly, the Kingsmere development of 1,500 homes has already begun in Caversfield and Chesterton, only a few miles from our site. The population increases caused by both developments will certainly ensure there is a consistent demand for places in the immediate area we are proposing. This is evident from the below map as it reveals how the four wards the vast majority of our demand figures are already coming from (the Astons and Heyfords, Caversfield, Ambrosden and Chesterton and Bicester town) have the highest child population increases in the District. These wards also register as significant even when compared to the rest of the country.



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Parents here are fundamentally disconnected and thus frequently disengaged from the education of their children. A six mile journey to school, out of the way for most working parents, means that they must put their children on a bus service rather than being able to drop off and collect them themselves, resulting in little interaction with teachers and other parents. For those unwilling to allow their young children to take a bus every day, jobs are hard to find due to the unreasonable time taken to travel so far off the site and in the wrong direction. What is most concerning for parents is the fact that the lack of local schools means that children from Heyford Park are dispersed across seven primary and at least four secondary schools across this area of Oxfordshire. This has caused a certain fragmentation in a community that seeks togetherness; children are unable to form friendships given that they attend different schools. This, combined with the housing increases, means that an on-site school is a necessity sooner rather than later so that the local residents can help to integrate their new neighbours.

Currently there is outline planning permission for the building of a 1.5 Form Entry (45 children per year) Primary School by Oxfordshire County Council, to serve the immediate educational demand and to ensure the future growth of the area. However, parents and residents see *their* school existing in the all-through model to give extra parental choice in this area at secondary level, as well as providing a primary with extra resources and specialists due to its connection to the secondary element of the all-through school. Given their current disengagement from the education of their children, the parents are passionate about interacting heavily in the development of the school and indeed throughout their children's education. Clearly, engagement at the primary level alone will not suffice here.

This idea of a small community school with a big connection to parents has not only informed how we will design our educational plan, but we also hope that it will help us to enact the curriculum. In keeping with the friendly and communal ethos that we are striving for here, parents very much believe in a personalised learning environment with a holistic approach to the development of students. It is important to parents who have previously sent their children to secondary schools with over a thousand students that their children are known for the individuals that they are, and that they can play an active role in ensuring that teachers and staff understand their children's needs. Whilst their aspirations for their children are all set very high, there is an agreement among parents that children's futures should not be prescribed to follow certain paths. Children should be allowed to achieve their potential in the areas that they want to and can achieve in. Teachers should take time with parents and their children to work out, based on the child's interests and ability level, what is best for the individual. We believe this will ensure the Heyford Park Free School is high achieving.

The location for the Heyford Park Free School is significant in relation to social and economic deprivation in the area. Whilst rural Oxfordshire does not have the type of socio-economic deprivation one would encounter in an inner city, the Cherwell District has substantial instances of living environment deprivation resulting from rural isolation. The Cherwell District is the 12th most rural place in the entire country and Oxfordshire County Council recognise the necessity of developing infrastructure in the rural villages of the District in order to improve lives. This affects the lives of children in a dramatic way, and Heyford Park is in fact home to an Oxfordshire based charity that aims to improve the lives of rurally isolated children by bringing them play opportunities on a converted bus. Parents and the wider resident population support the idea of a community school in a more rural

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location as a way of quickly providing infrastructure, facilities, amenities and activities for the local villages. This is our rationale behind our extensive plans to share facilities with local organisations (please see D7 for full details).

Residents are also excited by the prospect of the Heyford Park Free School acting as a catalyst to kick-start the re-development of the site, ensuring a tangible part of the development plans would be fully completed in just one year. As many residents have grown impatient and are desperate to start benefitting from the planned changes to this area now, the community here is fully behind the school as its opening would allow these aspects of the re-development work to begin this year. Indeed, the establishment of the Heyford Park Free School would also ensure the extensive sports facilities left by the Americans would be retained and refurbished by September 2013 (for architectural plans and images of these facilities, please refer to **Appendix H: fig.6 and fig. 7**). Whilst the Heyford Park Free School would have access to this provision as a priority, the extensive sports ground and gym facilities would be open to residents here outside of teaching hours. This again has ensured that the community at Heyford Park are fully committed to the establishment of the Heyford Park Free School as they comprehend that its opening would mean concrete development opportunities for all those on site.

The unique nature of Heyford Park is such that a school on-site is the only viable option to solve the problems of parents very concerned about their children's education.

EDUCATIONAL PERFORMANCE AS JUSTIFICATION FOR OUR RATIONALE:

By encouraging all students to professionally develop in whichever avenue they are specifically passionate about, and using parental support to identify the types of targets each individual would benefit from, the Heyford Park Free School aims to provide a foundation for our young people that will offer their lives greater professional stability in an uncertain economic world. We feel such goals are appropriate and necessary considering the following assessment of Oxfordshire, and more specifically the Cherwell District to which we belong, by the local authority.

- ***“Oxfordshire is far below the statistical neighbour average for students achieving 5+ A*- C including English & Maths with the Cherwell District being the second worst performing in the county”.*** **ECONOMIC ASSESSMENT, SUMMARY OF FINDINGS MAY 2010 (Oxfordshire County Council)**
- ***“2008 pupil attainment results show Oxfordshire ranked 11th out of 16 statistical neighbours on the percentage of students achieving 5+ A*-C GCSEs (including English and Maths) – above the England average, but below the South East average and similar counties like Buckinghamshire, Hertfordshire, Gloucestershire, Surrey, Hampshire, Cambridgeshire, West Sussex and Warwickshire”.*** **ECONOMIC ASSESSMENT, SUMMARY OF FINDINGS MAY 2010 (Oxfordshire County Council)**
- ***“Young people have been disproportionately affected by job losses – particularly in the Cherwell district”.*** **ECONOMIC ASSESSMENT JULY 2010 (Oxfordshire County Council + Cherwell District Council)**

- **Highest proportion of Job Seeker Allowance claimants in all of Oxfordshire is 15-24 year olds in Cherwell District. ECONOMIC ASSESSMENT JULY 2010 (Oxfordshire County Council + Cherwell District Council)**
- **“The female unemployment rate in Oxfordshire has increased at a higher rate than for males and is above many comparable areas and above the South East average”. ECONOMIC ASSESSMENT, SUMMARY OF FINDINGS MAY 2010 (Oxfordshire County Council)**
- **“In mid-2009, 6.7% of young people in Oxfordshire were not in education, employment or training, equivalent to around 1,000 young people aged 16 to 18. This was slightly above the average for the South East”. ECONOMIC ASSESSMENT, SUMMARY OF FINDINGS MAY 2010 (Oxfordshire County Council)**
- **“A low proportion of professional and associate professional occupations (are seen in the occupations of the residents) in the Cherwell District.” ECONOMIC ASSESSMENT, SUMMARY OF FINDINGS MAY 2010 (Oxfordshire County Council)**
- **A survey of 400 Oxfordshire businesses found the percentage of professionals/ highly skilled specialists that were difficult to recruit in 2010 was 25%. Similarly, the percentage of technical/ skilled support staff that was difficult to recruit in 2010 was 18%. The survey concluded that when compared to other industries (e.g. low skilled manual labour at 6%), there was a perceived problem in the Oxfordshire economy in regards to hiring “higher skilled occupational groups”, as 375 out of the 400 businesses surveyed detailed some form of difficulty in this area. ECONOMIC ASSESSMENT JULY 2010 (Oxfordshire County Council + Cherwell District Council)**
- **According to 71% of the respondents, the top reason for recruits straight from university, college and school not being proficient in their job was that they “do not have the right motivation or attitude”. ECONOMIC ASSESSMENT JULY 2010 (Oxfordshire County Council + Cherwell District Council)**
- **48% of respondents agreed that the difficulty to hire in general was caused by a “lack of applicants with the required skills”. ECONOMIC ASSESSMENT JULY 2010 (Oxfordshire County Council + Cherwell District Council)**

Such evidence clearly demonstrates that in Oxfordshire, a place internationally renowned for its academic status as a centre for learning, secondary schooling is not reflective of this acclaim. In Cherwell, the proposed District for this school, such

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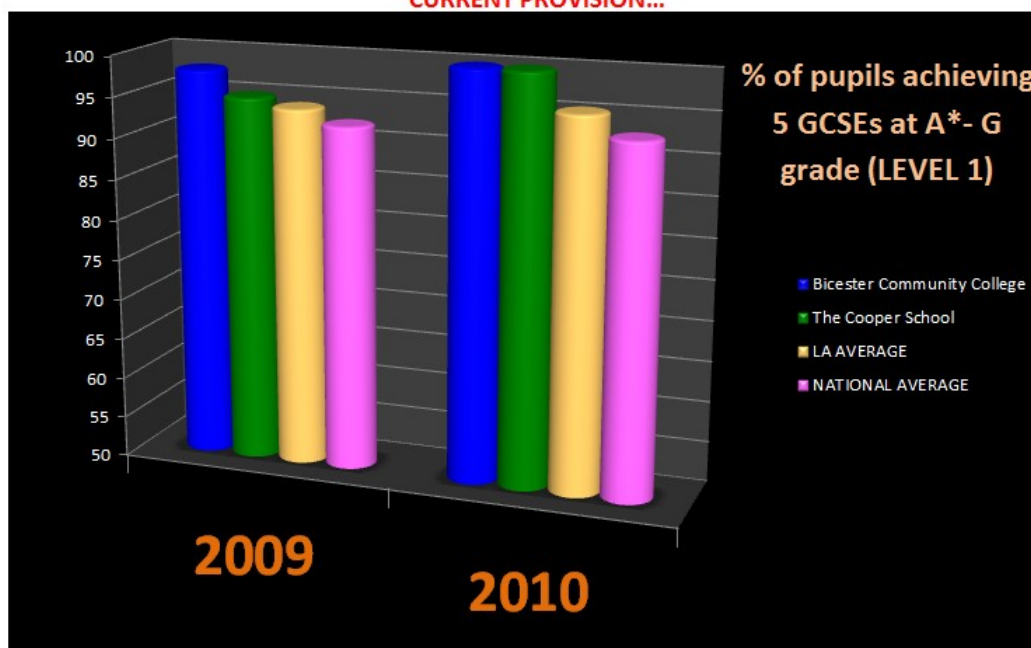
Unlocking their future today...

academic short comings have begun to directly impact on the lives of young people here, ensuring they are more likely to be unemployed and to enter into unskilled professions than their neighbours in other areas of the county. We want to open an all-through free school to close this gap.

Thus, the outcomes envisaged for our students are deemed highly important by key authorities. Not only does Oxfordshire County Council acknowledge that there is a genuine need to **“develop skills levels in general and...improve readiness for employment in particular”** in the region, but local economic organisations also recognise this as a necessity to improve Oxfordshire’s economic standing and professional future. The Oxfordshire Local Enterprise Partnership identified **“that there is a deficiency around skills of Oxfordshire’s workforce and of students who are about to enter the workplace”**. Similarly, Oxfordshire Business first highlight that **“Oxfordshire employers regularly report that they cannot access the right levels of skills to support their growth”**.

Yet, the current “catchment” provision at secondary school level for Heyford Park and the surrounding area is very varied, with evidence that demonstrates children with differing ability levels are often left behind by these schools. Sadly, this appears to be particularly true of students with an identified high ability level, evident from the inability of these institutions to secure a greater number of top GCSE grades from students. The following three diagrams depict this in greater detail.

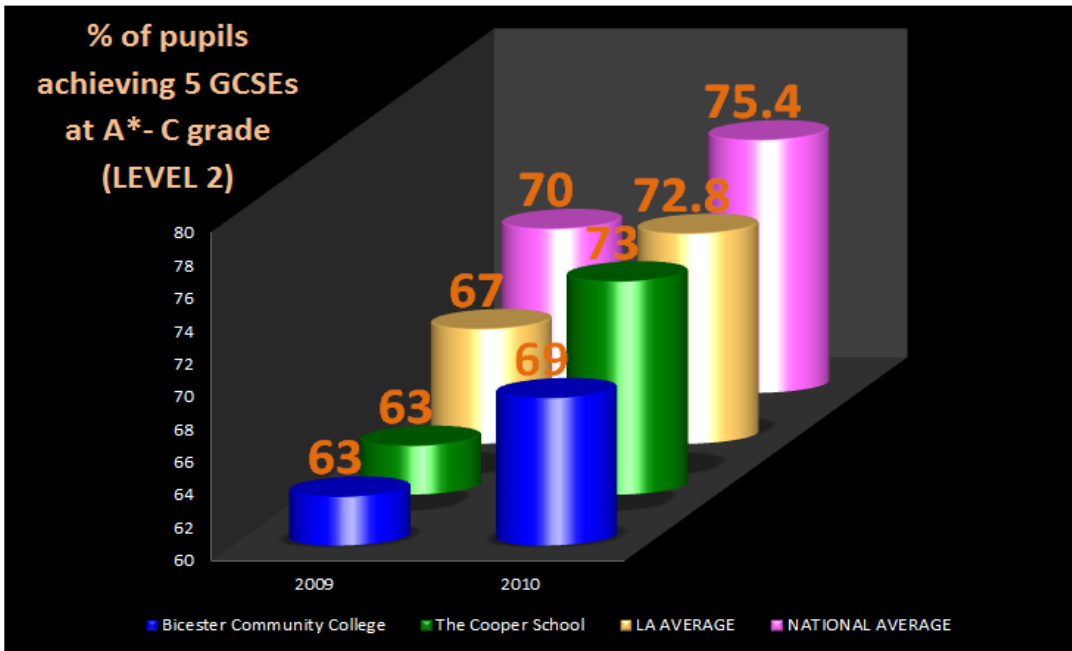
WHILST IT IS CLEAR OUR CHILDREN CAN PASS THEIR GCSEs TO NATIONAL STANDARDS WITHIN THE CURRENT PROVISION...



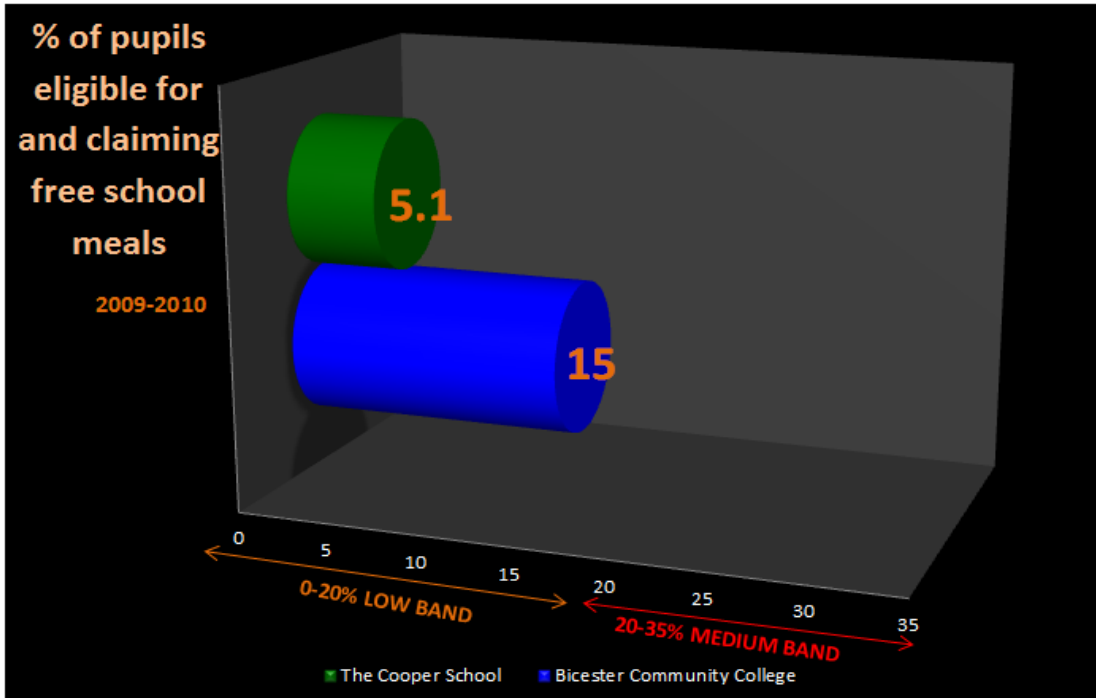
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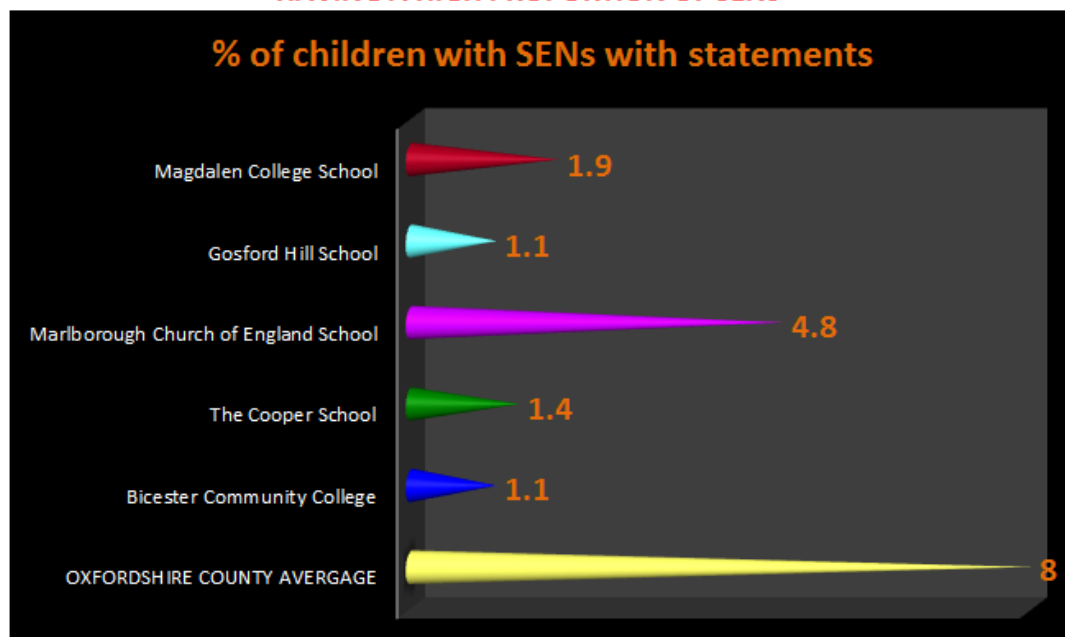
YET, THE INABILITY OF THESE INSTITUTIONS TO PRODUCE TOP GCSE RESULTS MEANS PARENTS HERE DESERVE ANOTHER CHOICE, RATHER THAN SEND THEIR CHILDREN TO AN UNDERPERFORMING SCHOOL.



SUCH GCSE PERFORMANCES CANNOT BE ATTRIBUTED TO ECONOMIC DEPRIVATION, AGAIN REVEALING THE NEED FOR A THIRD SCHOOL IN THE AREA TO ADD TO THE QUALITY OF THE EDUCATIONAL PROVISION HERE AND PROVIDE CHOICE.



**NOR CAN THIS BE ATTRIBUTED TO THESE SCHOOLS
HAVING A HIGH PROPORTION OF SENs**



Indeed, whilst The Cooper School was deemed to be an outstanding school by Ofsted in their last inspection, it was noted that, in terms of certain teachers' ability to organise their lessons, "**planning does not take into account the full range of needs and abilities, such as those of the more able students, and consequently progress in those lessons slows**". Sadly, Ofsted's findings at Bicester Community College, the school that the majority of parents in this area have to send their children to, again reveals an inability within the local provision to ensure middle to high ability students capitalise on their natural aptitude. The 2010 report plainly states that "**in too many lessons, teachers do not make effective use of assessment information to plan activities to match the varied abilities in the class...More able students are not sufficiently challenged in lessons to stretch their knowledge and understanding and help them reach higher grades**". Further, Ofsted only awarded a level 3, meaning satisfactory, to the school's capability to "to embed ambition and drive improvement into students", with the school again only achieving a level 3 in its "capacity for sustained improvement" in the areas identified.

Thus, the rationale for the Heyford Park Free School, and particularly the focus on academic attainment and professional development, seems viable in an area such as ours.

WHY IS OUR VISION DISTINCTIVE:

We feel the Heyford Park Free School will be distinctive for these seven separate reasons:

THE ALL-THROUGH MODEL:

- There are very few "all-through" schools in this country, with the Heyford Park Free School hopefully becoming the first in North Oxfordshire.

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- Due to the rural nature of this area, other secondary schools have a mixed geographical intake, with children arriving in year 7 from a much higher number of primary schools than in areas with higher levels of population density. This, as highlighted by local parents in Ofsted parental feedback forms at secondary level, results in many here feeling dis-jointed and describing secondary schools in this area as lacking a communal, friendly ethos.
- By belonging to the Heyford Park Free School for the entirety of their schooling, we hope our student and parents will feel as though they are known and understood by staff.
- We also feel the transition from primary to secondary will be smoothed by our “all-through” model, avoiding an experience that is often unnecessarily traumatic for students.

HISTORY SPECIALISM AND APPROACH TO HISTORY AS A CORE DISCIPLINE:

- The Heyford Park Free School recognises the benefits of history as a discipline and will ensure ALL students study History.
- It will be a core subject for all students from Key stage 1 through to 4 and we intend to look towards developing a History specialism throughout the secondary years.
- However, it is our reason for this advocacy that is truly distinctive as we believe in the legitimacy of history as a core discipline due to its inherent ability to equip students with key analytical skills that will be of use in any professional setting.
- Consequently, we will design and choose our curriculum in regards to which time periods and subjects can best develop the skills set we have outlined in Section D.
- In addition, our ability to teach a “living” history curriculum, where students can learn via practical investigation, is distinctive and only achievable due to our unique location on the Heyford Park Site, where we will be in close proximity to the RAF Upper Heyford Heritage Centre Limited.
- A specific history specialism in this area is truly unique. Of the 13 secondary schools in North Oxfordshire, none have a specific history specialism. Whilst the Banbury School and Marlborough Church of England School both have humanity specialisms, these are not specially directed towards history. Rather, there is an overwhelming tendency in this area for secondary schools to have a more technological specialism with computing, maths, science and enterprise comprising 9 of the 13 school specialisms in north Oxfordshire.

ASPIRATIONAL TARGETS FOR ALL STUDENTS:

- In a district where the council identify a need to offer “**an aspirational future to young people to encourage them to make appropriate educational choices**” in order to combat underperformance at exam level, we will set ambitious targets for our students, as well as helping them come to a decision regarding where their future may lie.

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- We will teach every child to follow our ethos of Vel Primus Vel cum Primus (or be the best you can be) and this will enable us to complete our own mission statement of “unlocking their future today”.
- Our adherence to the belief that ALL children, regardless of ability level, can leave school with a clear path and qualifications that will help them continue on this road is distinctive as it truly considers the needs of this locality, and aims to provide something other schools in area are believed to lack (for more details of this, refer to the STUDENT OUTCOMES material below).

A HOLISTIC AND PERSONALISED LEARNING ENVIRONMENT:

- We want to ensure that ALL students and parents are happy with the provision provided by the Heyford Park Free School, and we think this is only realistic if we aim to tailor our schooling to the needs of individual students and families.
- Rather than prescriptively focussing our energy and resources on purely passing exams, we will instead make sure this focus on results is for a purpose agreed upon by staff and students together.
- By taking the time to work with students and their families, we will ensure every successful pass rate in an exam is a notch of success for that individual child and their future, not just a quota that must be uniformly filled.

A SMALLER SCHOOL:

- With the two main secondary schools in this area averaging a capacity figure of 1,500, the fact that the Heyford Park Free School will have no more than 840 students across the 14 year groups at full capacity is distinctive in not only this area, but the country too.
- We will also aim to reduce class sizes, particularly at secondary level where we feel the benefits of learning in a smaller class are even greater. Our intake of 60 students per year will divide evenly into 3 forms of 20 students, which we believe will enhance each student’s potential to learn. Our educational plan describes when and where we feel this would be appropriate.

AN INTEREST IN THE PARENTS’ PERSPECTIVE:

- In too many secondary schools, teachers view parents who take an active interest in their children’s education as “interfering” or “meddling”. At the Heyford Park Free School, we will recognise the important role parents can play in helping understand the individual needs of every child.
- As a result, we will work with parents to deliver a provision that is personalised to individual children, and will pool all parties’ knowledge to help the child makes steps to secure their future.
- In order to be so engaged, we understand we must find ways to extend the school day so that parents can fit this support around their busy work schedules.
- We also believe parents will play an important role in deciding how the school building can be used after hours in order to provide additional usages that will benefit local people.

CONNECTION TO ENTERPRISE AND FOCUS ON PROFESSIONAL LIFE:

- The school will be part of a dynamic entrepreneurial community which includes innovative companies such as Paragon Fleet Solutions and the Cherwell Innovation Centre, set up by Science Oxford for entrepreneurs. Both have pledged support for our school offering to provide opportunities such as real science and enterprise projects and challenges, becoming student mentors and offering visits, work shadowing and work experience.
- We believe our students should become enterprising people ready to take on new ventures full of boldness and initiative and we will achieve this by threading enterprise throughout our formal and informal curriculum.
- Similarly, where appropriate we will ensure that in the formal and informal curriculum we take every opportunity to develop students' skill sets so that they enter a professional environment equipped to begin work.
- We believe our connection to [REDACTED] will ensure we are in a position to deliver on our promises to improve skills and employability. As [REDACTED], [REDACTED], and as [REDACTED], [REDACTED] is a position to identify for us which skills are desirable within the county as well as being able to provide work experience and apprenticeship opportunities via this network.

THE CURRICULUM AS A REFLECTION OF OUR EDUCATIONAL VISION:

In order to reflect our educational vision, the curriculum for the Heyford Park Free School will keep the following elements at its core. This will ensure the vision for our curriculum is strongly connected to delivering our educational vision. These are:

- We believe that by providing a challenging and exciting curriculum which interests and motivates our students, is personalised to their needs and is delivered by outstanding teachers passionate about their subject, we will ensure that students achieve beyond current expectations and meet the ambitious goals we have set for them.
- We believe that our students should experience a dynamic and enriched learning environment with a practical investigation via a "living curriculum". This will be most true in history which will be our specialist subject.
- We believe students should leave Heyford Park Free School having become an independent and enterprising learner with a desire for and a love of learning, having high self-esteem and a confidence in their own identity and enjoying pride in their achievements. They will have a clear vision and a plan for the future and will be technologically skilled to meet the needs of the 21st Century having the flexibility to succeed in and help shape the future for us all.

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With this in mind, our curriculum is designed to aid the delivery of both our curriculum vision and larger educational vision, ensuring that lessons and school work will develop our students both academically and interpersonally.

Indeed, our curriculum will enable students to:

- Develop lively, creative, enquiring minds.
- Acquire knowledge and skills relevant to adult life and a world of rapid and continuous change.
- Use language and number effectively and appropriately.
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- Develop an understanding of the world in which they live.
- Through a history education appreciate human achievements and aspirations, particularly in reference to the history of their community.
- Experience success and celebration of their achievements as well as the achievement of others.
- Take their place in society as informed, confident and responsible citizens.

STUDENT OUTCOMES:

In a locality with no significant evidence of barriers to learning, we see no reason why the schools in this area should under perform. With Ofsted reports raising the concern that the local secondary schools do not have the overwhelming capacity to “embed ambition and drive improvement into students”, we wish to create an environment that encourages our students to raise their ambition and achieve the feats they are certainly capable of. We hope this will consequently allow for finding an aspirational professional avenue for each individual.

Thus, we have set ambitious strategic targets for our school to fulfil our expectation that ALL students at Upper Heyford Free School will achieve the results they are capable of. We believe that high expectations built on demanding goals are necessary to deliver exceptional results. We feel such ambition is an appropriate tool to transform the lives of children in this locality, and this change is necessary due to the lack of aspirational future on offer to children in the Cherwell District. We are confident that our innovative curriculum design and outstanding and passionate leadership from committed and caring staff will help us with this transformation by ***‘equipping them with excellent academic qualifications and a ‘can do’ attitude, students will be able to forge the right pathway for themselves as well as making a meaningful contribution to their society’***. This will consequently fulfil our mission of ***“unlocking their future today”***.

We will be relentless and work tirelessly on behalf of our students to achieve the following goals:

Success Criteria	Target
Attainment	96%* students achieve 3 A* - C grades at A- Level 96% students achieve the English Baccalaureate with A*-

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	<p>C grades at GCSE</p> <p>96% students complete Key Stage 3 with a level 7 in English, Maths, Science, French, History and Geography</p> <p>96% students complete Key Stage 2 with a level 5 in English, Maths and Science.</p> <p>96% students complete Key stage 1 with a level 2 in English Maths and Science.</p> <p>96% students complete reception with a level 8 on the FSP scale</p>
Education Training and Employment	ALL post 16 students are in education training and employment.
University	ALL educated until 18 at the Heyford Park Free school will have the opportunity to attend University. One or more students to attain entry to Oxbridge. annually
Equipped to Succeed	ALL students leave the Heyford Park Free school equipped with the skills, knowledge and a can do attitude to meet the changing requirements of the 21 st Century
Unlocking the Future	ALL students will leave Heyford Park Free School with a clear vision of their future and a plan to achieve that vision.

**The target of 96% is to account for those children with Special Educational Needs with statements. Having looked at the percentage of children at our local schools with statemented SENs, the figure of 96% is appropriate and valid as the average percentage was 2.06%, but Oxfordshire as a whole was 8% so our target of 96% seems valid.*

Whilst these targets are ambitious, if we consider that **“Offering an aspirational future to young people to encourage them to make appropriate educational choices”** is the key way Cherwell District Council believe the discouraging findings of the 2010 Economic Assessment can be reversed, we believe a school model like ours has a clear place in Oxfordshire at this time as it will be dedicated to the highest standard of pupil outcomes, yet will also be committed to achieving this via exploring various “appropriate educational choices” with our students in order for them to choose a path that is particular to them

LEARNING FROM THE BEST PRACTICE TO ACHIEVE THESE GOALS:

To provide the right environment in which to successfully meet our targets for student outcomes, the Heyford Park Free School will look to the very best practice globally in order to ensure we create the right environment to pursue such goals in.

We will incorporate learning from global academic centres of excellence in order to inform our curriculum design, the creation of our ethos and culture and to deliver our ambitious vision. We will take lessons from:

- **KIPP schools in the US:** We will have a relentless focus on results, the culture of ‘no excuses’ with high levels of teacher, student and parental investment and the willingness to do what it takes. We agree with the universal expectation that all students can perform equally well, irrespective of their starting positions or personal

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backgrounds, can achieve outstanding results. Upper Heyford has incorporated KIPP ideas about the longer school day and will have a compulsory summer school

- **Outstanding schools:** We will learn from the very best schools in our country in the certain knowledge that from the outset we aim for Upper Heyford free School to be outstanding and to receive that rating from Ofsted from our first and all subsequent inspections
- **Independent schools:** We will use these schools as a benchmark to set our ambitious goals and define what success looks like for our students in modern Britain and a global economy. We want our students to be able to compete for places at the best Universities both in this country and abroad.

UTILISING PARENTAL KNOWLEDGE TO ACHIEVE THESE GOALS:

These targets are something we believe will be possible by utilising the support of parents and carers to discover each child's suited path in life. It is also important to acknowledge that our commitment to finding individual roads for individual students will certainly be aided by the all-through school model, in which teachers will be in a far better position to offer well founded mentorship to students they have seen develop over a 14 year period.

A brighter future for students...

Thus, in this environment that utilises both parents and international practice to empower students, we believe it would be possible for those at the Heyford Park Free School to:

- 1) Not just be supported to pass exams, but in fact excel in them. With lessons that take into account the full range of ability levels in a class, high ability students should have the support they need to achieve top GCSE grades and progress to further education.
- 2) All have high targets regardless of ability level, so that all students consider a professional life in some form of highly skilled industry or sector.

From the combination of setting clear goals for our students, and creating the correct atmosphere for this achievement via a well-informed vision supported by outstanding and committed staff, we believe the Heyford Park Free School can transform student outcomes in this locality. We are passionate that by providing our students with the academic and interpersonal tools to leave school with the strongest possible basis upon which to begin their adult life, the future for children in this area will be significantly improved.

These ambitious and empowering targets will ensure the Heyford Park Free School can achieve its **MISSION STATEMENT** of ***“Unlocking their future today”***.

This will consequently enable the Heyfordian Trust to deliver our **VISION STATEMENT** that is: ***‘by equipping them with excellent academic qualifications and a ‘can do’ attitude, students will be able to forge the right pathway for themselves as well as making a meaningful contribution to their society.’***

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 students you currently have.

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

	2013	2014	2015	2016	2017	2018	2019
Reception	60	60	60	60	60	60	60
Year 1		60	60	60	60	60	60
Year 2			60	60	60	60	60
Year 3				60	60	60	60
Year 4					60	60	60
Year 5						60	60
Year 6							60
Year 7	60	60	60	60	60	60	60
Year 8		60	60	60	60	60	60
Year 9			60	60	60	60	60
Year 10				60	60	60	60
Year 11					60	60	60
Year 12						60	60
Year 13							60
Totals	120	240	360	480	600	720	840

SECTION D: DETAILED EDUCATION PLAN (PART 2)

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

Heyford Park Free School curriculum is designed to fulfil our vision to ***“know every one of our students well, provide an environment that not only allows them to achieve what they are truly capable of but equips them with excellent academic qualifications and a ‘can do’ attitude to forge the right pathway for themselves as well as making a meaningful contribution to their society.*”**

Heyford Park Free School Free School will be a small community school with a ‘big’ connection to its parents who have high aspirations for them, want to work closely with the school to ensure children are known as individuals and we understand their children’s needs and personalise their learning to meet these.

DEFINING THE CURRICULUM:

‘All the opportunities for learning provided by the school, including the formal programme of lessons in the timetable, the so called ‘extra-curricular’, out of school activities deliberately promoted by the school, and the climate or relationships, styles and behaviour and general quality of life established in the school community as a whole’ (HMI ‘A View of the Curriculum 1981)

At Heyford Park Free School, we believe that the wider curriculum includes all interactions between the student and the school. We define it under 3 main headings:

1. The Ethos Curriculum:

Those respected attitudes and values which students develop as a result of being a member of the Heyford Park Free School community.

2. The Formal Curriculum:

Those activities timetabled to take place during the formal school day (e.g. subject lessons, Individual Development days, assemblies, in-school events).

3. The Enrichment Curriculum:

Activities that are beyond the formal ‘taught’ day (e.g. out of hours learning at home together, ‘extra-curricular’ activities, after-school support sessions, clubs, performances, sports teams, trips) that extend the opportunities for learning.

Our curriculum addresses statutory requirements namely it:

- Is broad, balanced, coherent and relevant to our lives today.
- Is accessible to all students and promotes high expectations.
- Is delivered using the very best Teaching & Learning (T&L) strategies and delivery mechanisms.
- Is differentiated providing appropriate challenge and engagement for all.

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- Is positively managed and promotes the monitoring, recognition and celebration of achievement and success.
- Is flexible and responsive to the changing needs of our students.
- Reflects, enriches and contributes to the community that we serve.

CURRICULUM VISION:

We will provide a challenging, exciting and personalised curriculum that motivates our students (recorded in the Individual Learning Plan), delivered by outstanding teachers passionate about their subject, in order to ensure that students achieve beyond the expectations they or their family may have aspired to by meeting the ambitious goals we will set with them.

Our vision is that this will be delivered within a curriculum that has a clear focus on enterprise learning. Students will leave Heyford Park Free School as independent and enterprising learners that display a love of learning, a desire to succeed and pride in their achievements. They will have high self-esteem and a confidence in their own identity. They will have a clear vision and progression plans for their future and will be technologically skilled to meet the needs of the 21st Century. They will combine focus with flexibility and help shape the future for us all.

CURRICULUM PURPOSE:

Our curriculum will enable students to:

- Develop lively, creative, enquiring minds.
- Acquire knowledge and skills relevant to adult life and a world of rapid and continuous change.
- Use language and number effectively.
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- Develop an understanding of the world in which they live.
- Appreciate human achievements and aspirations.
- Experience success and celebration of their achievements.
- Take their place in society as informed, confident and responsible citizens.

CURRICULUM RATIONALE:

Our curriculum design across all Key Stages is constructed to prepare students in attaining the best grades at GCSE and A level and develop the skills and personal attributes that will support them in accessing the best universities in the UK. To do this we will have a relentless focus on those subjects which ensure access to higher education (HE).

In recent years, some students from lower socio-economic backgrounds have chosen to study subjects that do not hold credibility by Universities for example the Russell group, which has made explicit its preference for traditional A levels. Hence, we will ensure that students who study with us post 16 take at least two A levels from Maths, English, History,

Pure Sciences and a Modern Language.

Admissions tutors have enough insight to recognise the indicators that GCSE flag up – so again, we will emphasise those traditional subjects (e.g. all three individual science disciplines rather than one ‘watered down’ general Science) as part of our offer. We do not believe students need to study a huge number of subjects but they need to excel in rigorous subjects to meet our goal of access to a top University.

The school benefits from local dynamism in the entrepreneurial community (e.g. Paragon Fleet Solutions and the Cherwell Innovation Centre set up by Science Oxford to support entrepreneurs start up their business). Partners have pledged support for our school offering opportunities such as real science and enterprise projects and challenges, mentoring our students and offering visits, work shadowing and work experience. The formal taught and wider informal curriculum will provide our students with enterprising and entrepreneurial skills. Parents and local community representatives, in our consultation, have been very keen that the unique location of Heyford Park to be taken into account in the design of our curriculum.

Our school is on a site of historical importance defined by the former American presence and Cold War. Our students will have the unique opportunity to study this heritage with real life artefacts and documents that re-connect children to the community's history. The investigative nature of History is important to us and it will be a core subject in all Key Stages for every pupil and later will be developed as a specialism in the 6th form post 2018.

MEETING OUR CHALLENGING GOALS:

Research shows the power of big goals and their fundamental importance in transforming the life chances of young people (e.g. see the ‘Teacher’s guide to Closing the Achievement Gap’ by Steven Farr analysing the most effective teachers and classroom leaders in Teach For America over ten years). At Heyford Park Free School we will set ‘big goals’ not only for students but for ourselves to stretch, challenge and inspire us to realise our potential.

We have set challenging attainment goals for all students at each stage of learning throughout the school from Reception until Year 13 and these will be recorded in the ILP. Our goal at Heyford Park Free School is to up skill students so they acquire the knowledge, skills, competencies and academic qualifications to meet university entrance requirements or specific entry into work requirements and to grow into confident, happy young adults capable of self-assessing and planning their future.

We know what we want our students to achieve and will plan and monitor rigorously to get them there.

Regardless of the context (Key Stage specifications and demands, GCSE and A Level examination courses) we will ensure that all students know, understand and agree their targets and have a clear, unambiguous plan that signposts how to achieve the goals.

The following table shows annual targets set for students in consultation with their parents and supported by their personal tutor. This will be a key part of the ILP. The range within each year group is narrow to ensure we meet our challenging goals of 3 A levels A*-C in

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year 13 and 5 A*-C in the English Baccalaureate in Year 11 for the majority (minimum of 80%) of our students.

We will use a traffic light system for targets (e.g. amber to highlight students at the lower end of the range that require careful monitoring) and any student who falls below the level in the range will trigger an early intervention of appropriate additional support coordinated by their Personal Tutor.

Years highlighted in red are those for which we have set our challenging goals.

Year	Goal Range		
13	A*/A	B	C
12	A*/A	B	>C
11	A*/A	B	C
10	A	B/C	>C
9	EP	8	7
8	8	7	6
7	7	6	5/6
6	6	5/6	5
5	5	4/5	4
4	4	3/4	3
3	3	2/3	2
2	2 /3	2	2
1	1 /2	1	>1
Foundation	8 on FSP		

In order for our students to achieve their goals, we would expect them to make at least one NC level of progress each year. We will collate and analyse data so that we can benchmark progress on a weekly, half termly and termly basis. All such findings will be shared with students and parents via the ILP. Those students who join us at age 4+ in Reception and progress to Year 13 will provide us with hard data as to how achievable and realistic the targets are; we are committed to setting aspirational targets. Where students join us at a later stage or mid-term (especially in Year 7) we will assess them and if we find they are not in line with attainment standards, then intensive Catch-Up programmes will 'kick in' automatically.

THE FORMAL CURRICULUM:

Review of the National Curriculum

A review of the NC was launched in January 2011 and in December 2011 the DfE published interim evidence and findings. The implementation date was put back from 2013 to the following year (the year after Heyford Park Free School will open) to allow for further investigation and more 'radical reform' of curriculum and qualifications.

The main issues from the Interim findings that would impact upon Heyford Park Free School are:

- The broad and balanced curriculum remains a statutory requirement for all schools including Free Schools. We would wish to maintain the coverage of both facets.

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- The attainment gap between Maths achievement in England and other jurisdictions is significant in virtually all subject areas. We will address this by targeted monitoring, sharing good practice and constant self-evaluation.
- Evidence shows that students benefit from the skills that the three Science threads (chemistry, physics and biology) bring as they are different and hence, at Heyford Park Free School from KS3 students will study the subjects as individual subjects. HE has indicated this is preferable to combined study of Science.
- At age 15 there is a wide disparity in the achievement in English. We recognise the value in gaining competent skills in English and will set ambitious targets so that students can access other parts of the curriculum and thus improve the chances of success.
- Links have been identified between cognitive development, oral proficiency and educational attainment. We will ensure we put oral teaching and learning at the heart of our curriculum, particularly with respect to how it is delivered, both in the formal and the informal curriculum. Our Enrichment Programme is particularly well set up to support both listening and speaking.

The interim findings support the view that *“the National Curriculum can be much more ambitious in terms of expectations and standards for English, maths and science without sacrificing curricular breadth within these subjects.”* Heyford Park Free School has designed a curriculum with challenging goals for all its students that will enable Heyford Park Free School to compete against traditionally successful schools.

A level and GCSE subjects

Students at Heyford Park Free School will take 10 GCSEs including with their compulsory core subjects the English Baccalaureate, 5 subjects; English, Maths, Science, History and French.

Students will be able to choose 2 further options from those listed below.

Students will take 5 AS levels in year 12 and 3 A levels in Year 13.

The school will work in close collaboration with Oxford and Cherwell Valley College so that students who wish to remain on roll at Heyford Park Free School but are interested in blending our post 16 curriculum offer with up to 2 AS levels and 1 A level subject not available at the school can do so. The table below contains examples of these options. For students who choose this option their personal tutors will work closely with the College to ensure they still achieve the goals set and agreed at Heyford Park Free School.

GCSE subjects	A and AS level subjects.
CORE:	English Literature
English Language	Maths
English Literature	Further Maths
Maths	Biology
Biology	Chemistry
Chemistry	Physics

<p>Physics French History</p>	<p>History Geography French Spanish Classical civilisation Economics Politics Philosophy Art Drama Music</p>
<p>OPTIONS: Geography Spanish Additional Maths Art Drama Music RE Critical Thinking ICT</p>	<p>OCVC OPTIONS: Computing Forensic Science Psychology Law Dance Business Studies</p>

We are confident that our curriculum plan together with the personalised learning including, where relevant, SEN provision (see SEN Plan) will ensure that our students will achieve the goals set for them. For those students entering in Year 7 below our KS2 target of L5 in any of the core subjects English, Maths, and Science, there will be a catch up model in place of highly individualised support to ensure we close the attainment gap swiftly.

ALL-THROUGH CURRICULUM:

English

"I'll be writing until I can't write anymore. It's a compulsion with me. I love writing" (JK Rowling)

We believe that literacy is at the heart of the curriculum and will underpin learning across the school.

Without secure knowledge of and ability to manipulate the English language our students will not be able to access the curriculum in any other subject. The ability to read, write and communicate effectively is not just fundamental to access learning but necessary to participate fully in society and be an effective member of the workforce. A lack of competent literacy skills will severely hinder the life chances of our students.

In line with the yearly targets, the table below exemplifies how we will chart progress for a Heyford Park Free School student in years from Year 1 to Year 13 in reading in order to achieve their goal of an A grade in year 13. We will map student progress in this way for every year group against the criteria linked to the target grade in each year. For English

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we will also chart progress in the same way for Reading, Writing and Speaking and Listening.

This progress chart is based on the relevant specifications for each stage. OCR GCE English Literature 2008 specification for A level, OCR GCSE in English, and current National Curriculum descriptor levels. We are aware that whilst we are not bound by the National Curriculum, using these standards as a benchmark is advisable on the principle of how we plan our curriculum to meet the challenging targets we have set for students to achieve A-C in the Ebacc qualification and A at level.

Year	Goal (Grade/Level)	Reading Criteria to be met.
13	A level	A/B
		<ul style="list-style-type: none"> ○ Communicate extensive knowledge and understanding of literary texts; ○ Identify significant aspects of structure, form and language in literary texts; ○ Explore, through detailed critical analysis, how writers use these aspects to create meaning; ○ Consistently make reference to specific texts and sources to support their responses; ○ Analyse and evaluate connections or points of comparison between literary texts; ○ Engage sensitively and with different readings, interpretations and demonstrating clear understanding; ○ Explore and comment on the significance of the relationships between specific literary texts and their contexts; and ○ Evaluate the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were, and are received.
12	AS level	A/B
		<ul style="list-style-type: none"> ○ Communicate wide knowledge

			<p>and understanding of literary texts;</p> <ul style="list-style-type: none"> ○ Identify relevant aspects of structure, form and language in literary texts; ○ Explore, through critical analysis, how writers use specific aspects to shape meaning; ○ Generally use specific references to texts to support their responses; ○ Explore connections and points of comparison between literary texts; ○ Communicate clear understanding of the views expressed in different interpretations or readings; and ○ Communicate understanding of the relationships between literary texts and their contexts.
11	GCSE	A*/A	<ul style="list-style-type: none"> ○ Make cogent and critical responses to texts in which original and alternative interpretations are explored and evaluated; ○ Show originality of analysis and interpretation when evaluating moral, philosophical and social significance of texts, their appeal to audience, and patterns and details of words and images; ○ Show flair and precision in developing ideas with reference to structure and presentation; and ○ Make subtle and discriminating comparisons within and between texts.
9	Key Stage 3	EP	<ul style="list-style-type: none"> ○ Confidently sustain their responses to a demanding range

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		<p>of texts;</p> <ul style="list-style-type: none"> ○ Develop ideas and refer in detail to aspects of language, structure , and presentation; ○ Make apt and careful consideration between texts, including consideration of purpose, audience and form; ○ Identify and analyse argument, opinion and alternative interpretations, making cross reference where appropriate.
7	7	<ul style="list-style-type: none"> ○ Show understanding of the ways in which meaning and information are conveyed in a range of texts; ○ Articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features; ○ Select and synthesise a range of information from a variety of sources.
6	5	<ul style="list-style-type: none"> ○ Show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate; ○ Identify key features, themes and characters and select sentences, phrases and relevant information to support views; and ○ Retrieve and collate information from a range of sources.
3	2	<ul style="list-style-type: none"> ○ Reading of simple texts shows understanding and is generally accurate;

		<ul style="list-style-type: none"> ○ Can express opinions about major events or ideas in stories, poems and nonfiction; and ○ Use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.
1	>1	<ul style="list-style-type: none"> ○ Recognise familiar words in simple texts; ○ Use knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud, although still can require support with this; and ○ Express their response to poems, stories and non-fiction by identifying aspects they like.

The English curriculum at Heyford Park Free School is derived from the 2007 national curriculum and specifications for GCSE and A Level. Students will be encouraged to study English at A/S and A level. At all stages the curriculum focuses on the three core skills:

Reading- strategies, comprehension, literature and research.

Writing- planning, composition, evaluation, editing and proof reading, grammar, spelling and punctuation.

Speaking and Listening- discussion debate defending arguments in public, responding to others. Students will be encouraged to question and challenge and think critically about what they read, write, say and hear.

Daily Compulsory reading is 30 minutes a day in the timetable and a half termly reading enrichment task in key stage 3.

“So please, oh please , we beg ,we pray go throw your TV set away and in its place you can install , a lovely bookcase on the wall” (Roald Dahl)

We believe that that the importance of reading cannot be overestimated. From Reception onwards students will take home a book to read every day.

We will build in daily compulsory reading period of 30 minutes within the timetable, where students will be read to or read by themselves when they can. Parents will be asked to support the daily homework requirement signing in the student’s reading passport that they have done so. Reading challenges will also be as part of our enrichment curriculum including book clubs where students will get together to review a book they have all read. There is an expectation that students will read a number of books during the year as part

of their key stage 3 half termly enrichment tasks, analyse them by writing book reviews and doing online tests to show they have understood what they have read.

Weekly Vocabulary Learning

Research has shown that when you have a good vocabulary you are more likely to be judged as smart and competent. Moreover you need words to think, language and thought are inseparable. Having a better vocabulary literally improves your ability to think. We will support every student to extend their vocabulary and show them how to use their new words appropriately in the correct context.

We will ensure that all students are at FSP 8 by the end of Reception. This will mean that their communication, language and literacy skills will be at a level where they are prepared to access and excel at Key Stage 1 and beyond.

Maths

“Maths seems to endow one with something like a new sense” (Charles R. Darwin)

We believe in the importance of Maths and its ability to develop and support our students’ thinking, reasoning and problem-solving skills.

The acquisition of mathematical skills is vital for the life opportunities and achievements of our students. As for all subjects we have set challenging targets for our students which we firmly believe are achievable for all.

In line with the yearly targets the table below exemplifies how we will chart progress for a Heyford Park Free School student in years from Year 1 to Year 13 in Mathematical Processes and Applications. We will chart student progress against the criteria linked to the target grade in each year. For Maths, we will also chart progress in the same way for Number and Algebra, Geometry and Measure and Data Handling. This progress chart is based on the A* level descriptors for A level and GCSE and the current National Curriculum descriptors.

Year Goal	Grade /Level	Mathematical Processes and Applications Criteria to be met
12/13	A*	<p><i>Students can comment meaningfully on mathematical Processes</i></p> <p>Representing</p> <ul style="list-style-type: none"> Students have a deep understanding of all the mathematical facts, concepts, techniques and models that are needed, and select appropriate ones to use in a wide variety of contexts in the real world. <p>Analysing</p> <ul style="list-style-type: none"> Students manipulate mathematical expressions and use graphs, sketches and

diagrams, all with high accuracy and skill.

- When confronted with unstructured problems, they can devise and implement an effective solution strategy.
- If errors are made in their calculations or logic, these are noticed and corrected.
- Students make appropriate and efficient use of contemporary calculator technology and other permitted resources, and are aware of any limitations to their use.

Interpreting and Evaluating

- Students can comment meaningfully on mathematical information
- They give sensible interpretations of their results referring back to the given of the context of the original realistic situation and can make sensible comments or predictions.
- They make intelligent comments on the modelling assumptions and possible refinements to the model.

Communicating and Reflecting

- Students use mathematical language correctly and proceed logically and rigorously through extended arguments.
- They can distil the essential mathematical information from extended pieces of prose having mathematical content.

11	A*	<ul style="list-style-type: none"> ○ Students will solve problems using mathematical skills; approximate to a specified degree; demonstrate competency in the use of calculators; be conversant with number operations and their operation; ○ Use ration and fraction notation. ○ Use algebraic notation and manipulate algebraic expressions. ○ Be confident in the use of formula. Students should be confident in their understanding of formula and sequences;
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		<ul style="list-style-type: none"> ○ They should be able to interpret maps bearing drawings, solve 2D problems, demonstrate confidence in working with statistics, process handling and interpreting.
9	EP	<ul style="list-style-type: none"> ○ Students critically examine the strategies adopted when investigating within maths itself or when using maths to analyse tasks. ○ They explain why different strategies were used, considering the elegance and efficiency of alternative lines of enquiry or procedures. ○ They apply the maths they know in a wide range of familiar and unfamiliar contexts. ○ They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. ○ Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables.
7	7	<ul style="list-style-type: none"> ○ Starting from problems or contexts that have been presented to them, students explore the effects of varying values and look for invariance in models and representations, working with and without ICT. ○ They progressively refine or extend the maths used, giving reasons for their choice of mathematical presentation and explaining features they have selected. ○ They justify their generalisations, arguments or solutions, looking for equivalence to different problems with similar structures. ○ They appreciate the difference between mathematical explanation and experimental evidence.
6	5	<ul style="list-style-type: none"> ○ In order to explore mathematical situations,

		<p>carry out tasks or tackle problems, students identify the mathematical aspects and obtain necessary information.</p> <ul style="list-style-type: none"> ○ They calculate accurately, using ICT where appropriate. ○ They check their working and results, considering whether these are sensible. ○ They show understanding of situations by describing them mathematically using symbols, words and diagrams. ○ They draw simple conclusions of their own and explain their reasoning.
3	2	<ul style="list-style-type: none"> ○ Students select the maths they use in some classroom activities. ○ They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. ○ They explain why an answer is correct.
1	>1	<ul style="list-style-type: none"> ○ Students use maths as an integral part of classroom activities. ○ They represent their work with objects or pictures and discuss it. ○ They recognise and use a simple pattern or relationship.

‘Mathematical Process and Applications’ are at the heart of the maths curriculum. In-depth learning of mathematical concepts alongside explicit teaching of problem-solving strategies means our students will build a secure framework of mathematical reasoning and logic that can be transferred to problem solving in other areas.

Lessons in maths will be delivered by creative teachers passionate about their subject: they will be exciting, stimulating using a variety on hands on resources and multimedia applications to motivate our students. NO student will leave Heyford Park Free School ‘scared’ of Maths as many intelligent adults are in society today.

Our teachers will use international comparisons identified by TIMMS (Trends in International Maths and Science) to learn from and compete with the very best global practice such as in Singapore and Taiwan. They will use innovative practice and tools where they demonstrably improve student attainment (e.g. Jump Math, Times Table Rock

Stars-practise little and often to learn your times tables)

We will ensure that all students are at FSP 8 by the end of Reception. This will mean that their numeracy skills will be at a level where they are prepared to access and excel at Key Stage 1 and beyond.

In KS4 Additional Maths is available as an option for high achieving Maths students who want to go on to study maths at A level and progress into to a Maths related career. At KS5 maths students who are progressing onto to a career which involves Maths may elect to also take Further Maths.

Science

“Nothing shocks me. I’m a scientist.” (Indiana Jones)

We believe logic and scientific thinking stimulates intellectual growth in all subjects. Students will not receive separate science teaching in the primary phase at Heyford Park Free School. They will follow a carefully integrated curriculum which cultivates a love of science and the ability to think and behave like scientists.

From year 7 onwards however, provision is separated into three sciences: Chemistry, Biology and Physics.

In Key Stage 3 and 4 the science curriculum will be a spiral curriculum which means students will study similarly themed topics in key stage 3 and 4 to give them a solid foundation in readiness for GCSE success as the topics studied in Key stage 3 are revisited, consolidated and developed in further depth.

Meeting the demanding goals we have set for student attainment of A*- C in all three sciences at GCSE and A-C and those where students go on to take science at A level will, as before for English and Maths, be driven by using the science exam specification and the accompany criteria for where we want the students to be at the end of each key stage. Planning individual student targets yearly then termly, weekly and lesson by lesson will ensure they achieve their goals and that all students where possible are on track to achieve the top grades and the opportunity to attend University.

Whilst there is a strong emphasis on knowledge acquisition there is an equally essential focus on skill development in a scientific context. This includes critical thinking skills, scientific thinking, planning, augmentation, presentation, research skills as well as creative thinking and application and impact of science in everyday life. This will include the moral debate around a number of scientific discoveries and their applications.

“The scientist is motivated primarily by curiosity and a desire for truth” (Langmuir)

Our science teachers will be experts in their respective scientific disciplines and passionate about their subject. They will be committed to utilising as much hands-on practical scientific investigation as is permissible to excite and engage students in the wonders of science.

In common with Maths, our teachers will use international comparisons identified by TIMMS (Trends in International Maths and Science) to learn from and compete with the very best global practice. They will use innovative practice and tools where they demonstrably result in excellent student attainment.

The enrichment activities provided as part of the informal curriculum will further cement our students’ enjoyment of science in particular the unique location of Heyford Park Free School co-located with the Cherwell Science Innovation Centre where students will have opportunity of learning some of their curriculum. We envisage students engaged in a

variety of scientific enterprise challenges and projects and having science and business mentors from people working at the Innovation centre. The surrounding ecology of our location is of real scientific interest with a number of protected species so our students will be engaged in conservation activities on the school doorstep.

Humanities

“The best Historian must serve two masters: the past and the present” (Fritz Stern)

At Heyford Park Free School ALL students will study History. It will be a core subject for all students from Key stage 1 through to 4 and we intend to look towards developing a History specialism in the sixth form from 2018 onwards.

The unique location of our school on a site of historical interest is a unique advantage. History of local, national and international events and the people tied up in them is a useful way to challenge views and attitudes, introduce historical investigation by using first and second hand documents and artefacts and get students to weigh up evidence and make informed judgments. The local environment will be a starting point for real discovery and investigation into the past.

We also believe history will enable us to deliver another aspect of our educational vision by providing our students with a better skill base to take into either higher education or professional entry. History does not only develop academic intellect, it also develops skills for lifelong learning that are transferable to any professional avenue and environment. This has been made even more clear by the recent **HISTORY IN EDUCATION CONFERENCE** chaired by Michael Gove and [REDACTED] (Nov 2011) which reinforces our belief that History should be compulsory for our students due to the core analytical skills a good history education can perfect.

We have identified what we believe to be the key benefits of historical thought, and have worked with the Banbury Museum and [REDACTED] [REDACTED] to consider the ways in which these skills can be enhanced by the opportunities we have on site. A summary of these skills and accompanying “living curriculum” possibilities is as follows:

1. **TRUTH VS. FICTION:** History is key in developing one’s ability to try and separate truth from fiction by objective analysis of information and data. Our students will work with sources, such as newspapers or recorded oral histories, wherein the child can question how reliable the information is and whether there is any bias present. Not only will the Heyford Park Free School Free School have access to copies of the Heyford Guardian (the onsite Newspaper printed by the U.S Air force), but there is also a collection of oral histories left by the Americans and these will be available to us via our educational links with the Banbury Museum. We hope such opportunities for investigation will teach our students that there is no one real historical “truth”. All areas of study raise different questions, interpretations and opinions. Yet, the discipline also teaches us how to make an informed deduction based on the analysis of data. This whole process teaches children how to reason a conclusion, without imposing it. Such nuanced development of analytical reasoning is incredibly intellectually stimulating.

- 2. INTELLECTUAL CURIOSITY:** As often with a historical question (such as “Did the Black Death of 1349 result in an improvement the quality of life of women?”), the answer isn’t immediately obvious. History engenders a desire to pursue the information through detective work. The more deeply you think about an issue, the more likely you are to conclude a well-thought out and multifaceted argument. Such practice is beneficial due to the association it makes between having a point of interest, and being prepared to push oneself and work hard to come up with a balanced point of view, often encouraging committed students to extend their learning independently away from the classroom in pursuit of a ‘truth’ or answer. The luxury of having an onsite heritage centre provided by RAF Upper Heyford Limited, and having a library full of original sources left by the Americans, means we will be able to use the local community as a resource. Heyford Park Free School itself is quirky and unique in composition, and we believe practical investigation of this site will reveal to students that history is peppered with humour and intrigue, and this again fosters intellectual curiosity and a love of learning.
- 3. TRANSFERABLE SKILLS FOR THE WORLD OF WORK:** The process to compose an effectively argued history essay includes many transferable business skills such as report writing or delivering a presentation. Students will be set tasks and they will have to plan a strategy to complete the task. In History this combines cool logical processes as well as creative reasoning. Primary and secondary sources offer data that needs to be collected, collated, analysed and distilled into a conclusion. Data collection, retrieval, communication of results and projections from empirical investigation are all skills required in business and commerce. Well balanced history essays, concise summaries, key facts etc. are all part of our history curriculum skills. They are enhanced by the relationship with RAF Upper Heyford Heritage Ltd and the Banbury Museum offers extended opportunities to have prize competitions, debating societies, history clubs and the experience of beginning to understand what it was like ‘living in the past’.

In addition students will also be taught Geography and RE as separate subjects throughout KS 3 and these also are available as option subjects in KS 4. At Key Stage 5, students will be invited to take A level humanities subjects and build on the skills developed at Key Stage 4. Some of the subjects at Key Stage 5 will be new to the students such as Classical Civilisation, Philosophy, Politics and Economics. Students will be supported to ensure that they make appropriate subject choices based on their aspirations for University and a career path.

Our teachers will be experts in their respective Humanities discipline, passionate about their subject and able to enthuse and motivate our students and imbue a love of learning for the subject.

Our goal is for 96% students to achieve an A*- C grade in History and in geography and /or RE those who elect to study these as GCSE subjects and A-C where students go on to

take one of more Humanities at A level.

Modern Foreign Language

“If I speak only one language, I can help my country as only one man. If I can use two languages, I can help as two men. But if I can use all nine languages, then I can work as nine men.” (Village Elder, Eritrea)

English is a global language and too often that is the reason why there is little incentive to learn a second language. Speaking a foreign language is a key component of a broad and balanced education, indeed students in the Independent sector have access to at least one and often two foreign languages as part of preparing them to live and work in a global society and particularly as a European citizen.

At Heyford Park Free School we want all students to be confident in communicating fluently and comfortably in a foreign language and to develop the skill of learning a language empowering them to continue to learn additional languages later throughout their adult life. We know that students can learn a language from a very young age, those families whose work relocates them to another country are often amazed at just how quickly young children can become bilingual.

In Heyford Park Free School we will introduce French from Year 1 onwards with students learning vocabulary and how to pronounce words through fun activities such as singing, games, and watching French television programmes.

In key stage 2 they will be introduced to reading and writing, having gained confidence in their ability to speak some of the language.

In key Stage 3, whilst continuing to focus on communication, the emphasis will be on learning essential grammar. We want our students to use their French in a real context, so they will have the opportunity to visit France on more than one occasion in Key Stage 3, e.g. a trip to a French Christmas market.

Heyford Park Free School Information Learning Centre will have an extensive library of books, magazines, films, television recordings, audio books etc. all in French. One lesson in three throughout Key stage 3 will involve accessing the online learning and language resources which will be part of our Virtual Learning Environment. This use of ICT in French will be part of the delivery of the core programme for ICT.

In year 9 all students will be entered for GCSE with the expectation of achieving at least a C grade. At key stage 4 students can elect to take Spanish as a second language or if they express a particular interest in a different language they will have the opportunity to do so. Students who do not gain a grade C in year 9 will continue to study French in key stage 4 to consolidate their learning and ensure they eventually achieve a Grade C or above in year 11.

At key stage 5 students will have the opportunity to study French and Spanish at A/S and A level.

The very best language teaching involves engaging students in innovative and creative ways. Our teachers will pass on their enthusiasm for the language with lessons that are active and fun and bring student interests such as fashion sport, music, TV and the media into the classroom.

Curriculum planning will be mapped against the exam specification and accompanying

criteria to achieve A*-C at GCSE and A-C at A level.

Information and Communication Technology

“Computing is not about computers any more. It is about living” (Nicholas Negroponte)

This is one area of the curriculum when the student can often be the teacher and a wise teacher is one who asks students frequently how they are currently using ICT in their everyday lives.

It will be vital that the ICT curriculum remains dynamic and flexible to keep students at the forefront of technological innovation in the world on information retrieval and communication. They will leave the school not only equipped with the necessary skills knowledge and the understanding of how to support their learning at University and in their future careers but also will know how to acquire future knowledge and skills necessary to succeed in their working lives.

At Heyford Park Free School we will ensure students are confident and competent users of all technology including common software applications such as word processors, spread sheets, databases, interactive presentation software, e-mail, web browsers and website design. Students will also be taught basic programming skills.

Whilst ICT learning will take place across the breadth of the curriculum in key stage 3 one lesson a week in English Maths and French will be devoted to using ICT skill to deliver the curriculum content of the lesson.

At key stage 4 ICT and in key stage 5 Computing will be available as optional subjects. Curriculum planning for these options will be mapped against the exam specification and accompanying criteria to achieve A*-C at GCSE and A-C at A level.

The school will ensure that appropriate Safeguarding procedures regarding Internet access etc. are implemented.

Virtual Learning Environment (VLE)

The virtual learning environment allows students to access online learning specifically designed to enhance their learning experiences, as well as facilitating the acquisition of transferable ICT skills that can be used in other curriculum areas, in continuing education or training, and in employment. It will encourage students to engage in valuable collaborative learning experiences and receive online mentoring support from peers and teachers. The VLE at the Heyford Park Free School will be accessed through a link from the school website, which means that learning continues with students beyond the classroom.

The VLE will enhance learning in different ways: teachers will use it to promote collaborative learning and peer support; the VLE will be the platform for storing and sharing information between staff and parents and to promote events and celebrate achievements with parents and the wider community. A VLE reduces the barriers to learning by extending opportunities for learning beyond the school day, school week and school building. On line resources, assessment and revision will be offered and the VLE will help facilitate self-supported study and distance learning packages.

Creative Arts: Music, Art, Drama, Dance

“All the good arts serve to draw man's mind away from vices and lead it toward better things” (Nicolaus Copernicus)

All students need the opportunity to express themselves creatively. We will create a culture where all contributions are honoured and respected.

This will be particularly evident in our termly celebration assemblies and awards evenings when students will be encouraged to perform in front of peers and parents and in the display around the school where students' art work will feature in all the communal areas such as reception, corridors, dining area, assembly space and in adult community areas and last but not least the Principal's office. We want our walls to 'sing' with student work. We want our students to taste the confidence of success and we believe a strong creative Arts curriculum focused on opportunities for performance presentation and display is key to achieving this in building self-esteem and belief.

From the Foundation Stage onwards students will be given a range of these opportunities. They will be able to use their imagination and senses to explore and display a wide range of creative themes.

From key stage 3 they will study the Arts as separate disciplines for Music, Drama and Art. Dance will be part of the PE curriculum.

In key stage 4 and 5 students will be offered Art, Music and Drama. Option subjects Art, Music and Drama will be taught by subject experts; teachers whose love of their subject will encourage our students to express themselves creatively without fear of criticism. The advantage of being an all-through school is that subject experts will work alongside primary colleagues for at least one lesson a week in each year group.

Curriculum planning for these options will be mapped against the exam specification and accompanying criteria to achieve A*-C at GCSE and A-C at A level.

Physical Education (PE)

"Football is like life- it requires perseverance, self-denial, hard work, sacrifice, dedication and respect for authority". (Vince Lombardi)

Students will have PE as a compulsory part of the curriculum throughout their career at Heyford Park Free School. We will begin at Foundation stage, when PE not only aids physical development but also develops our younger students' social skills such as working in a team. PE is a vital part of the curriculum and alongside team building it develops Leadership skills, personal resilience, a sense of fair play and healthy competition.

School sports days (both in winter and summer), playing in school teams and dance performances are among a few of the ways our students will get to demonstrate their skills and taste the confidence of success.

With society's current concerns about obesity and eating disorders we intend, through the PE curriculum, to focus on healthy eating and healthy living. We want our students to leave school understanding the importance of a healthy body which supports a healthy mind, reduces stress and increases their ability to cope as adults with busy lives.

Alongside our PE teachers, as students progress through the school we will employ coaches and use the local community sporting facilities such as swimming pools and golf clubs to support enrichment activities and broaden the menu of sports our students can access to encourage a lifelong love of Sport.

Our PE teachers will be deployed throughout the school from Foundation stage to year 13

bringing their subject expertise to every Key stage.

Critical Thinking

"It is the mark of an educated mind to be able to entertain a thought without accepting it"
(Aristotle)

We will develop our own 'Critical Thinking' curriculum which will begin at the start of key stage 3. The aim of this is to develop all our students as independent enquirers. Critical thinking is important in the study of all subjects and an important life skill.

Critical thinking is often defined as 'thinking about thinking' and is used whenever we judge, decide, or solve a problem. We need it when we need to figure out what to believe, what to do and to do so in a reasonable and reflective way. Reading, writing, speaking and listening can be done in a critical and uncritical way. Critical thinking is crucial to becoming a close reader and a substantive writer. In short it is a way of tackling life's problems.

STAGE SPECIFIC CURRICULUM:

Foundation stage curriculum

Opportunities and experiences in the foundation stage are based on active learning and play is valued as key to students' healthy development. Students' interests are taken into account and they are given opportunities to choose activities and direct their own learning. We aim to balance adult-directed activities with child-initiated experiences. We work to provide familiar and established routines and procedures to help students feel secure and calm. Their day is structured so that they have a safe base from which to explore and take risks. We believe the following elements are essential in the teaching of young children:

- Skills - building a skills base that includes problem-solving skills, communication skills, thinking skills (e.g. reasoning, enquiry, information processing etc.), working with others and improving their own performance
- Knowledge - about the world they live in, based on the Early Years' Foundation Stage Curriculum
- Attitudes - fostering motivation, curiosity, interest and excitement in learning
- Relationships - with other children and adults based on mutual respect and positive communication.

Our nursery and reception curriculum is broad and balanced, with a variety of experiences. We will work on the six areas of learning in the Early Years Foundation Stage Curriculum; personal, social and emotional development, communication language and literacy, mathematical development, creative development and knowledge and understanding of the world which includes ICT and physical development. Students will be involved in doing practical, meaningful activities, and will be given choices. There will be a balance of indoor and outdoor learning. We will seek to encourage students' self-esteem and independence, as well as teaching them to make informed decisions about being healthy and keeping safe. We consider our environment as part of the curriculum and displays will be used as teaching tools.

Teaching will be systematic and rigorous to support learning and raise achievement. Students' learning will be tracked weekly and half-termly and teaching adjusted depending on the results. Students who are under-achieving will be identified and supported

appropriately. We believe that students' progress in the Foundation stage can best be moved on by effective transition procedures as they enter Key Stage 1.

Reception

Reception at our school will be the firm foundation for students' development. Our goal is that 96% of the students will achieve point 6 on the foundation stage profile scale with at least 50% gaining point 8. To get there students will receive a rigorous education, tailored to meet their individual and specific needs. The main components of the curriculum at this stage will be English and Maths and broad experiences.

English is split into sections; phonics, big book and high frequency words, guided writing and guided reading. Students will participate in a phonics group set by ability across reception, year 1 and year 2 according to ability and will complete the Read Write Inc programme. They will also participate in a big book and high frequency words session each day as mixed ability groups. The groups will learn 5 high frequency words per week. Students will be able to write all 45 reception-level high frequency words before moving on to the Year 1 words. Each pupil will participate in 2 or 3 guided writing and the same number of guided reading sessions in small groups with the teacher or trained teaching assistant each week. These sessions will use PM benchmarked reading books and comprehension tasks and the teacher will record pupil attainment and progress on a chart. Staff will bring props and stimulus materials to guided reading sessions to aid students' understanding.

Maths lessons will begin with a whole group introduction to a topic or mental arithmetic on mini-whiteboards, leading to small group work on the same topic. Each pupil will work with a teacher or teaching assistant 2 or 3 times per week in a small group.

Broad experiences will build on topics being covered in other areas and allow students the time and space to explore and learn independently, practising skills and forming social relationships. Students will have a number of opportunities each day to engage in broad experiences. Students will choose from: small world, creative, fine motor skills, outside, role play, English and maths.

Additionally students will have a Philosophy4Children (P4C) session each day where they will use a range of speaking and listening techniques to explore a topic. Often the topic will be decided by the students following the group reading of a stimulus material.

Key stage 1 and key stage 2 curricula

From Year 1, the school will follow the national curriculum for key stage 1 and key stage 2 and provide a well-planned curriculum, meeting statutory requirements:

- Key stage 1 (5-7 years: school year groups 1 and 2)
- Lower key stage 2 (7-9 years: school year groups 3 and 4)
- Upper key stage 2 (9-11 years: school year groups 5 and 6).

Teachers will meet parents/carers three times during the academic year to explain what their child will be learning, talk about targets and listen to any concerns.

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A fundamental aim of the curriculum is to ensure that, by the end of their time at this school; our students will have had broad, balanced and challenging learning experiences and will have achieved a level of attainment for English and maths that meets and often exceeds the national average. In this, we intend to provide them with an appropriate level of skills and understanding to prepare them for successful entry into key stage 3 and a fulfilling time at secondary school.

In both key stage 1 and key stage 2, students will have the opportunity to learn:

- English
- Maths
- Science
- Information and Communication Technology (ICT)
- Religious Education (RE)
- Art and Design
- Geography
- Design and Technology
- History
- Music
- Personal, Social, Health and Citizenship Education (PSHCE)
- Physical Education (PE)
- Modern Foreign Language (MFL)
- Sex and Relationships and Drugs Education (SRE).

All subjects will be compulsory, and taught, at some level in each year group, with the exception of MFL which will be introduced at Key Stage 2.

In both Key Stages, as well as formal learning, we will offer structured practical learning through experiences. Educational visits and activities will include e.g. visits to places of worship, Banbury Museum, art galleries, Oxford University and a farm.

The school's approach to timetabling and the allocation of learning emphasises the importance we place on the core skills of English and maths, which are central to the curriculum.

The timetable for each day will be the same for each year group. The morning will be devoted to English and maths, while the other subjects of the curriculum will be taught in the afternoon:

9:05-9:35: Period 1: Guided reading

9:35-10:50: Period 2: English

10:50-11:05: Assembly

11:05-11:20: Playtime

11:20-12:20: Period 3: maths

Lunch is staggered from 12:20-13:20

13:20-13:50: Period 4

13:50-14:50: Period 5

14:50-15:30: Period 6

All other elements of the national curriculum will be taught during the afternoon and timetables written accordingly with some units being blocked into a number of days focused on a particular area whereas some areas and units are taught weekly.

Much of the curriculum will be taught as a continuation of English. History, geography and RE will all be taught through English. Science, art and design, design and technology and music will all be taught in one week blocks over a two week period at the end of each half term. PE, singing and MFL will be taught weekly. Some key learning will be taught daily e.g. Touch- typing, handwriting, names of countries and so on.

The focus on English, and teaching other elements of the national curriculum through English, is driven by recognition of the demographics of the community we seek to serve. Teaching will ensure that work in speaking and listening and reading and writing are fully integrated. Teaching and support staff will be guided through the process of considering any correlations between economic disadvantage, ethnicity and achievement through pupil progress meetings, which will include a close focus on the issues that may arise when teaching disadvantaged students or those with English as a second language or with special educational needs and/ or disabilities. All staff will be made aware of the high expectations in terms of the performance of all students. There will a constant focus on raising standards for groups whose circumstances make them vulnerable.

The school will be a mixed community school with many families of different or no religious faith. School assemblies provide the opportunity for all students to participate in an act of collective worship, reflecting on the world, their place in it, moral issues and how people of different faiths respond to the world. Festivals of all religions may be shared.

We are aware of, and will adhere to the statutory obligations with regards to assessments at key Stage 2.

English

The English curriculum is derived from the national curriculum. We will continue to teach students how to read and write in key stage 1, with a continuing focus on speaking and listening, following the maxim that you need to say something before you can write it.

Students will leave reception with their communication, language and literacy skills at a level where they are able to access and excel at key stage 1 and beyond. Students will be given the opportunity to fully explore all aspects of English study. From Year 3 to Year 6, a weekly 'Big Write' project will give students the opportunity to independently write on a chosen topic. This will allow students to receive specific guidance on improving their writing, to become used to writing longer pieces and to express themselves through the written word; a skill which will be crucial to their success in the future.

Students will study a range of texts, reading them as a class or in small groups. For example from reception students will read a mixture of information, fiction and poetry. As students move through the school they will be introduced to classic texts such as Beowulf and Shakespeare.

We will use the approach adopted by the most successful schools in the country, outlined

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in 'Reading by Six' to ensure that all of our students are reading by the end of Year 1. This will include:

- Using well-taught systematic, synthetic phonics to teach reading, writing and spelling. Teaching is well-planned; fast paced, includes praise and reinforcement, perceptive responses, active participation by all students and shows clear evidence of progress.
- Opportunities to talk and listen in a range of contexts, while developing their familiarity with books and stories and knowledge of the meaning of words.
- Regular, rigorous assessment that identifies where students are struggling. Students are involved in assessment and receive regular feedback on their work.

Our phonics programme will use (and supplement) the Ruth Miskin ReadWriteInc. synthetic phonics programme. Our teaching of phonics using this programme will include excellent modelling, followed by partner discussion and teaching deeply embedded into every lesson. Students will begin blending as soon as they have their first five sounds. In addition, students from nursery (where identified) and reception to year 6 will receive explicit daily lessons in guided reading and writing.

Maths

Maths will play a central role in the curriculum at the school. We are convinced of the importance of maths and its ability to develop and support our children's thinking, reasoning and problem-solving skills. Through in-depth learning of mathematical concepts and the explicit teaching of problem-solving our students will build a secure framework of mathematical reasoning which they will use and apply with confidence. Furthermore, our focus on skills embedded in maths and the discipline of learning and using maths will provide our students with cognitive skills to be used across the curriculum.

Each pupil will be able:

- To perform basic numeracy skills.
- To understand the maths likely to be encountered in daily adult life.
- To reason clearly and logically.
- To identify patterns encountered in diverse situations.
- To approach problems systematically, choosing appropriate techniques for their solution.
- To follow logical instructions clearly expressed.
- To experience satisfaction in and enjoyment of his/her mathematical achievements.

Science

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Students, as part of a carefully integrated curriculum will develop the ability to plan, execute, analyse and write up an enquiry. The teaching of science will be structured with problem solving and associated skills which are core to success being reinforced and extended through experiments and other work in science. Students will receive extended time to explore science themes during planned science weeks and project days.

With our youngest students, science will be used to foster intellectual curiosity about the world and to investigate different elements. Students can link science with all other subjects.

Humanities

Students at the school will enjoy exploring the world and this will determine the design of the humanities curriculum. Through innovative teaching students will learn about cultures different to their own and the past. The humanities subjects ensure students develop the skills of empathy and understanding. Students will use their English lessons to e.g. write a historically accurate diary entry of an invader and settler, to explore the journey of a river and be able to compare religious artwork and texts.

Educational visits will be used as a hook for learning and will explore e.g. all aspects of physical and human geography, historical sites and places of worship.

Information and Communication Technology (ICT)

ICT is a crucial part of the curriculum and will be treated as such. Our curriculum will ensure that all students will receive a solid foundation in ICT skills, making them confident users of all technology and ensuring that technology supports their development and independence. We recognise that students (and the government) are concerned about the current curriculum expectations. We shall use experts and local businesses to help us to develop a curriculum that uses computer science and programming to further use the skills that students bring with them to school. We will use simple 2D animations with an MIT tool called Scratch. This will sit alongside the teaching about the safe use of computers, an understanding of the internet and the design of web based systems and the examination of the application of computers in society.

Creative Arts

We believe that it is vital that students have opportunities to express themselves creatively through art, drama and music. From the foundation stage upwards students will be given a range of these opportunities. They will be able to use their imagination and senses to explore and display a wide range of creative themes. Students from Year 1 onwards will have one week per half term to explore a creative art in depth. This will typically mean students receiving an intensive week of art, design, drama or music once per half term, supported by time during the remaining 5 weeks of the half term. These practical weeks will allow involvement from external agencies and will give students the opportunity to explore the discipline in a way that is normally not possible.

Each practical week will culminate in a performance or exhibition to enable families to see the outcomes of their child's hard work and to enable the child to have a chance to show off their work and develop pride in their achievements.

Modern Foreign Languages (MFL)

MFL prepares students to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society. MFL is not a compulsory subject, but it is our belief that every pupil in key stage 2 should have an entitlement to learn a language other than English.

The key stage 2 frameworks for MFL will be organised into five strands which are oracy, literacy, intercultural understanding, knowledge about language (KAL) and language learning strategies (LLS). The aim of MFL in accordance with the learning objectives from the framework for languages is to:

- Increase children's linguistic competence through regular timetabled MFL sessions
- Exploit cultural links and experiences when opportunities arise
- Promote positive attitudes towards language learning through a range of learning activities
- Develop literacy skills which consequently support the teaching of English.

Although MFL is a cross-curricular subject, students will primarily be taught specific skills, concepts and vocabulary in a weekly lesson with the class teacher. The content of these sessions will be reinforced by the class teacher during the week. Every pupil shall be entitled to a minimum of 60 minutes of modern language teaching per week within curriculum time. The structure of the lessons will be flexible and may consist of a 35 minute lesson which is then followed up by daily 5-minute sessions which reinforce the vocabulary used in the weekly lesson to fit in with the school timetable. This is to be decided within each individual year group.

Physical Education (PE)

Co-operation, good feeling and mutual support are implicit in the ethos of our school, and we recognise that competition is natural, inevitable and often a valuable spur to achievement by individuals. All students will receive a minimum of two hours PE and games per week. The school will have its own school sports teams (e.g. football) for Years 5 and 6. There will be ample opportunities to become involved with school sports clubs and these will be run by school staff and qualified coaches from the Heyford Park Sports Facilities. We recognise these opportunities for sport will be far greater than in many maintained schools.

We seek through games to develop:

- A greater knowledge and understanding of games playing.
- Personal achievement and increased self-esteem.
- An atmosphere of care and consideration of others in which the contribution of all students is valued, whatever their ability.
- Opportunities for creativity.
- Opportunities for problem solving and decision making.

Personal, Social, Health and Citizenship Education (PSHCE)

The school will follow the Early Years Foundation Stage Profile and then the national

curriculum frameworks for developing PSHCE in our students. PSHCE is a crucial element of the development of citizens for a democratic society and will be taught in dedicated days and include how society works, sex and relationships education, drugs education, the management of personal emotions and personal finances. The S.E.A.L. curriculum will encourage the development of social skills and will be used in assemblies and intervention/ nurture groups.

Sex and Relationships (SRE) and Drugs Education

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Sex and relationships education will be taught mainly through personal, social, health and citizenship education, but also through other subject areas such as science and physical education. It will include supporting young people in developing self-confidence in preparing for physical and emotional changes into adulthood. We believe that the teaching should be shared with parents' and be mutually supportive and complementary. We will hold a parents/ carers' forum each year detailing the content of these lessons for each year group.

Drugs education will be taught through PSHCE and science. The statutory drugs education which forms part of the science curriculum will be as follows:

- Key stage 1: 5 - 7 year olds will be taught about the role of drugs as medicine
- Key stage 2: 7 - 11 year olds will be taught that tobacco, alcohol and other drugs can have harmful effects.

Our drugs education will aim to equip students with the knowledge, understanding and skills that enable them to make the sort of important choices that lead to a healthy life style.

Individual Development Days

In addition to subject lessons the formal curriculum at Heyford Park Free School will also have a range of planned experiences called Individual Development (ID) days designed to provide learning opportunities where staff and students work closely together for extended periods of time to develop the students' Individual Learning and Thinking Skills to become:

- Creative thinkers
- Reflective learners
- Independent enquirers
- Team workers
- Self-managers
- Effective participators
- Problem solvers

These days will be planned and delivered collaboratively by cross curricular teams of

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teaching and support staff in keeping with our belief that all adults who work at Heyford Park Free School take an active part in the curriculum and student learning. ID days will provide learning opportunities to develop knowledge and understanding within a range of cross-curriculum dimensions including:

- Technology and the media.
- Global dimension and sustainable development.
- Identity and cultural diversity.
- Moral purpose.
- Community participation.
- Enterprise.
- Creativity and critical thinking.
- Research and analytical thinking.
- Healthy lifestyles.

Critical thinking literacy, numeracy and ICT skills are taught as part of the formal curriculum and applied across all subjects. These ID days will bring coherence by linking skills development and learning from all aspects of the curriculum. Offsite experiences including visits, international trips and the use of external 'experts' from within Heyford Park and beyond will be a key feature of ID days enhance and enrich these learning experiences for students.

Enrichment Curriculum: Beyond the classroom

We believe in lifelong learning and intend to share with students a love of the learning process. The Enrichment curriculum offers the opportunity for all students to experience excitement and engagement when involved in activities which stimulate and extend the individual's current thinking.

Enrichment Programme

In key stage 3 this programme will be followed by all students outside of lessons and takes the place of what in some schools is called homework. Each subject will issue an Enrichment task to be kept in the student planner. All tasks will also be posted on the Heyford Park Free School web-site accessible to parents. These tasks are designed for students to think about and complete at home or in after school curriculum support club. Some tasks will be practical e.g. model building; some will be about study skills, and e.g. research information on famous scientists, mathematicians and historians, and some will be cross curricular and involve more than one subject area. All activities will help students to think about how they learn and develop their skills to become more independent. Most importantly they will be fun, interesting and challenging prompting a love of learning.

All enrichment tasks will be marked and assessed to ensure students are on track to meet their individual targets. Students will receive feedback during and at the end of each project. They are expected to complete a minimum of 5 Enrichment tasks half termly of

which one will be a reading enrichment task.

Some tasks may last a number of weeks and we will encourage parents to get involved to help their children organise their time and support them with resources to complete their tasks successfully.

Enrichment activities

Whilst we would never underestimate the importance of teaching and subject lessons there is a lot more to education. What goes on beyond the classroom is we believe of vital importance contributing positively to our students' enjoyment at school but also to developing them into well rounded mature young adults with strong moral beliefs and a sense of purpose when they leave school.

To that end we are committed to providing at Heyford Park Free School as wide a range of out of learning opportunities as possible.

Each subject will offer regular clubs, extension activities and educational visits which students will be actively encouraged to attend and participation will be part of our rewards system.

Visits will include theatre, art galleries, museums and other places of interest linked to subjects: Heyford Park Free School is in easy reach of Oxford, Bicester, Banbury, Blenheim, Buckingham, Northampton and Stratford upon Avon.

During their time at school as part of their wider development every student will take part in at least one overseas trip and at least one residential visit.

We intend foreign travel opportunities to include not only those to France as part of the subject curriculum and other European countries but also to the third world. We aim to partner with at least one third world school and through visits and fund raising support the education of students in that school.

We will have an annual Year 8 residential experience under canvas which students will help plan including writing menus and buying food to develop their literacy and numeracy skills and will cook their own food amongst other daily tasks, thereby developing some key life skills.

We expect every student at some point in their career to take part in a performance of some kind whether it is sporting, musical, presentational, or dramatic. We will hold annual dramatic productions, performing and visual arts events, together with concerts and sporting competitions to give the widest possible range of opportunities for students to participate in. The Americans living on Heyford Park Free School had their own theatre which can be used by students for performances.

Many of our Individual development days will be geared to raising awareness of big issues such as Human Rights, Global warming and World Poverty and we expect them to stimulate further out of hours learning activities.

D2. Provide a coherent and feasible school timetable and calendar

LEARNING TIME:

Length of the school day

From Reception until Year 5 the compulsory day will begin at 8.45 and last until 15.30 with the option of preschool and after school activities to aid working parents. This was an idea promoted by parents.

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From Years 7 until 13 the school day will run from 8.00 until 4.00 with 35 lessons weekly and the option of pre -school and after school enrichment activities and curriculum support/catch up for those who need it, including compulsory detentions. Our longer school day from key stage 3 onwards means we will teach on average 10 extra sessions a week compared with most other schools. We believe that having more time to learn and the opportunity to participate in a rich and varied enrichment curriculum means they will be 100% prepared for success at University and beyond. The longer day will also fit in with the busy lives of many of our parents.

Length of school term

We will mirror our school holiday dates with those of Oxfordshire Local authority; the exception being staff development days and our compulsory summer school.

Length of the school year

This will be 200 compulsory days including the 10 day Summer School for all year groups. The compulsory summer School will protect against the traditional backwards slip in student progress associated with the long summer holiday and this longer school year we believe will lead to 96% of our students achieving the ambitious goals we have set, with 100% achieving the ambitious interpersonal goals we have set.

The school day

From Year 7 until year 13 the school day will have 7 lessons with some subjects like PE and Art having double lessons. Students will be expected to arrive at 7.50 and for those students who wish school will be open from 7.30 for breakfast and we will run some early morning physical activities as a wake up club. Enrichment activities will also take place at lunch times and after school.

From Tuesday through to Friday there will be a curriculum support slot aimed to help students catch up with work missed through illness or as part of their individual learning plan where their personal tutor believes extra help is needed to keep them on track to achieve their personal targets.

TIMETABLE:

Key Stage 3

Same time table throughout year 7 -9 35 period week

Years 7-9 Week 1 timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7.30-8.00	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs
8.00-8.15	Key Stage 3 Assembly	Year 7 Assembly /Form time	Year 8 Assembly /Form time	Year9 Assembly /Form Time	House Assemblies
8.15-9.05	English	Maths	English	Maths	English *

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9.05-9.55	Maths*	English	Maths	English	Maths
9.55-10.45	History	Geography	History	Geography	RE
10.45-11.00	Break	Break	Break	Break	Break
11.00-11.50	Physics	French *	Music	French	Biology
11.50-12.40	Physics	Maths	French	Critical Thinking	Biology
12.40-1.30	Lunch /Enrichment activities	Lunch /Enrichment activities	Lunch /Enrichment activities	Lunch /Enrichment activities	Lunch /Enrichment activities
1.30-2.00	Reading	Reading	Reading	Reading	Reading
2.00-2.50	PE	Chemistry	English	Music	Art
2.50-3.40	PE	Chemistry	PSHEE	Drama	Art
3.40-4.00	Form time/Personal Mentoring	Form time/Personal Mentoring	Form time/Personal Mentoring	Form time/Personal Mentoring	Form time/Personal Mentoring
4.00-4.15	Tea	Tea	Tea	Tea	Tea
4.15-4.45	Curriculum support/catch up	Curriculum support/catch up	Curriculum support/catch up	Curriculum support/catch up	Curriculum support/catch up
4.45-5.45	Enrichment activities/ Detention	Enrichment activities/ Detention	Enrichment activities/ Detention	Enrichment activities/ Detention	Enrichment activities/ Detention

Please note on Mondays the school day will finish at 4.15 for the weekly staff

Key stage 3

Years 7, 8 and 9 are the platform to GCSE and A level so we will ensure that all students acquire the skills and patterns of behaviour they need to be successful learners. In this phase all lessons will be taught by subject specialists together with explicit teaching of PSHE (which will cover aspects of SEAL) delivered by their form tutors. Students will have 30 minutes compulsory reading as part of the school day and each student will have a 1:2:1 weekly session with their personal tutor to discuss their Individual learning plan and review their weekly goal and set the goals for the forthcoming week.

In year 9 at the end of key stage 3, it is our intention that all students will achieve a level 7 in English Maths and Science. In addition we have front loaded the curriculum throughout Key stage 3 with 3 lessons in French as we intend that all students take their French GCSE at the end of the year. ID days in year 9 will be used to provide opportunities for the students to use French in real life situations such as inviting native French speakers into school, watching French language productions in the cinema or theatre, and a visit to Paris to improve their oral skills in preparation for the GCSE examination.

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NUMBER OF 50 MINUTE WEEKLY LESSONS IN KEY STAGE 3:

Subject	Lessons	% Lesson Time
English	6 *	17
Maths	6*	17
Physics	2	6
Chemistry	2	5
Biology	2	5
History	2	5
Geography	2	6
RE	1	3
French	3*	9
Music	2	6
Drama	1	3
Art	2	6
PE	2	6
PSH E	1	3
Critical Thinking	1	3
Total	35	

Notes:*1 lesson per week devoted to delivering ICT skills as part of subject curriculum

Key Stage 4

Same time table throughout years 10-11 35 period week 2 week timetable

Week 1 timetable

Time					
7.30-8.00	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs
8.00-8.15	Year 10 Assembly/Form time	Key Stage 4 Assembly /Form time	Year 11 Assembly /Form time	Mentoring /Form Time	House Assemblies
8.15-9.05	English	Maths	English	Maths	English
9.05-9.55	Maths	English	Maths	English	Maths
9.55-10.45	History	Option 2	History	History	Biology
10.45-11.00	Break	Break	Break	Break	Break
11.00-11.00-	Option 3	English	Chemistry	Option1	Biology

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11.50					
11.50-12.40	Option3	Option3	Chemistry	Maths	Biology
12.40-1.30	Lunch /Enrichment activities	Lunch /Enrichment activities	Lunch /Enrichment activities	Lunch /Enrichment activities	Lunch /Enrichment activities
1.30-2.00	Reading	Reading	Reading	Reading	Reading
2.00-2.50	Option1	Physics	GCSE Study Skills	Option2	PE
2.50-3.40	Option 1	Physics	PSHEE	Option2	PE
3.40-4.00	Form time/Personal Mentoring	Form time/Personal Mentoring	Form time/Personal Mentoring	Form time/Personal Mentoring	Form time/Personal Mentoring
4.00-4.15	Tea	Tea	Tea	Tea	Tea
4.15-4.45	Curriculum support/catch up	Curriculum support/catch up	Curriculum support/catch up	Curriculum support/catch up	Curriculum support/catch up
4.45-5.45	Enrichment activities/ Detention	Enrichment activities/ Detention	Enrichment activities/ Detention	Enrichment activities/ Detention	Enrichment activities/ Detention

WEEK 2 Timetable there will be no GCSE study Skills which will be replaced by an additional Chemistry lesson. There will be 2 as opposed to 3 Biology periods and students will have an additional Physics period.

Please note the school will close on Mondays at 4.15 for a weekly staff meeting.

In years 10 and 11 students will be working towards GCSE. All students will take English Language and Literature, Maths, Biology, Chemistry and Physics together with History. In addition to the English Baccalaureate, students will have the opportunity to take a further three option subjects. Students who did not achieve a C grade or above in French in year 9 must continue with French in one of these option slots. Students who wish to study one or more languages post 16 will be encouraged to take a second language Spanish as a key stage 4 option. Lessons in key stage 4 will be organised over a two week timetable of 70 lessons with 35 lessons each week.

GCSE studies will be supported by a fortnightly study skills lesson. The day will be organised as for Key stage 3 with the addition in the Enrichment programme of subject specific GCSE extension activities.

NUMBER OF FORTNIGHTLY 50 MINUTE LESSONS IN KEY STAGE 4:

Subject	Lessons 2 weeks	Lessons 1 week	% lesson Time
English	12	6	17

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Maths	12	6	17
Physics	5	2.5	6.5
Chemistry	5	2.5	6.5
Biology	5	2.5	6.5
History	6	3	9
PSE	2	1	3
GCSE study Skills	1	.5	1.5
Option 1	6	3	9
Option 2	6	3	9
Option3	6	3	9
PE	4	2	6
Total	70		

Option Subjects: Spanish, Geography, RE, Drama, Music, Art, ICT, Additional Maths, Critical thinking

Key Stage 5

Years 12 and 13 Timetable

7.30-8.00	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs	Breakfast/ early morning wake up clubs
8.00-8.15	Form time	Form time	Key Stage 5 Assembly /Form time	Form Time	House Assemblies
8.15-9.05	AS Option1	AS Option2	AS Option3 AS Option 1	AS Option4	AS Option5
9.05-9.55	AS Option 1	AS Option2	AS Option3 AL Option1	AS Option4	AS Option5 AL Option3
9.55-10.45	AS Option 2	AS Option3	AS Option4	AS Option5	AS Option1
10.45-11.00	AS Option 2	AS Option3	AS Option4	AS Option5	AS Option1
11.00-11.50	AL option 1	AL option2	AL option 3	AL Option2	
11.00-11.50	AS Option	AS Option5	AS Option5	AS Option 2	AS Option3
11.50-12.40	AL option 1	AL option2	AL Option3	AI Option1	
11.50-12.40	AL option2	AS Option1	AS Option5	As Option	AS Option4
12.40-1.30	Lunch /Enrichment activities	Lunch /Enrichment activities	Lunch /Enrichment activities	Lunch /Enrichment activities	Lunch /Enrichment activities
1.30-2.00	Reading	Reading	Reading	Reading	Reading
2.00-2.50	PSHEE	Study	PE	Study	Next Steps
2.50-3.40	Enterprise Challenge	Study	PE	Study	Next Steps

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3.40-4.00	Form time/Personal Mentoring	Form time/Personal Mentoring	Form time/Personal Mentoring	Form time/Personal Mentoring	Form time/Personal Mentoring
4.00-4.15	Tea	Tea	Tea	Tea	Tea
4.15-4.45	Curriculum support/catch up	Curriculum support/catch up	Curriculum support/catch up	Curriculum support/catch up	Curriculum support/catch up
4.45-5.45	Enrichment activities/ Detention	Enrichment activities/ Detention	Enrichment activities/ Detention	Enrichment activities/ Detention	Enrichment activities/ Detention

Year 12 will see the students at Heyford Park Free School beginning their AS level subjects. We intend for all students to take 5 subjects in year 12. In addition to the AS subjects offered at our school, in order to offer as broad a choice as possible, students will be able to choose up to 2 options from OCVC with whom we have a partnership arrangement.

All students will have 2 lessons a week focused on their 'next Steps' which will cover everything from UCAS applications, managing finances, and living away from home to eating well on a budget. We intend that all our students are ready for success at University and beyond.

In addition students will have 2 Enterprise challenge lessons a week where they will have the opportunity to set up and run their own business either individually or in teams. We intend to maximise our unique location next to a commercial park with the support of the Heyford Park businesses whose 1,000 employees will act as business mentors for this programme.

In year 12 there will be 4 lessons of study time which can be done either in school or at home.

In year 13 study time will replace 1 or 2 as options.

The daily timetable will be as for key stage 3 and 4 with the 3 PE periods taking place on Wednesday afternoons to allow for cross school/college matches. The enrichment programme will include subject specific extension activities to support students in their AS and A level studies

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Subject	Year 12 AS lessons	% learning Time	Year 13 A/L lessons If 3 options	% learning Time
Option 1	5	16	5	24
Option 2	5	16	5	24
Option 3	5	16	5	24
Option 4	5	16	5	
Option 5	5	16		
PE	2	5	2	9.3
Next Steps	2	5	2	9.3
Enterprise	1	5	1	4.6
PSHEE	1	5	1	4.6
Study	4		14	
Total	35		35	

On Site Options: English Literature, Maths, Further Maths, Biology, Chemistry, Physics, History, Geography, French, Classical Civilisations, Economics, Politics, Philosophy, Art, Drama and Music

College Options: Computing, Forensic Science, Psychology, Law, Dance and Business Studies

Summer School

Summer School will be a 10 day programme and compulsory for every year group in the school. The content of Summer school will vary by Year group, but shall remain constant year on year for each year group. Activities in the lower school (Reception to Years 2 will be centred on extending the learning that has taken place during the year; it will take the form of ID days exploring one or two topics in real depth.

It will also involve fun trips and time spent embedding the ethos and culture of our school. In Years 3 – 8 the purpose of the Summer school will be two fold. It will build culture and community across the year group and the phase through team-building and other extended ID activities further embed their thinking and learning skills. It will also be the culmination of the year's work with the presentation of individual portfolios. Students will present and discuss their best work from each subject area, non-academic skill and ID

days to a panel made up of staff, family and member of the community. During summer School students will also complete a mock UCAS form reflecting on their growth in the previous year.

From Years 9 – 13 Summer School will take on a much more fluid form allowing students to undertake extended trips, University summer schools, community service projects or extended work placements. The Access Co-ordinator will be central in supporting students to set and achieve their aspirations in these areas. Importantly, summer school is also an opportunity for new staff to learn the routines of the School and get to know the students.

STUDENT ORGANISATION:

Year Group Model

Within each phase of the school (Reception to Year 2, Year 3 – 6, Year 7-11 and Year 12-13) we will organise students and staff by year groups, both academically and pastorally. It is envisioned that wherever possible form tutors will 'loop' with their group of thirty students from the beginning of the phase to the end. So, for example, a child would have the same form tutor from Reception to Year 2, Year 3-6, Year 7-11 and Year 12-13. The pastoral security this affords the students is immeasurable. Students and their families will be well-known to the form tutors and to the Senior Leader in charge of each phase. The knowledge and trust built up over time means that students' wellbeing, as well as their academic attainment, is carefully tracked and support is tailored to each student. This structure, while powerful pastorally, will not always be appropriate for learning.

We will, at times, group students by ability across years to maximise resources: for example in supporting struggling readers or in pushing the most able with more challenging projects and investigations (see Mixed Ability Teaching below). In every lesson, teachers will ask; 'What is the best way to organise students to most comprehensively meet the learning goals and outcomes that I have set?' Senior leaders with responsibility for each phase will have the power to lead, and will be encouraged to organise students and teachers in the way that will have the biggest impact on students' progress and well-being.

Form groups

Students will be organised into form groups with 30 students in each group.

These form groups will be mixed ability and will be the vehicle through which pastoral support, parental engagement and discussions about progress will be initiated and led.

Students will be taught for much of the time in classes of 30 students up to year 11 except for option subjects when the average class size will be approximately 22. In years 12 and 13 the average class size will be 22

Across the whole all-through school students will be placed in ability-banded groups where appropriate. This may involve mixing the classes of 30 across the year group, or mixing students vertically through year groups. Up to Year 6, teachers and support staff will be focused on a single year group, and therefore small teams of approximately six to eight adults will be responsible for the learning outcomes and well-being of 60 students. This is at the heart of our desire to be a small school with a big connection to our parents, where every student is known as an individual, data about student progress and well-being are understood and analysed in context by all the adults involved in that students' education and intervention is timely and effective.

Beyond Year 6, teachers will be organised by subject area and will be focused on subject specific with GCSE and A level targets in mind. Teachers will have twin roles, a pastoral role with a year group as a form tutor and as a personal tutor responsible for students Individual Learning Plans. Each tutor group will have other attached staff members acting as personal tutors but the form tutor will retain the overview of all the Individual learning plans for their tutor group. Learning outcomes and accountability around student progress, as well as development of pedagogy, will be driven by Heads of Subject. These Heads of Subject will work with link teachers in earlier phases, for example a link teacher for English in each year group.

Class size

Form groups will be made up of 30 students, but class sizes for taught lessons will vary. We are keen to explore the best learning environment for the students. As such there may be times when students are taught in groups of 2-3, and there may also be times when they are taught in groups of 60.

From Reception to Year 2 students will regularly receive small group (i.e. 5-6 students) instruction from teachers. At all times we will adhere to the infant class size rule of no more than 30 students in a class. This small group instruction from teachers will continue as students move up the school. For example in Year 7-8 students who are part of the early intervention programme will receive English and maths tutorials each day. These tutorials will be in small groups and will enable a range of activities such as pre-teaching, discussion, extension, or revision.

There may also be instances, for example in MFL or some musical instruction, when it is both helpful and efficient to teach students in groups of 60 with one expert teacher and many supporting staff on hand. We are clear that it is the quality of the teacher that has more impact on student learning than any other factor.

Allocation of students to form groups

Students will generally be allocated to form groups with students of a similar age range. However, the school is small and flexible and therefore able to adjust this if it were in the best interest of the child. For example if a child had missed a year of schooling and was of the age to traditionally be placed in year 8, then we may, after assessment of the student, decide to place them into year 7. Students will always be allocated to classes to provide a mixed ability range in English and Maths in each class, along with a mix of personality and other needs that will be most conducive to ensuring outstanding learning outcomes. This method of mixing students will be used across all subjects to provide continuity in the form groups of the students which will provide the basis of each student's support network.

When deciding how to allocate students to Reception classes the knowledge gained on home visits will be vital. While it is important that students remain in the same form group for as much of their time at school as possible to provide stability and an ability to develop deep friendships and establish social networks, groups can always be fluid if the need arises. The flexibility of a small school means that the pastoral and academic needs of every individual can truly be met.

Students will attend a Summer School from Year 6 – 13. When the school is in start-up, an entry point at Year 7 students will attend summer school prior to their entry at Year 7. On entry to summer school they will be allocated to classes based on data from the primary phase, and home visits. Immediately after summer school all staff will have a meeting and decide which class to allocate students to, taking care to spread abilities and needs across the classes and also being mindful of mixing students from a range of feeder primary schools.

Academic grouping

Students at all stages on entry to our school (at age 4 or age 11) will be operating at a range of abilities in terms of personal, social and emotional competencies, as well as academic levels. We believe that all students are capable of achieving highly academically and we will support them to do so. This will mean producing a curriculum which caters for each child's needs, and organising the students so that the curriculum may be delivered in the best possible way to meet those needs.

It is therefore vital to have parts of the day and parts of the curriculum taught in groups where students are placed in sets according to academic ability in a certain area. The groups will be fluid and will be defined by student performance on a range of indicators. Students will be communicated to clearly about the learning journey they are on and the fact that each person's journey is slightly different due to their starting position and previous education.

It is critical that students do not feel that they are in the 'bottom set'. We know from own teaching experience and visits to schools that setting of students for all lessons can lead to negative emotions in students and all stakeholders lowering expectations of groups of students. The school will create an environment where each person's endeavours are honoured and their aspirations respected.

A good example of setting according to need is with phonics groups. From Reception, students will be placed in phonics groups according to ability. To ensure these groups are the most appropriate and that staff provision is maximised it will be standard practice to group students across the year group, in other words to set the group of 60 students rather than two groups of 30 students. In some case it may be appropriate for students to join a phonics group with younger students. The size and ethos of our school means that this will be possible and the best learning outcomes for students will be at the centre of all decisions. It is our belief that the gap between the students with the highest and lowest attainment on entry to the school will quickly close as they progress through the school due to the quality of instruction they receive and the level of pastoral support ensuring that they are emotionally equipped to deal with growing into a young adult.

It is likely that we will consider organising the students into sets for maths GCSE in order to enable those students who are capable to begin AS maths or to take additional maths. This may vary between cohorts as all structures at our school are flexible and able to be adapted to best meet the needs of each individual students, class and cohort.

Mixed Ability teaching

Throughout the Academy, students will at times be taught in mixed-ability groups.

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The size of the school lends itself to mixed ability teaching and we are confident that this approach to organising learning will be extremely beneficial to students. A study by Teach First Ambassadors and teachers recommended that all children should be taught in mixed-ability classes to boost standards and self-esteem among all students, a view we support. We also note research by Jo Boaler and Marie Curie from the University of Sussex, which revealed that those children in mixed ability maths classes outperformed those grouped by ability. Thus, for subjects outside English and Maths, for example MFL and humanities, we also intend to group students by mixed ability.

One particular benefit of mixed ability grouping is the opportunity for students to play a more active role in leading aspects of learning. We believe that reciprocal teaching and peer tutoring can play a central role in fostering enduring understanding of knowledge, skills and concepts, and see the mixed ability classroom as the perfect environment to foster this practice from all students. Mixed ability teaching also provides an opportunity for students to support each other emotionally and to learn and practice qualities such as patience and empathy. Such qualities, we believe, lead to the creation of a more respectful learning environment for all students

Flexible Grouping

One of the benefits of a smaller school and having a small, dedicated group of teachers leading the instruction of a year group and who will know their students well, is that there is the opportunity to be flexible in the way student learning is structured and the way students are grouped. We will constantly ask whether particular types of learning are best executed outside the traditional grouping of 30 students in the classroom. Some learning will be more appropriately done in a larger setting, where one teacher with particular expertise might lead the learning of a bigger group, likely a whole year group or potentially two year groups. In this model, other teachers would support and assist students, who would work in smaller groups. This approach will be particularly useful when students are working on projects and in off-site learning, although our intention is to normalise this model so that students see this as typical part of learning and a standard maths lesson could be taught to this larger group. We know classes of 60 children can be fully engaged and focused on their learning in different countries and we intend to maximise the resources available to ensuring that students are happy to be taught in that setting.

Equally we have seen Junior Colleges in Singapore where students studying for A levels study in lecture theatres with 500 students in attendance. We see that as critical to preparing our students for University, and will make lectures an integral part of teaching and learning in Years 9-13, equipping students with the note-taking and other skills to fully benefit from this style of learning.

At the other extreme, we will prioritise small group tutorials for students who need it. Through rigorous and accurate diagnostic and formative assessment, we will identify students who need extra support to meet our ambitious interpersonal and academic goals and will set up small groups focused on particular skills and objectives.

Flexibility in the timetable will ensure that the students' main subject teacher leads the planning for this small group tutorial learning, ensuring that the tutorial flows directly from the lesson and build the same skills. Small group tutorials will be critical to ensuring that

our most vulnerable students and those entering the school at the lowest levels receive the support they need to grow and flourish.

Houses

Students will be organised vertically into House group of 120 with an elected House Captain. Houses will be the vehicle for a number of school competitions including sports days, spelling bees, enterprise challenges and talent competitions. We believe that vertical grouping creates comfort and confidence among a group of students of different ages and confidence, fosters leadership skills and a sense of belonging.

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

Special Educational Needs

Special educational needs refers to learning difficulties caused by issues relating to behaviour, emotional and social development sensory and/or physical needs which impact on cognition and learning and communication and interaction;

A fully inclusive classroom is one where high levels of differentiation ensure that every student's needs are met, regardless of whether they are a child with SEN or otherwise and is a cornerstone of our educational vision.

SEN and Disability Green paper

The March 2011 *SEN and Disability Green Paper* enforces the message that every child deserves a fair start in life, with the very best opportunity to succeed. The Green Paper also articulates that parents of children with SEN often feel frustrated due to a system that is difficult to access, understand and which does not adequately meet the needs of their children.

We will use the SEN Code of Practice principle to inform our practice namely:

- a child with special educational needs should have all of their needs met;
- the special educational needs of children will normally be met in mainstream schools or settings;
- the views of the child should be sought and taken into account;
- parents have a vital role to play in supporting their child's education; and
- children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

The Code of Practice also states:

"The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school."

Overall Statement of Principles

We will have the highest expectations for all students, seeking to address any learning difficulties or other special educational needs on an individual basis to give maximum

access to the curriculum. The students themselves will be at the centre of our planning and we will involve them and their parents or carers in any special arrangements. Wherever possible, our aim will be to include students fully within mainstream class activities, adapting as needed the teaching approaches and materials to meet individual needs. We will review progress regularly, learning from our experiences so that we continually improve our provision for each student with additional needs. Our policy for students with SEN is included as **Appendix D: fig 2**

Our expected intake will be between 1.1% and 4.8% with SEN and an average of 8.1% of students entitled to Free School meals putting our school in the Lower band. We have set our targets in accordance to our predicted intake and our aim is that that 96% students will attend A*- C grades in the E Bacc qualification, the equivalent of 3 A-C A levels giving them the opportunity to attend University so we intend to realise this irrespective of their additional needs or attainment on entry.

We will ensure that:

- We focus on students' strengths as well as any learning difficulties
- Needs are identified early
- We regularly review the interventions for each student to assess impact, individual progress and listen to the views of the student and their parents and staff
- All staff including SEN professionals will work in partnership with the students and parents.

As an all through school we will prioritise the early identification of students' needs and work in partnership with them and their parents. Meeting all our students' needs is critical for them to progress effectively through the primary stage. If needs are met effectively in the primary phase they will arrive at the secondary phase with the appropriate set of learning skills and knowledge to progress to success at GCSE and beyond allowing the secondary teaching to focus on preparing for examinations

We believe that education transforms lives. In the context of SEN students, this means educational professionals need to have an excellent level of understanding of SEN so that a student's needs can be fully assessed and met through both outstanding teaching as well as through focused and evidence-based interventions. Outstanding provisions will be implemented by a SEN leadership and teaching team of the highest quality. Excellent provision will be achieved through systematic and effective monitoring and evaluation, so that interventions are targeted and effective at all times.

The leadership of SEN will be the responsibility of the Special Educational Needs Coordinator (SENCO) whose responsibility will be to:

- lead the whole school strategy for SEN
- Implementation, monitoring and evaluation of SEN provisions
- Providing professional guidance to school staff on matters relating to SEN so that all staff become increasingly enskilled to address a wide range of additional needs
- Liaising with parents, carers, external agencies, professionals, students and the LA

In addition the SENCO will be a member of the Senior Leadership team and will have responsibility for Personalised teaching and learning overseeing the work of students personal tutors and the drawing up implementation and monitoring of their individual learning plans.

Multi-Disciplinary approach

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

External agency involvement

Excellent working relationships with external agencies will ensure that the highest quality provisions are implemented across the school. The SENCO will be responsible for regularly communicating with these agencies so that they are fully informed of the needs of the students.

The involvement of external agencies will be twofold: to ensure that students are receiving specialist help that has already been identified before they join the school; and to respond to referrals for advice and support for students whose needs arise or change whilst at the school.

As part of our processes for meeting new students and their families, we will keep records of any external professionals with whom we should be in contact. For students with special educational needs the SENCO will be responsible for following up all such contacts, liaising with parents about additional input by the agencies and ensuring any special arrangements recommended by the professionals are put into practice. This might include, for example, speech and language programmes, exercises recommended by a physiotherapist or approaches demonstrated by teachers of the deaf.

The school will invite all professionals to visit the school to explain the ethos, to open channels of communication and to offer opportunities for the professionals to engage with the rest of the staff. External agencies will be expected to contribute to formal reviews of students' progress, deciding when extra input is no longer required and also problem solving when new difficulties emerge.

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

In addition to the contact with external agencies about individual students, we will invite members of their teams to contribute to staff training and meetings about proactive techniques to prevent difficulties arising and to develop good practice for all students. It will be important that members of external teams feel that they can contribute to the evolving direction of the school and not just be seen in a fire fighting role when difficulties arise.

These agencies will include:-

- Speech and language therapy
- Occupational therapy
- Educational psychology
- School nurse
- Team around the school – the best practice involves an integrated multi agency team working together to support the needs of students in the school

- Children's social care services
- Educational welfare
- Youth and inclusion support projects Art therapy/counseling services
- Other services required such as hearing impairment

The use of School Action, School Action Plus and Statements

Effective identification of needs will ensure that effective interventions can be implemented. "First wave" interventions and "quality first teaching" will meet the needs of most students, regardless of whether they have been identified as having SEN. For some students, however, additional interventions will be necessary if their needs are to be met. These additional interventions will be structured and organised through the three stages of the SEN register (School Action; School Action Plus; Statements). Whenever additional provisions are put in place, this will be agreed in partnership with parents and students, particularly when external agencies need to be involved.

School Action

School Action refers to intervention(s) that are implemented when a class teacher or the SENCO have identified a child with SEN that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. Students will be described as being at School Action when they are not progressing adequately, or are low attaining, despite in-class differentiation.

School Action interventions will be provided by the school and student progress will be monitored closely by the SENCO so that the impact of these intervention can be evaluated on a regular basis. School Action interventions will vary depending on the needs of each individual student, however they may include additional in-class support, or withdrawal for small group interventions as deemed necessary by the SENCO and teaching staff within the school.

School Action Plus

Where the progress of students on School Action is deemed inadequate, the SENCO, in partnership with the teaching staff and SEN team, will determine if a child requires external agency involvement. Ongoing expert advice will be requested through the Common Assessment Framework ("CAF") to ensure that students' needs are fully recorded in a central system. At School Action Plus stage individual education plans ("IEPs") will be created in order to fully articulate students' needs (and how staff can meet these both in and outside the classroom), in addition to setting focused and appropriate targets for these students, with parents, carers and students. IEPs for these students will be reviewed termly in partnership with parents, carers and students. The SENCO will be responsible for disseminating information to all class teachers and other staff in contact with the student, in addition to training teachers, parents and support staff in the expert advice provided by external agencies.

Statement of Special Educational Needs

Statutory Assessment is the initial process which can lead towards a Statement of Special Educational Needs and will be begun by parents, the school or both, when it is felt that the student (already on School Action Plus) is not progressing or is significantly performing below their peers over an extended period of time, despite both “first” and “second” wave interventions being implemented. In addition to this, as an all through school, parents of students with statements of SEN may request Heyford Park Free School as their first choice school, and as such, would receive priority consideration for placement by the Local Authority. Thus, where necessary, through the CAF, the SENCO will provide evidence for the need for statutory assessment. Where a student already has a statement of SEN, effective interventions will be implemented as advised in the student’s statement. Each student with a statement of SEN will have an IEP (as at School Action Plus stage), which will be reviewed each term by parents, the student and school, in order to ensure that the student’s needs are being met at the highest level. Annual reviews will also be conducted for these students and amendments to statements will be requested/agreed as necessary; these will be the responsibility of the SENCO

Specific provisions to meet students’ needs

It is not possible to list all the interventions we will deploy to support the learning of SEN students because they will depend on their individual needs.

We are confident looking at the best practice in small schools and international examples that as a small all through school we are confident that examples that no students’ needs will be overlooked or missed during their time with us. A range of specific interventions may include, inter alia, in-class support, literacy intervention tutorials including specially adapted computer programmes, speech and language tutorials, social communications groups, handwriting tutorials, homework help clubs and occupational therapy. We intend to involve parents not just by listening but we will communicate to them teaching approaches that work so that they can use similar approaches at home. To support this we will hold sessions for them to help them support their children out of school.

Tutorials

Students’ needs are sometimes best met in a smaller group setting where the curriculum is tailored to address gaps and misunderstanding.

Where students are identified as requiring such additional interventions or tutorials, these will be delivered in the Monday to Thursday 30 minute curriculum support slot. In addition one of the advantages of a small all through school is the flexibility it allows us for adaptations to the timetable and groupings because of the non overlap of phases and the ability to use staff capacity to create smaller groups as required. We will create as many opportunities as necessary throughout the school to allow our students to progress.

The intervention programmes will be evidence based with demonstrable proven results but they will not limit the need for the SENCO to be creative and try something different when other approaches with the individual student are not working

Information and Communication Technology

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We will ensure that students with Special Educational Needs benefit from the use of Information and Communication to maximise their inclusion in the curriculum. As well as providing regular access to computers and other technology available for all students, we will:

- expect the SENCO to be up-to-date with the latest software and to ensure this is matched to individual students in order to enhance their learning, to address the difficulties they experience and to increase their motivation to engage with classroom activities
- make use of assistive technology wherever this is recommended in assessments for individual students, integrating the technology as far as possible into lessons alongside the peer group. We will also consider whether this technology has benefits for other students to increase their engagement with learning. Where necessary we will seek help from specialist professionals to advise on suitable adaptations through technology.
- provide special needs staff with programmes to record their assessments and on-going reviews of students' progress, as well as facilities to produce advice and curriculum materials to assist teaching staff throughout the school.

Differentiation, inclusion and teacher training

The SEN Code of Practice states that all teachers are teachers of students with SEN. In addition to this, outstanding teaching meets the needs of all students, regardless of whether they are a student with SEN or otherwise. We recognise that good teaching approaches for children with SEN tend to lead to good teaching for ALL students. The Senior leadership role of the SENCO with responsibility for Personalised Learning across the school will be key to ensuring this. Our teaching styles, learning objectives, the structure of the stages of SEN and training in all these areas, will ensure that every student's needs are met and differentiated for. Teachers will plan specific provisions for every student, including those students with an IEP.

Understanding a student's needs and how to differentiate for these is at the heart of outstanding teaching, and it will be the responsibility of the SENCO to develop a whole school approach for this, through training, teacher observations and creating ongoing opportunities for professional development for both teaching and support staff.

The SENCO will be given explicit performance management targets around the level of support given to teachers in this area.

Gifted and Talented Approach

Some students will be significantly ahead of their year group or demonstrate that they have the potential for very high achievement. They may excel in individual subjects or across the curriculum. The school will ensure that the principles of good education, personalised to meet individual strengths, apply equally to these students. The curriculum of the school will support and stretch them, wherever possible, as a routine part of all learning. Activities will be differentiated to provide extra challenge for the most able, with extension of tasks and additional approaches that allow students frequent opportunities to develop their skills beyond the expectations for their peer groups. This

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may include engagement with tasks normally carried out by older students, grouping of students so that the most able can challenge each other to explore topics at a higher level, and enrichment activities beyond the classroom.

The principles of planning in advance with parents and students, good communication with all class teachers and other staff, recording of achievements, will be reinforced with those students who are particularly able. It will be important to engage with the students themselves when planning activities and to ensure that there is regular feedback on progress and recognition of achievements in ways that the students appreciate. This will be built into their Individual Learning plans with targets and discussed weekly with their tutors. Staff training will include opportunities to discuss how best to address the needs of more able students, with evaluation of how successful the approaches are in practice and improvements where any shortcomings are found.

Students from deprived backgrounds

Whilst not wishing to draw unnecessary attention to students from deprived backgrounds, we will seek to ensure that teaching staff are aware of any particular challenges that individual students may face in their home circumstances. This will not be seen as a reason for reduced expectations, but as an opportunity for teachers to put in place support systems as an integral part of normal arrangements.

The school will monitor the progress of students entitled to free school meals and compare it with other students, seeking to minimise the difference that is frequently found in other schools. We will ensure that other related factors, e.g. regular attendance, healthy eating, support for homework, financial support for school trips etc. are addressed rigorously and in a confidential, supportive manner so that all students have benefit fully from the curriculum.

Special arrangements will include:

- Regular engagement with parents, providing positive feedback as well as raising concerns when they arise.
- Healthy eating programmes with consideration of opportunities for a breakfast club and after school activities.
- Homework club.
- Enrichment opportunities to visit cultural venues and other places that might be outside the students' normal experiences.
- Immediate follow up of any absences.
- Individual education plans where there are associated learning difficulties.

Looked after children

We will welcome looked after children, working closely with their social workers and carers to ensure that they benefit fully from the curriculum of the school. At the centre of our planning for looked after children will be the students themselves, understanding their preferences and needs, whilst having high expectations and not using the 'looked after child' label as a reason for not making educational achievement a priority. We will ensure that, on a confidential basis, staff are aware of any factors to which they need to be sensitive of, and any gaps that the students may have experienced as a result of their previous educational and domestic history. Above all we will recognise that the school can

act as a point of stability in the lives of children who may have experienced, and continue to be experiencing, considerable change.

Students with physical disabilities

We will make provision for students with physical disabilities, responding to their needs on an individual basis. The physical disability in itself will not be seen as a barrier to learning or to having the highest expectations for the students' achievement. In many instances their needs will have already been identified before they start at the school and we will build on previous planning by professionals involved with them; in other cases, we will make referrals to an educational psychologist and relevant Health practitioners to assess the needs of the student and plan appropriate programmes.

Special arrangements may include:

- Adaptations to the building to maximise access to all areas of learning.
- Individual education plans wherever required.
- Use of technology to ensure full participation, e.g. for recording work.
- Therapy support as recommended.
- Assistance with personal care from support staff if required.
- Additional time to complete tasks.
- Teacher support in class to differentiate teaching materials, to explain tasks or to act as a scribe.
- Small group teaching within or outside the classroom where this is required, mainly if there are associated learning difficulties needing more intensive input.
- Opportunities for assistance with completing homework.

Our plan for ensuring we meet the needs of students with disabilities is detailed in **Appendix D: fig 1**

Learners with social, emotional and behavioural difficulties

Behaviour, emotional and social development ("BESD") can be directly linked to academic engagement and attainment.

As stated in the SEN Green Paper, *Support and aspiration: A new approach to special educational needs and disability - A consultation published March 2011*

There has been a marked increase in certain primary need types of SEN in recent years. For example, the numbers of students with behavioural, emotional and social difficulties has increased by 23 per cent between 2005 and 2010, to 158,000 students; the number of students with speech, language and communication needs has increased by 58 per cent, to 113,000 students; and the number of children with autistic spectrum disorder has increased by 61 per cent, to 56,000 students.

Academic interventions will ensure that attainment is not a cause of poor behaviour. From an early age we will explicitly teach character education including our values *Aspire, Believe Respect Tolerance and Effort* and embed them within our culture and positive learning ethos. Our behaviour management policy will further reinforce the development of our students' characters by promoting a sense of mindfulness and other strategies that will help students to concentrate, focus and be contributing members of our school and

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society as a whole. These elements, alongside a clear framework of rewards and consequences will ensure that students are fully engaged in their academic success (see Section D6 for further details of the behaviour policy).

Fostering nurturing relationships with BESD students, in conjunction with clear and fair systems for behaviour management, will enable SEN staff to intervene and ameliorate these difficulties. The SEN and inclusion team will work with the classroom teachers and support staff to increase their skills at minimising poor behaviour and addressing it effectively if it does arise. Where students find it hard to learn in the classroom due to their behavioural needs, interventions will be put in place by the SEN and inclusion team to give these students strategies that enable them to continue in mainstream. These interventions may include anger management training, additional pastoral support, youth and inclusion support worker intervention, art therapy or counselling, and/or social communications group work behavioural needs. Where necessary, we will seek external agency advice and support through the CAF and the team around the school network provided by the local authority.

Key worker allocation

All students on School Action Plus and with a statement of SEN will be allocated a key worker within the school. The key worker will be responsible (under the supervision of the SENCO) for communicating with the student and their parents/carers during the school day to report on good behaviour and any issues that arise. Key workers will also work alongside the SENCO in liaising with external agencies to ensure that each of these students receives the best support possible.

Implications of the 2011 Green Paper

In March, 2011, the government published a Green Paper, *Support and aspiration: A new approach to special educational needs and disability* – A consultation, which outlined significant possible changes to the funding and organisation of SEN provision.

The Green Paper clearly details a need for greater parent control over ensuring that their child's SEN are fully met whilst in school. We will be well placed to work effectively within such a new environment, because working closely with parents is central to the School's mission and approach. The paper requires schools to be transparent about available provisions that will be used to support the individual student.

Families may also be able to hold personalised funding by 2014 to give them greater control over their child's support, with trained key workers helping them to navigate different services. This, and the recommendation that parents have access to transparent information about the funding which supports their child's needs, will mean that there will be greater clarity around the support offered to students. It will likely create stronger evaluation and monitoring of services (provided by multiagency support) and also provisions in school. This underscores the need for excellent leadership of the SEN department to ensure high quality tracking and management of SEN provision and partnership working with external agencies. As this is already a priority for the school the proposed changes will be accommodated effectively in the event that the Green Paper proposals become law.

English as an additional language

Language underpins academic progress and development, particularly with regard to literacy. We will provide excellent support to students for whom English is not their first language. Where necessary, students will participate in intensive English as a second language (“EFL”) interventions. Other interventions will form part of the school’s every day programmes including curriculum support tutorials, student mentoring, 1:1 reading support and individual targets will be included in their Individual learning plans.

Literacy levels in a student’s mother tongue directly affect the development of his/her English language skills. We will offer students the opportunity to gain qualifications in their home language at GCSE and at A-level.

Plans during start-up phase (2013-2020)

We will ensure that primary and secondary provisions are immediately operational. We recognise that new schools sometimes attract a disproportionate number of students with additional needs in the expectation of a second chance if previous experience has not worked well. We will ensure that our systems will be in place to respond quickly to meet this need should it arise. This will require visits to nurseries and primaries to meet with SENCOs and teachers to identify needs early. There will also be home visits made to every incoming student regardless of individual need. Clear assessment frameworks will be used at these home visits to ensure that student’s needs are accurately and quickly identified.

For the first six years of growth, the Secondary section of the school will run an admissions intake for children at the end of Year 6. As a small, innovative family orientated school there may be many SEN students (and/or their parents) who will want to attend our school. We will ensure students and their families do fully understand the nature of our school in order to make an informed choice. We will meet all parental preferences for students with a Statement of Special Educational Needs unless their admission would impede the efficient education of either themselves or other students.

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

Our **MISSION STATEMENT** for the Heyford Park Free School Free School’s student outcomes will be: ***“Unlocking their future today”***.

Our **VISION STATEMENT** for the Heyford Park Free School Free School’s student outcomes will be: ***“by equipping them with excellent academic qualifications and a ‘can do’ attitude, students will be able to forge the right pathway for themselves as well as making a meaningful contribution to their society.”***

We have set ambitious strategic targets for our school to fulfil our expectation that ALL students at Heyford Park Free School Free School will achieve exceptional results. We believe that high expectations built on demanding goals are necessary to deliver exceptional results. We feel such ambition is an appropriate tool to transform the lives of children in this locality, and this change is necessary due to the lack of aspirational future on offer to children in the Cherwell District. We are confident that our innovative curriculum design and outstanding and passionate leadership from committed and caring staff will help us with this transformation so that by ***‘equipping them with excellent academic***

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qualifications and a ‘can do’ attitude, students will be able to forge the right pathway for themselves as well as making a meaningful contribution to their society”. This will consequently fulfil our mission of *“unlocking their future today”*.

We will be relentless and work tirelessly on behalf of our students to achieve the following goals:

Success Criteria	Target
Attainment	<p>96% students achieve 3 A* - C grades at A- Level</p> <p>96% students achieve the English Baccalaureate with A*- C grades at GCSE</p> <p>96% students complete Key Stage 3 with a level 7 in English, Maths, Science ,French , History and Geography</p> <p>96% students complete Key Stage 2 with a level 5 in English, Maths and Science.</p> <p>96% students complete Key stage 1 with a level 2 in English Maths and Science.</p> <p>96% students complete reception with a level 8 on the FSP scale</p>
Education Training and Employment	ALL post 16 students are in education training and employment.
University	<p>ALL educated until 18 at the Heyford Park Free School Free School will have the opportunity to attend University.</p> <p>One or more students to attain entry to Oxbridge annually</p>
Equipped to Succeed	ALL students leave Heyford Park Free School Free School equipped with the skills , knowledge and a can do attitude to meet the changing requirements of the 21 st Century
Unlocking the Future	All students will leave Heyford Park Free School Free School with a clear vision of their future and a plan to achieve that vision.

Whilst these targets are ambitious, Heyford Park Free School Free School will look to the very best practice globally in order to ensure we create the right environment to pursue such goals in.

We will incorporate learning from global academic centres of excellence in order to inform our curriculum design, the creation of our ethos and culture and to deliver our ambitious vision. We will take lessons from:

- **KIPP schools in the US:** We will have a relentless focus on results, the culture of ‘no excuses’ with high levels of teacher, student and parental investment and the willingness to do what it takes. We agree with the universal expectation that all students can perform equally well, irrespective of their starting positions or personal background and can achieve outstanding results. Heyford Park Free School has incorporated KIPP ideas about the longer school day and will have a compulsory summer school
- **Outstanding schools:** We will learn from the very best schools in our country in the certain knowledge that from the outset we aim for Heyford Park Free School

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Free School to be outstanding and to receive that rating from Ofsted from our first and all subsequent inspections

- **Independent schools:** We will use these schools as a benchmark to set our ambitious goals and define what success looks like for our students in modern Britain and a global economy. We want our students to be able to compete for places at the best Universities both in this country and abroad.

In addition to our student out comes we want our school to be judged by:

Indicator	Outcome
Rating	The school receives an Outstanding rating from Ofsted at its first and all subsequent inspections based on January 2012 regulations.
Satisfaction	<p>Students are happy to be at school and enjoy learning.</p> <p>Parents are involved in all aspects of school life. They express high level of satisfaction formally in our feedback requests and informally to the teachers and staff.</p> <p>The school recruits, trains and develops and retains a body of outstanding teachers and support staff.</p>
Equipped for the future	<p>ETE readiness.</p> <p>Businesses who employ our students express high levels of satisfaction in our post school destination surveys.</p>
Community	<p>Students participate in community activities.</p> <p>The school is at the heart of the community with a thriving community activities programme including opportunities for adult learning.</p> <p>The school is open to its community 7 days a week from 7 until 10 all year round.</p>
Oversubscription	The school is oversubscribed in all phases from the second year of opening.
Narrowing the gap	Disadvantaged students do as well as our more advantaged students.
Financial	The school remains financially viable at all stages in the build-up to steady state and beyond.

INDIVIDUAL TARGETS AND SUCCESS CRITERIA:

We will monitor through 10 individual targets and their accompanying success criteria

Indicator	Success criteria	Measurement
Attainment	<p>96% students achieve 3 A* - C grades at A- Level</p> <p>96% students achieve the English Baccalaureate with A*- C grades at GCSE</p> <p>96% students complete Key Stage 3 with a level 7 in English, Maths and Science</p> <p>96% students complete Key Stage 2 with a level 5 in English, Maths and Science.</p> <p>96% students complete Key stage 1 with a level 2 in English Maths and Science.</p> <p>96% students complete reception with a level 8 on the FSP scale</p> <p>KS4 and 5 FSM students in line with school targets.</p>	<p>External examinations for GCSE and A levels.</p> <p>End of key stage assessments.</p>
Progress	<p>Student progress on track to achieve yearly subject targets.</p> <p>All underachieving groups identified and ILPs in place to close the gap.</p>	<p>Progress will be measured against baseline data based on the previous key stage outcomes and Value added 'cognitive tests and NFER Reading tests</p> <p>School based termly numerical attainment assessments in each subjects will be used to track progress</p>
Teaching	<p>All lessons taught judged to be good or better with more than 60% outstanding</p>	<p>Lesson observation as part of Performance management.</p> <p>Learning walks</p> <p>Student feedback</p>
Attendance	<p>96% for each year group</p> <p>No more than 10% Persistent Absence</p>	<p>Attendance data</p>
Behaviour	<p>Behaviour judged as</p>	<p>Ofsted criteria used to</p>

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	Outstanding	judge behaviour and the extent to which students feel safe Behaviour management tracking system incident records and follow up Feedback from visitors to the school and from others from visits and trips.
Post school readiness ETE and University	All students in Education Training and Employment With 100% of the students who want to progress to University completing their degrees. Employers high level of satisfaction with students they employ	Post school destination surveys Longitudinal tracking University admissions and completion data Alumni surveys
Community Engagement	Student engaged with their community Community Activities Programme	All students undertake a project in the community as part of the Enrichment Curriculum Number of members of the community participation in the Community programme including adult learning.
Character Development	School values understood and shared by all students.	Each student raises money for a chosen charity and does voluntary work in their community. Students achieve an external award such as Duke of Edinburgh or CREST Science award
Stakeholder Satisfaction	High levels of satisfaction from Students Parents	Student surveys High attendance and effort grades Student exit interviews Parents annual survey AGM Attendance at parents evening Engagement in school activities within and beyond the classroom Thriving parent staff association

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	Staff	Oversubscription Informal feedback Recruitment analysis including number of applicants per post Retention rates Staff surveys Exit interview Visitor and others feedback
	Other stakeholders	Positive feedback through Parent and Resident Steering Group.
Financial Viability	School does not have a deficit budget	Annual budget set in advance by Governors for each financial year Monthly management accounts P and L account

Suitability of chosen targets

Attainment- our challenging attainment goals are designed to ensure all students have left our school with the excellent academic qualifications they need to ensure they can plan their future careers with confidence. They will have the benefit of a broad and balanced education having achieved A* -C grades in the English Baccalaureate and with 3 A-C grades at A level the opportunity to go onto University.

Progress- our curriculum is designed to look forward to where we want our students to be at each strategic assessment point in their school career. We have set ambitious targets at the end of each key stage as well as for GCSE and A level. We need to robustly monitor their progress towards these targets to ensure our students achieve their goals

Teaching- without excellent teaching our students will not achieve the ambitious goals we have set. Teachers are the schools most precious resource and we intend to recruit outstanding teachers and make sure we provide the resources and positive learning environment for them to be successful

Attendance-if students are not at school they are not accessing the curriculum and this will have a negative impact on their attainment .Our detailed monitoring of attendance will ensure we intervene very early to support the student and their family before it becomes an issue. Similarly staff attendance is important to ensure our student receive the high quality instruction enshrined in our curriculum.

Behaviour- without outstanding behaviour individual student's rights will be compromised not the least everyone's rights. We believe everyone has the right to an education free from fear and intimidation in a safe and secure environment which can only be achieved with excellent behaviour. We will monitor all incidents of inappropriate behaviour, identify trends to ensure learning is not compromised and all students achieve their potential.

Post school readiness- Academic qualifications, whilst important, are not the only key to

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future success. We need to ensure our students are equipped with employability skills and attributes to succeed in life beyond school. We will track student progress beyond school and incorporate the learning into school planning and the curriculum

Character development- Character development promoted through embedding our shared values is the foundation of our student's personal and professional achievement developing a sense of social responsibility and moral purpose.

Community –students need to engage positively in the Heyford Park community in which they live. Heyford Park Free School needs to be part of the learning community for all those who live and work on our site. Positive engagement with and participation by the community in our school programmes and activities will promote lifelong learning and model it for our students

Stakeholder Satisfaction- Close attention to monitoring satisfaction from all members of the school community and key stakeholders is essential to ensure we retain their confidence and learn from their feedback to ensure our school is outstanding. We have already begun this process (for full details please see **Section E**)

Financial viability- robust financial management will ensure our students get the very best value from their education .Students only go through the school system once we have to get it right.

Strategy to achieve Targets

Our educational plan, staffing structure and performance management has been conceived to realise our educational vision and achieve the challenging targets above. We have detailed how we will do this in the relevant sections but essentially the key elements to ensure success are:

- Promoting a positive Learning Ethos.
- Excellent teaching from outstanding teachers.
- Distributed leadership.
- Setting high expectations with challenging goals.
- Robust assessment and monitoring of progress.
- Personalised teaching and learning.
- Students at the heart of the school- knowing them well and empowering them to be successful.
- Innovative curriculum design,organisation and delivery.
- School at the heart of the Heyford Park community.

A particular focus of our educational vision is to ensure we break the link between deprivation and attainment by providing students from the least privileged backgrounds with an outstanding education that can transform their chances in life. To achieve this, our Targets and Success Criteria for these students are to achieve as well as their more advantaged peers. The School development plan will set targets make the achievement of economically disadvantaged students one of the key improvement goals each year. Each

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department will identify and commit to one clear strategy for the year to raise attainment of the identified students in line with this improvement goal. Together with the individual students, personal tutors, individual learning plans will be developed to reflect the predicted outcomes of the department strategy. As part of the annual performance management arrangements one of the teachers' objectives will include a numerical target for the individual students the department has decided to focus on. E.g. In Year 7 English to improve the level of writing for the 6 students below level 4 in the target group in the teacher's class level to 5 by the end of the academic year.

A secure, whole-school online tracking system will be used to monitor the progress of these students. This information will then be passed to departments to ensure students are on track and flag up where further intervention is needed will serve to keep the progress of these students in the spotlight. As promoting our positive learning ethos, personal tutors will keep parents up to date with their students' progress with phone calls and write a positive letter home to praise students when a milestone is reached. This system of intervention and target management we believe will succeed in achieving our attainment and progress targets for our disadvantaged students.

Measuring Success for Individual Students and the school

Our system of measuring, monitoring, reviewing and reporting progress and success towards our student and whole school targets and relies on a number of interrelated processes designed to provide optimal and timely information that facilitates;

- The senior leadership team to initiate strategic policy changes to affect performance and the management of the school.
- Teachers to amend their plans for teaching and assessment for learning, the enrichment curriculum including curriculum support to ensure students are on track to achieve their yearly, termly and weekly goals.
- Students, with the help of their tutors, make adjustments to their ILPs to reflect revised targets and proposed interventions so that they can improve their learning.
- Parents to be informed about their children's progress and support actions outlined in their ILPs.

Our student targets will be achieved by monitoring and analysing data by student subgroups based on gender, SEN, ethnicity, prior attainment, EAL, year group, and teacher to identify and respond to underperforming groups and understand reasons for overperformance so that relevant lessons can be applied to underperforming student cohorts.

The indicators on which we believe our school should be judged will generally be monitored, reviewed and reported individually by student or teacher. Some targets for Stakeholder Satisfaction will be based on the analysis of aggregated survey data, while Financial Viability will necessarily be based on financial data provided by our Finance Officer from the management information systems.

Monitoring strategies will include the following; outcomes of which will be reviewed by the Senior leadership team and reported to the Governors and relevant stakeholders. Where the review requires action to redress underperformance the Senior leadership team will include in their reports for Governor approval.

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Monitoring Strategy	Process
Self Evaluation	Rigorous, continuous and transparent self-evaluation across the school as a whole down to individual teachers and students track performance of each indicator against its definition of success
Line Management and Accountability	Each Individual Target and accompanying Success criteria will be the responsibility of an identified individual or individuals. The system of accountability will be clear and transparent. The Principal reports to the Governing Body on progress against each target. All staff will have clear job descriptions and direct reporting lines to the senior leadership team which reports to the Principal. Targets and success criteria will form the basis of line management discussions to ensure everyone remains focused on achieving our targets. Noticable and sustained deviation from the targets will trigger a series of management interventions to produce quick and sustained improvements in performance. For instance, if a teaching group consistently fails to achieve progress measures during the year the Head of subject will instigate intervention strategies including mentoring and coaching and where deemed appropriate further professional development. In extreme case the senior leadership will step in to review the situation and robust performance measures will put in place.
Peer Evaluation	Teacher assessment will be supported by peer-to-peer evaluation (e.g. via learning walks) and feedback from students. This is important to learn from each other by sharing best practice whilst promoting consistency, stimulating discussion about areas of improvement, and checking for progression among colleagues
Continuous Professional Development	Teachers and support staff are our most valuable asset. It is imperative that staff feel valued in order to maximise their potential and genuine commitment and continual investment in staff development we believe is essential to succeed as an

outstanding school. This commitment is inclusive to all staff and we will make sure that non-teaching staff within the school are as well supported and valued as the teachers, that they have excellent customer service training and have the opportunity to progress throughout their time at the school. The main elements of the CPD programme will be:-

All teachers and support staff who join our school will attend a week-long induction course before the beginning at the school to understand our vision, culture and ethos, experience how teaching and learning focuses on high expectations, personalised teaching and learning and drawing up and the use of ILPs to ensure staff fully understand the underpinning systems and procedures.

All staff will undergo SEN training, targeting the areas of greatest need.

All staff will receive ICT training to familiarise themselves with the Virtual Learning Environment and online management performance related systems. Staff will receive ongoing top-up training as required in line with any system development.

leadership training to be able to manage their additional responsibilities, including interpersonal skills, in the most effective manner.

Learning Walks: Learning walks involve attending each other's lessons to share best practice, learn from one's peers and identify areas for improvement. The senior leadership team will schedule Learning Walks twice per term, select the focus of a Learning Walk (e.g.

establishing a calm climate, student engagement, maths teaching, group work, questioning, etc.) and publish a timetable for groups of teachers to undertake them. This will be followed up by short written reports by Learning Walk leaders and the implementation of any policies of improvement that may have been identified.

Curriculum Planning : Teachers and support staff will spend one day a year at

	<p>a planning conference day where curriculum design and delivery programs are discussed for the subsequent academic year.</p> <p>To be effective our CPD program will be designed to be relevant to its teachers, have clearly identified intended outcomes, incorporate previous knowledge and learnings, model effective teaching and learning strategies and include impact evaluation as a central part of each activity.</p>
<p>Goals</p>	<p>Every student's ILP will spell out precisely what his/her goals are for the next review period (per week, term and year). Goals have to be challenging reflecting the ambitious targets we have set for our students and will support their efforts to achieve top grades at GCSE / A-AS Level (<i>academic excellence</i>), encourage activities and performance that raise self-esteem and confidence, e.g. in debates (<i>self-belief</i>), reward the pursuit of new initiatives, whether academic or non-academic (<i>intellectual curiosity</i>) and stimulate every student's engagement with his/her peers, the local community or general issues social, political, economic, environmental which go beyond the schools perimeter of influence but rather have a national or global dimension (<i>responsibility towards others in society</i>).</p>
<p>Statistical Comparisons</p>	<p>We will compare ourselves against other school who are our statistical neighbours as well as schools in the surrounding locality and LA using Ofsted reports and DfE data. Our aim will be always to be in the top10% of High performing schools. The Governing Body will receive an annual submission containing a review of our comparative performance, with recommendations for areas of improvement and a report on how the implementation of prior years' recommendations has fared.</p>

STUDENT ASSESSMENT AND TRACKING SYSTEMS:

Formative Assessments

Once each half term teachers will provide students with grades ranging from A to D for each students' efforts in accordance with the criteria in the student planner. Three times a year each teacher will provide grades for achievement. These grades will be in line with national Curriculum GCSE or AS/A level criteria. Grades will be entered onto the computer database to assist teachers and Senior staff to analyse student progress and ensure they are on track to meet their individual targets.

Parents will have access to the schools database for all assessment related to their child. In addition to this each year the formative grades for effort and achievement will be sent to parents along with statistics showing the percentage of students gaining each numerical achievement grade. On one of these occasions a full report will be issued to parents with comments highlighting any particular strengths or targets for the student in each subject. Pastoral comments including an attendance record will also be included in the full report from the Head of Year and the Principal. Parents will have the opportunity on mentoring day to have an 'in depth interview with their child's tutor and there will also be a Parents evening once a year for all year groups where parents can meet their child's teachers to discuss progress. On a daily/weekly basis students will be asked to solve problems (e.g. in Maths and Science), take smaller and longer tests, and write essays (e.g. in English and History) on a regular basis throughout the year. They will receive individualised and detailed feedback on each of these tests from their form teacher or tutor, and which will be incorporated in their ILPs.

All assessment outcomes can be tracked on the school's database which permits comparisons against school, local and national standards of achievement using quantitative indicators and methods. In addition to these external assessment methods students will undertake reflective self-assessments which will be reviewed with their personal tutor at their weekly session. The purpose of these is to ensure that each student is continuously made aware of his/her target outcomes and understands that to achieve the high expectations we have of them they have to take, and want to take ownership of their own learning progress and incorporate this into their ILP. This allows them to plan for, reflect on and evaluate the quality of their own thinking skills and learning strategies. By doing this weekly we will promote consistency and develop students' ability to draw their own lessons from their progress to achieve their individual goals.

Goal setting: Every student's ILP will spell out precisely what his/her goals are for the next review period (per week, term and year). The goals are derived from our approach that we know where we want our students to be and with robust planning we will ensure they meet their goals. Our goals are challenging. Goals and reflect our target outcomes rehearsed above.

Rewards: Successful performance by students against goals will be rewarded so students taste the confidence of success thereby encouraging effort, establishing a direct link between input and output and making our students feel appreciated and stimulated to continue seeking to improve their performance to achieve.

Our reward system is detailed in section D6 but in essence rewards will be used to promote positive behaviour, merit and achievement

There will be termly effort rewards for students reflecting our ethos of encouraging students to be the best they can be

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There will be termly awards for individual students' achievement in all subjects

There will be termly awards for 100% attendance

There will be termly performance awards in creative arts and sports.

There will be termly community engagement awards

There will be termly Enterprise awards

We will hold an annual awards evening to which parents, key stakeholders and friends of the school are invited to celebrate our students achievement and make our annual awards including 100% Effort, 100% Attendance and Achievement, Community engagement Entrepreneur of the Year, Leadership and success in the face of adversity

Underpinning our assessment system will be our on line database will be the mechanism to track student performance, assessment results (external and internal), and follow-up over time so that teachers and students can establish direct links through time between assessments, goals, results and, ultimately, target outcomes for each student.

Performance tracking will be incorporated into each ILP and form an important aspect of student-tutor interaction at their weekly meetings.

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

Overview

Heyford Park Free School will be an all-through, publicly funded, co-educational, non-denominational, non-selective school for local children with an admission number of 60 students in Reception and Years 1 to 6, 90 in Years 7 to 11 and 60 in Years 12 and 13.

Responsibility for the admission of students rests with the Governing Body. All applications for places at the school will be considered in accordance with the policy and arrangements set out below.

We recognise, in accordance with the Admissions Code, that statutory proposals for new schools must (School Organisation Regulations, 2007) contain an indication of the proposed admission arrangements. Once approved, the admission arrangements must remain unchanged for two years after the first year of operation unless the school Adjudicator allows an application to vary them because of a major change of circumstances.

Criteria for admissions

Each year, from 2013/14 to 2019/20, we will admit 60 students into Reception and 60 students into Year 7. This growth is aligned with the onsite building programme as well as the demand flowing through from primary to secondary. Students entering the school in Reception will be doing so under the explicit understanding that the school is all-through (4-18 years).

In admissions year 2020/21 there will cease to be a formal entry point at Year 7: the current 60 students in Year 6 will transfer to Year 7 without reapplication for a place.

Students will still be able to transfer out of the school at any point. If students choose to transfer out of the school rather than progress to Year 7, then Heyford Park Free School will offer places up to the maximum capacity of 60 places subject to the Admissions Code.

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In accordance with the Admissions Code, where there are enough places available, every child who has applied for a place will be offered one without condition or the use of any criteria.

The criteria for admissions for the Heyford Park Free School All-through Free School will reflect the Admissions policy of Oxfordshire Local Authority. This will ensure full compliance with the Admissions Code and will ensure that the School is able to play a full part within the local family of schools. The School will therefore not select by ability. It will adopt the over-subscription criteria currently employed by Oxfordshire County Council.

PRIMARY AND SECONDARY ADMISSIONS YEARS F1 TO F11:

If there are more applications than places available the over-subscription criteria will be as follows:

1. Children with a Statement of Special Educational Needs that names the school in part 4 of the Statement
2. "Looked after" children, that is children who are in the care of Local Authorities as defined by Section 22 of the Children Act 1989, and who are confirmed by that Local Authority to be expected to be still in public care when due to be admitted to the school;
3. Children, where it is agreed that it is essential they be admitted to The School on exceptional medical or psychological grounds;
4. Children with siblings (i.e. a whole, half or stepbrother or sister resident at the same address) who are already on roll at the School and will still be on roll when the child is admitted, and;
5. Children closest by a straight line measurement from main reception of the school to the main entrance of the children's home.

The school will not have infant classes larger than 30 students to a teacher. Infant classes are defined as Reception, Year 1 and Year 2.

YEARS 12 AND 13 ADMISSIONS:

1. Looked after children who meet the academic requirements for the level of course applied for, as published in the school prospectus or in the 14-19 Area prospectus (Oxfordshire LA website will link to the school website).
2. Those who meet the academic requirements for the level of course applied for, and live closest to the school measured by the nearest designated public route using the DfE geographic information system.

Tie Break Policy

Where two or more applicants may otherwise have equal priority, random selection will be used to determine place allocation. Children's names will be randomly selected from the total list of tied applicants by someone unconnected with the School. The first names selected will be offered places.

ADMISSIONS PROCESS:

General Process

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Heyford Park Free School Free School will take part in Oxfordshire's coordinated admissions scheme which meets the requirements of the School Admissions Code 2009. The school will provide parents with clear information about admissions and support for those parents who find it hardest to understand the system. In order to ensure that all parents in the local area have equal access to information about Heyford Park Free School and the admissions process in general, we will operate open evenings and outreach support to complement that currently offered by the Local Authority together with the publication of an annual prospectus.

We aim for applications in all years other than 2013/14 to be through the Common Admissions Preference Form (CAPF) which can be obtained from Oxfordshire Local Authority admissions teams. The deadline for primary and secondary application will be in accordance with the dates set by the Local Authority Admissions team in accordance with the statutory requirements of coordinated admissions schemes. It is usual for the primary deadline to be later than the secondary deadline, for example the deadline for Primary applications in the current academic year is 15 January 2012 and the deadline for secondary admissions was 31 October. The Governing Body will be the admissions authority for Heyford Park Free School Free School. In all years, other than the first year when it may not be possible, the Local Education Authority will administer the admissions process on our behalf in order to assure that it is a transparent process and is coordinated in concert with the admissions process of other local schools. Applicants for admissions to Year 7 in all years other than 2012/13 must nominate Heyford Park Free School Free School on the CAPF which will be provided by Oxfordshire Local Authority. The CAPF must be completed and returned to the Local Authority by midnight on the published deadline date, or the online application form must be completed and submitted by midnight on the deadline date.

In accordance with the admissions process in Oxfordshire, Heyford Park Free School Free School will hold open evenings during September and October for prospective parents/carers and adhere to all closing dates and dates for the offer of places in accordance with the Local Authority and will use the following approximate timetable for its annual admissions process.

Date	Event
August	Heyford Park Free School Free School will publish an annual prospectus for admissions in September the following year for primary and secondary prospective students together with a separate Sixth Form prospectus. These will be available on line on the school website as well as in hard copy and will provide an overview of its educational vision and life as a student at Heyford Park Free School Free School, including the curriculum offered. It will also contain a description of the admissions policies and over-subscription criteria, and information about open evenings to be held for parents and children.

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September	Open evenings and other dates for Year 7 entry parental visits will be offered to encourage parents of prospective students to learn more about Heyford Park Free School Free School.
October	Open evenings and other dates for Reception entry parental visits will be offered to encourage parents of prospective students to learn more about Heyford Park Free School free School. October 31 st closing date for Year 7 applications.
November	Open evenings and other dates for Reception entry parental visits will be offered to encourage parents of prospective students to learn more about Heyford Park Free School Free School.
December	Open Evening for prospective 6 th Form students to learn more about Heyford Park Free School Free School.
January	January 15 th Closing date for applications to Reception. Open day for prospective Sixth Form Students. Students encouraged to make early applications but no formal closing date.
March	LA makes offers in writing to parents of prospective Year 7 students on behalf of the Governing Body by March 1st. March 18 th last day for acceptance of a Year 7 place.
April	LA makes offers in writing to parents of prospective Reception students on behalf of the Governing Body by April 20 th .
May	May 7 th last day for acceptance of a Reception place.
May – July	Appeals Process.
June – July	Open days for students and Open Evening for parents who have accepted a Place at Heyford Park Free School.
August	GCSE results clinic for students to finalise course choice.

NB All dates above as for academic year 2012/13

Late Applications

On time applications will be considered before late applications, except:

Where the late application can clearly be shown to be the responsibility of an Admitting authority or the LA acting as the “clearing house”

Or

Where there are extenuating circumstances (for example, when a sudden illness prevents the parent/carer from submitting the CAPF on time).

Extenuating circumstances cannot be taken into account once the iterative process has begun. All parents who need a secondary school place for their child/children will be asked to complete the CAPF and, when appropriate, a supplementary information sheet for the LA and school.

Appeals

Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time. The determination of the appeal panel is binding on all parties. Full details of the procedure including the date by which the appeal needs to be submitted will be sent to parents with the decision letter on the offer date.

In accordance to guidance from the Local Authority if parents are applying for a place in an infant class (usually F1, Years 1 and 2) before appealing they should note the following:

Infant Class Size (ICS) Legislation - This refers to Government legislation that states that no child attending a maintained school and who is in an infant class can be taught in a class of over 30 students (except where certain specific and exceptional circumstances apply).

Where the ICS limit of 30 applies, the powers of the Independent Panel are limited and an appeal is, in law, a review. In ICS reviews your case can only succeed where it can be shown that:

- (i) Your child would have been offered a place if the admission arrangements had not been contrary to the mandatory requirements of Part 3 of the SSFA 1998 or the School Admissions Code; and/or
- (ii) Your child would have been offered a place if the (co-ordinated) admission arrangements had been properly implemented; and/or
- (iii) The decision to refuse admission was not one which a reasonable* admission authority would have made in the circumstances of the case.

Continued Interest Lists (Waiting Lists)

In addition to the right to appeal, unsuccessful applicants and those on the reserve list will be offered an opportunity to be placed on the continued interest list from the official offer date each academic year. The continued interest list will be maintained by the Local Authority until 31 July, when maintenance shall pass to the School. In each year the Local Authority will only maintain the waiting list for the period from the official offer date to 31 July for those students entering the school at the official entry points i.e. reception and year 7. The order of the continued list will be determined in accordance with the oversubscription criteria, not in the order in which applications are received or added to the list. If and when a place becomes available at the School, it will be offered to the child at the top of the list. Children who are the subject of a direction by a Local Authority to admit or who are allocated to the school in accordance with a Fair Access Protocol (see below) will take precedence over those on the continued list.

From 1 September each year and on-going for Year 12 and above and those not of age to be admitted at the designated entry points of F1 and year 7 the school will maintain the continued interest list. Parents will be contacted at intervals throughout the year to indicate if they wish their child's name to remain on a waiting list and given 14 days to respond. Those parents/carers who do not respond by the date given will be removed from the continued interest list with immediate effect. Parents/carers will continue to maintain the right to re-apply and to be added the continued interest list for the school at any time.

Fair Access protocol

The School Admissions Code 2010 requires all maintained schools and Free Schools to participate in their local authority's Fair Access Protocol in order to ensure that unplaced children, especially the most vulnerable are offered places promptly and at a suitable school

The Fair Access Protocol is not applicable to admissions made through the normal admissions round for primary, junior or secondary schools and cannot be used where this would involve contravening the Education (Infant Class Sizes)(England) Regulations. In addition the bulk of in year admissions will continue to be processed through the normal admissions process for F1 to Year 11" and the Fair Access Panels are not a means of avoiding legal responsibilities to meet parental preference. Therefore where a parent requests a school place and the school has vacancies in the relevant year group there is no requirement for this to be considered by a Fair Access Panel.

The Fair Access Protocol can be used to enable the placement of children who fall within the following categories:

- Permanently excluded children, including those whose parents' have successfully appealed against an exclusion but where the independent appeal panel has decided that the pupil should not be reinstated.
- Children who are at serious risk of permanent exclusion.
- Children attending PRUs who need to be reintegrated back into mainstream education.
- Children who have been out of education for longer than one school term.

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- Children whose parents have been unable to find them a place after moving to the area, because of a shortage of places.
- Children withdrawn from schools by their family, following fixed term exclusions and unable to find another place.
- Children of refugees and asylum seekers.
- Homeless children.
- Children from unsupportive family backgrounds, where a place has not been sought.
- Children known to the police or other agencies.
- Children without a school place and with a history of serious attendance problems.
- Traveller children.
- Children who are carers.
- Children with special educational needs (but without a statement).
- Children with disabilities or medical conditions.
- Children returning from the criminal justice system.
- Children of UK personnel and other Crown Servants.

Under this protocol at least 1 child per year group from the categories listed above can be admitted above the published admission number of a primary, infants', or junior school. In the case of those secondary schools with fewer than 900 students on roll they would not normally be expected to admit more than 2 above the Published Admission Number in each year group under these arrangements

Admissions 2013/14

Admissions in 2013/14 will operate slightly differently to usual admissions, due to the necessity of timescale

Admissions process 2013/14

Governing body as the Admissions authority

- It is unlikely that Heyford Park Free School Free School will be able to take part in the LA co-ordinated admissions process 2013-2014. In this year the Governing Body of Heyford Park Free School Free School will act

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	<p>as the admissions authority and will administer the admissions process.</p>
Application form	<ul style="list-style-type: none">○ There will be a separate Application Form to the Common Admissions Preference Form provided by the Local Authority in which applicants live. The Heyford Park Free School Free School Application Form will be obtained from the School website or applicants will be able to request a form to be sent to them through the school.
Closing date	<ul style="list-style-type: none">○ The application form must be submitted by midnight on the 31st of January 2012 (for applications to Reception and Year 7). Applicants will also be able to complete the form online and submit by e-mail or post.
Late applications	<ul style="list-style-type: none">○ Application Forms received after the closing date of January 31st 2013 will be considered late and will be dealt with after all applications received on time unless there is written evidence of exceptional medical, pastoral or compassionate grounds. Each will be considered individually by the Governing Body.
Offer of places	<ul style="list-style-type: none">○ Letters informing applicants of the outcome of their applications will be sent by first-class post on the same date as the offer of places through the Local Authority. Applicants to whom places are offered will be required to inform the Governing Body in writing or via the online form of their decision whether to accept or

	<p>reject the offer within the published LA timescale.</p>
<p>Appeals</p>	<ul style="list-style-type: none"> ○ Parents whose applications for places are unsuccessful will be given an opportunity to appeal against the decision to an Independent Appeal Panel set up in accordance with the statutory provisions in force at the time. The Appeal Panel will be independent of Heyford Park Free School Free School. The determination of the Appeal Panel is binding on all parties. ○ The school will prepare guidance for parents about how the appeals process will work and provide parents with a named contact who can answer any enquiries parents may have about the process. Full details of the appeals procedure will be sent to parents with the decision letter on the commonly agreed LA date.
<p>Continued Interest List</p>	<ul style="list-style-type: none"> ○ In addition to the right to appeal, unsuccessful applicants will automatically be placed on the waiting list and from 1 September will be contacted by the school to update their status. The continued interest list will be maintained by the school. The order of the waiting list will be determined in accordance with the over-subscription criteria, not in the

order in which applications are received or added to the list.

- If and when a place becomes available at the school, it will be offered to the child at the top of the list.
- Children who are the subject of a direction by Oxfordshire Local Authority to admit or who are allocated to the school in accordance with a Fair Access Protocol will take precedence over those on a waiting list.
- Parents will be contacted at intervals throughout the year to indicate if they wish their child's name to remain on a waiting list and given 14 days to respond. Those parents who do not respond by the date given will be removed from the waiting list with immediate effect. Parents will continue to maintain the right to re-apply and to be added to a waiting list the school at any time.

D6. Describe how your approach to behaviour management, pupil well-being and attendance will improve pupil outcomes

THE ETHOS CURRICULUM:

Introduction

We believe that the key to fostering good behaviour amongst everyone at the Heyford Park Free School Free School is the creation of an environment where all are successful. Some of our students may not have experienced success. We will work tirelessly to ensure that our school is a place where everyone can achieve and taste the confidence of success in some form or other and we will recognise and celebrate that success, however it may be revealed.

We will try hard for all students to 'catch them being good'.

We recognise that sometimes students let themselves down and we will use carefully measured sanctions to reinforce our high expectations of them. These will be applied fairly, consistently and transparently: part of the process being to ensure the student

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understands the reason for the sanction and how to avoid making the same mistake in future.

We recognise that any behaviour policy is only as good as the curriculum that surrounds it: no matter how good a policy may appear on paper it cannot compensate for deficits in the curriculum. We believe that the Heyford Park Free School Free School provision of a challenging and exciting curriculum which interests and motivates our students will foster excellent standards of behaviour enabling them to achieve educational standards beyond expectations.

Behaviour, attendance and wellbeing are irrevocably linked. When managed well, they lead to students feeling successful and happy.

The ambitious vision, aims and goals at Heyford Park Free School Free School will only be achieved if students attend every day, have positive relationships with the school staff, feel cared for, safe and give 100% effort when they are present.

As stated in *National Strategies, Behaviour and Attendance toolkit unit 5 (Student support systems)*

Students will behave well and attend regularly if there are:	
High expectations	Heyford Park Free School Free School has very high expectations of students' achievement and behaviour built around respect and self-esteem.
Support systems	Heyford Park Free School Free School support systems demonstrate clearly the high expectations we have of our students
Ethos of equity	Heyford Park Free School Free School policies, systems and practice are built around an ethos of equality for all

We believe a well ordered collaborative and stimulating environment where effective learning is the priority for everyone encourages good behaviour, high attendance and builds a happy school with student well-being at its heart.

Students, staff and parents will be provided with clear guidance about appropriate and inappropriate behaviour. The implementation of this guidance around poor behaviour choices and regular rewards and celebration of good behaviour choices will lead to happy students who reap the rewards of success.

Positive learning Ethos

'Accentuate the positive eliminate the negative'

The minute anyone walks through the door of a school they experience its ethos, it is either a negative or a positive feeling, it is palpable in the building, and it is like a silent tune which you know a good school is playing even though you cannot hear it. The definition of ethos is the distinctive character, spirit and attitude of people in the organisation in other words the culture.

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Schools have a massive effect on children's life choices whatever their background and whether this is good or bad and in a majority of cases can be directly attributed to the ethos of their school.

The Teach First 'Ethos and Culture in Schools in Challenging Circumstances' Policy First 2010' states, 'a focus on strong ethos and culture is particularly important in new schools' and is reflected by Ofsted.

"Staff work hard to create a safe, harmonious school environment that leaves the community's problems and tensions outside. The culture and norms inside the school can often be very different to those outside. As one head teacher put it: "The street stops at the gate"."

(Ofsted: 2009. Twelve outstanding secondary schools that are excelling against the odds)

As a new school we will create a praise culture whereby:

- To succeed is the norm.
- Children accept they come to school to learn and do well- indeed are adamant about this.
- Students take responsibility for themselves, their behaviour and their learning.
- Tolerance and respect will be the hall marks of Heyford Park Free School Free School.
- There is a clear understanding of the difference between right and wrong.

Most importantly the school must be a place where everyone of its community tastes success in some form or other. It will establish a 'can do philosophy.'

By creating a strong culture and ethos that is clear, consistently enforced and resolute in its high expectation our school will live up to and deliver on its ambitious vision, aims and goals. Culture 'the way we do things around here' will be evident in everything we do say and what can be seen. It will be apparent in the building from the moment anyone walks through the doors by 'making the walls sing' through an emphasis on displaying student work and achievements in every possible location inside and outside classrooms, by signs and banners which reinforce positive messages.

It can be seen in how people dress with a uniform/dress code that instils students pride in their school, as a new school we will have the opportunity to work with our first intake to design a uniform that they will be proud to wear. It can be heard in the words that they use. Language can make or break a school and the importance of personalisation cannot be underestimated. Staff in Heyford Park Free School Free School will know their students well and always call them by their first name and communications with parents where ever possible will be individual and personal. There will be a common language shared by staff and students which will reinforce the praise culture and message of high expectations.

We believe that all students, irrespective of their background, can succeed in an academically rigorous environment and can go on to lead happy, fulfilling and successful lives in whatever they choose to do. Our culture will be one of 'Dream, Believe, and

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Aspire'. It will foster self-belief in our students that they can aspire to achieve their dreams; that their potential is without limit if they make the effort; confident in the knowledge that the school will go the extra mile to ensure their success. We aim to foster in our students knowledge, skills and character to go on to university and to have a successful, happy future.

Establishing this distinctive ethos and culture which realises our vision of high expectations will be a key role for the Principal.

"The single most important work of leaders is to create and manage culture" (Edgar Schein)

The Governing Body will appoint to the role a Principal they have total confidence can take this vision forward and through distributed Leadership can embed the ethos and culture throughout the school

How will we establish our Ethos and Culture?

By creating a 'Praise' culture we recognise the positive achievements and efforts of our students in many ways-

- **Rewards:** including verbal praise , positive referrals (recorded in student planner) effort reward grades, merits, termly rolls of honour, Principal's Commendations, letters ,postcards , phone calls home , reward trips.
- **Publishing good news:** Internally through notice boards and plasma screens, newsletters home, school website, and wherever possible in the local press.
- **Assemblies:** Excellent opportunity to celebrate individual, team and whole school achievements as well as thanking our students. Termly Celebration Assemblies where students share their what they have learnt with the rest of the school through a variety of media performance, reading out their writing , PowerPoint presentations together with presentation of the termly rewards.
- **Display:** Use display everywhere possible around the school to maximise the opportunities to celebrate students' good work.
- **Extra-curricular activities :** Establish clubs in all curriculum areas not just Sports, Music and Drama
- **House competitions:** Establish a house system as a focus for charity fund raising and competitions and foster a spirit of belonging
- **Outside school activities:** Seize every opportunity to partake in local and national competitions
- **Open door policy:** Good work on the recommendation of their teacher can be shown personally by the student to the Principal establishing the principle that being good (not bad) gets the Principal's attention.

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By instilling a sense of 'Pride' and real involvement in the school through:

- **Elected representatives:** Tutor group representative elected by their fellow students.
- **Student voice:** a real consultation opportunity where elected representatives take the views of their peers to School Council meetings and bring forward proposals to the School leadership and Governors. The council will have an annual budget to support clubs and recreational spaces.
- **Participation in whole school Issues:** As a new school we recognise how important it is to engage with students which will encourage ownership of the culture we are establishing. This would include choosing the school logo, designing their uniform, naming houses, choosing charities to support, student policies such as anti- bullying.

By establishing the principles we stand for by:

- Treating students as they might be rather than as they are.
- Valuing all students and getting to know them well.
- Expecting that every child has the ability to walk a step or two with genius.
- Recognising the need to take a generous view of talent or ability.
- Being committed totally to high expectations.
- Consistently striving for the highest quality of teaching and learning.

We will not allow students to perpetuate poor behaviour as this would not only be wrong for the school but also wrong for the student.

The Teach First Policy First 2010 gives a four step explanation of ethos and culture and that rather than being an individual aspect of the school, ethos and culture emerge from coherence and consistency through three strands: common experience, community symbols and institutional practices and shared values and beliefs.

Using these three strands and applying them coherently and consistently to describe the 'way we will do things in Heyford Park Free School Free School' we believe we will create a strong culture and ethos which leads to success for all.

<i>Common Experience</i>	
Success for All	We will try hard for all our students to 'catch them being good' and to ensure everyone can achieve and so taste the confidence of success.
Rewarding relationships	Any child who has been through school without experiencing a worthwhile

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	relationship with at least one teacher has not been really been at school. We will ensure that all students at Heyford Park Free School Free School have a number of rewarding relationships with our staff.
Learning Experience	We will ensure consistency in all lessons across all key stages so that the learning experience for students is exciting and challenging. This will ensure that that they will be motivated and operate at the edge of their capabilities in order to achieve success.
Personalised Learning	This is the cornerstone of our school and key to delivering our ethos and culture Students will be able to study and learn effectively using a variety of learning styles including individual study, small group learning , classroom teaching and lectures supported by an individual Student Learning Plan tailored to meet their individual agreed targets.
Rewards and Sanctions	We will ensure consistency, equity and transparency both in our rewards system as outlined above and in our sanctions for inappropriate behaviour. Sanctions will include detentions at breaks and after school, being withdrawn from specific lessons or a whole day of lessons, being placed on report and in extreme cases 'internal isolation' or exclusion. All sanctions will be applied with the expectation that they will foster and support future success for the student.
Target Setting	All students will be involved in setting their individual targets for personal goals including academic achievement and where appropriate behaviour management.
Growing Leadership	The students joining our school in 2013 will be our 'Future Ambassadors'. We aim to ensure they will empathise and support fellow younger students as they grow up: cementing a culture of older students mentoring the younger ones and thereby creating a sense of community with shared goals.
Small:	All our students will feel known and understood by the school and its staff.
All-through:	Our students will be mentored by the

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same teachers and staff for all their educational life.

Community Symbols and Institutional Practices

Mission Statement

“Unlocking their future today.”

The whole school community will consistently strive for excellence and to achieve our mission.

Positive messaging

This will be evidenced in everything we say and in the stimulating and inspirational slogans students will see all around their school such as ‘Only positive attitudes beyond this point.’ ‘Are you ready to learn?’ ‘One grade up.’

Celebrating Success

We will work consistently and tirelessly to provide as many opportunities as possible to celebrate and promote the success of our students in order to raise their self-esteem and build confidence. We will ensure that all students recognise the achievements of their peers and wherever possible mark this with applause.

Display

We will provide the absolute maximum possible space for student display and learning prompts both within and outside classrooms secure in the knowledge that creating an environment which promotes and celebrates learning will maximise our student outcomes.

Uniform and Logo

Heyford Park Free School Free School students will wear a uniform to be proud of that they will have helped design in Years F1 to year 11. From years 12 onwards there will be a smart and professional dress code in line with expectations of their future career aspirations.

Policies

We will engage our students in the formulation of key student behaviour, attendance and wellbeing policies not just in the formulation in the first year of our school but every year to cement ownership and the confidence of all our students that the school is working with them to ensure together we secure an environment in which they can flourish

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	and learn effectively.
Colour scheme	Heyford Park Free School Free School will have a colour scheme associated not only with the school uniform but with all aspects of the community. When students and parents see the school logo and its colours it will immediately set connotations in their minds about how Heyford Park Free School Free School has a way of thinking, being and doing.

<i>Shared Values and beliefs</i>	<i>As Students of Heyford Park Free School Free School</i>
Aspire	We will aspire to achieve our goals
Believe	We believe that if we make the effort we can achieve our dreams.
Respect	We will show respect for others, each other, our environment and everything in it.
Tolerance	We will accept each member of our community: everything they are and everything they want to be.
Effort	We will give our best in all aspects of school life in the knowledge that our best is good enough.

The culture and ethos of Heyford Park Free School Free School will be centred on encouragement, reward and celebration where students will be celebrated for their successes and attainment and more importantly they will be recognised for their effort and progress. Although the School will be centred on a 'Praise' Culture, we will be sincere and honest so that there will be no false praise. Our students will feel secure in the knowledge that when they receive encouragement and celebration it is because they have truly achieved something to be proud of. On their journey to greatness, they will receive honest and accurate feedback and incessant encouragement and support. A culture of success and a love of learning will help validate their position in the local community and in the world beyond of further education and adulthood.

Our objective is clear: to ensure that all children, regardless of background, benefit from a first class education that enables them to reach their full potential. With this goal in mind we aim to prove that all children can be destined for academic success and a happy, fulfilled life as they grow into adulthood and beyond. The recipe for the success of our school will be simple: innovative and committed leadership leading passionate, caring and exceptional teachers willing to do whatever it takes will positively change the lives of our students. 96% of our students will achieve A*-C grades at GCSE and A*-C grade at A-level, enabling them to proceed into their adult life with a myriad of opportunities available to them. In order to meet our challenging goal, we must expect more from our students, more from our parents, and more from our teachers. For only by expecting more can we achieve more. Evidence suggests that schools can improve student learning by encouraging teachers and students to set their sights high (Lumsden, 1997). Our high expectations require us to push our children to reach higher, work harder, and learn more

than they have been asked to do before.

At the heart of Heyford Park Free School Free School's efforts to set truly high expectations lie our teachers. Great teaching holds the key to combining the love and respect students need to flourish with the high levels of accountability for outstanding work and behaviour. Engaging, innovative rigorous and exciting teaching: teaching focused on attaining important standards; on what students learn, not what is taught; teaching that gets children thinking, working, collaborating, and having fun.

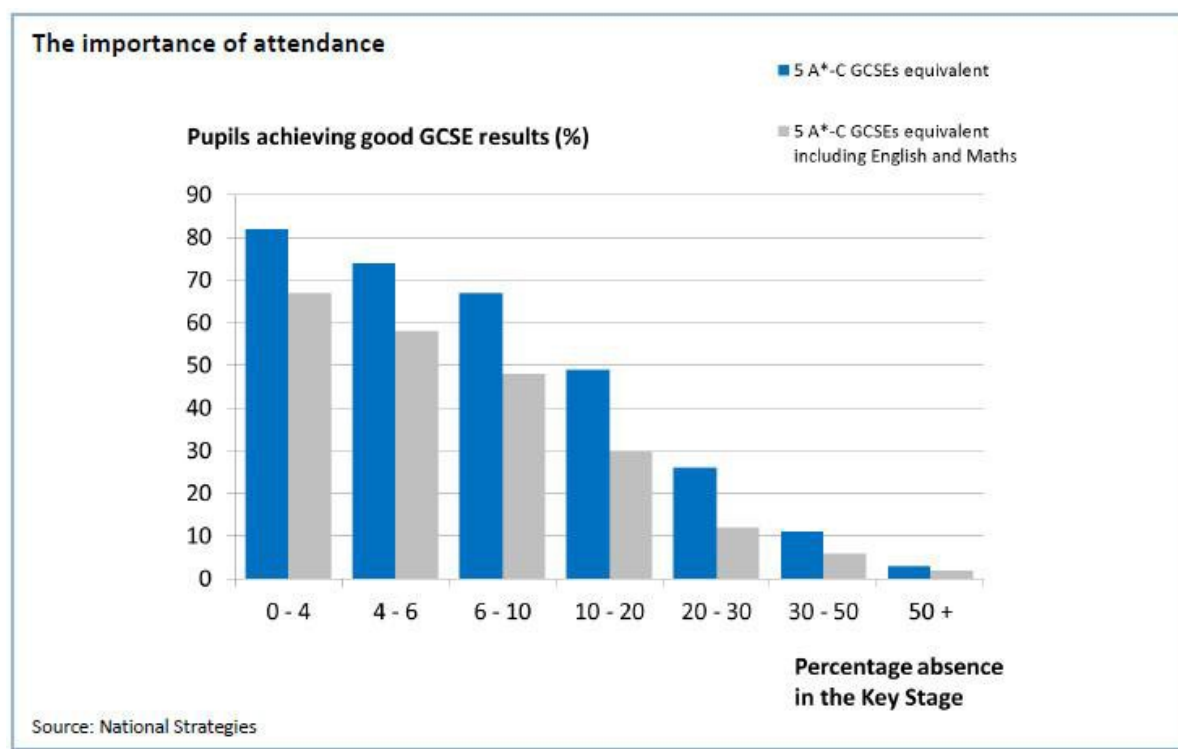
'It turns out that it doesn't matter very much which school you go to, but it matters very much which classrooms in that school you are in. And it's not class size that makes the difference, nor is it the presence or absence of setting by ability—these have only marginal effects. The only thing that really matters is the quality of the teacher.'
(Dylan William, 2010)

ATTENDANCE:

We expect high attendance to be an outcome of establishing a positive ethos and culture which supports a dynamic and motivating curriculum for all students.

The importance of good attendance

'The better the quality of education, the better the students' attendance. Good leadership and management, high quality teaching and a flexible curriculum have a significant impact on attendance. ... In particular, there is a strong correlation between inspection judgments about attendance and the quality of teaching and learning.' **(Attendance in secondary Schools, Ofsted 2007)**



The graph above clearly shows the impact of good attendance on attainment. At Heyford

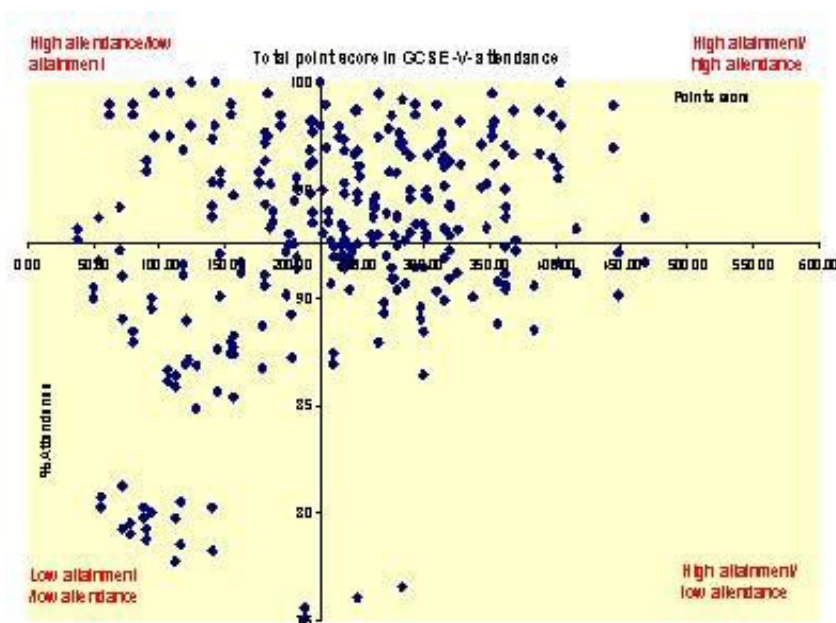
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Park Free School Free School, our high aspirations for all students mean that excellent attendance is critical. In order for our students to achieve their aspirations, we cannot afford for students to be missing lessons at our school.

We know that a quality of the curriculum and its delivery which excites and motivates students is critical to ensuring high student attendance. We also recognise that absent students who do not access our high quality provision will not achieve their potential as seen in the graph below. We will make every effort to support families to ensure their child attends school by building a supportive partnership between school and parents that allows an easy and effective means of communication to be maintained if students are or unable to attend.

The link between attendance and attainment is demonstrated clearly by this graph from the National Strategies.



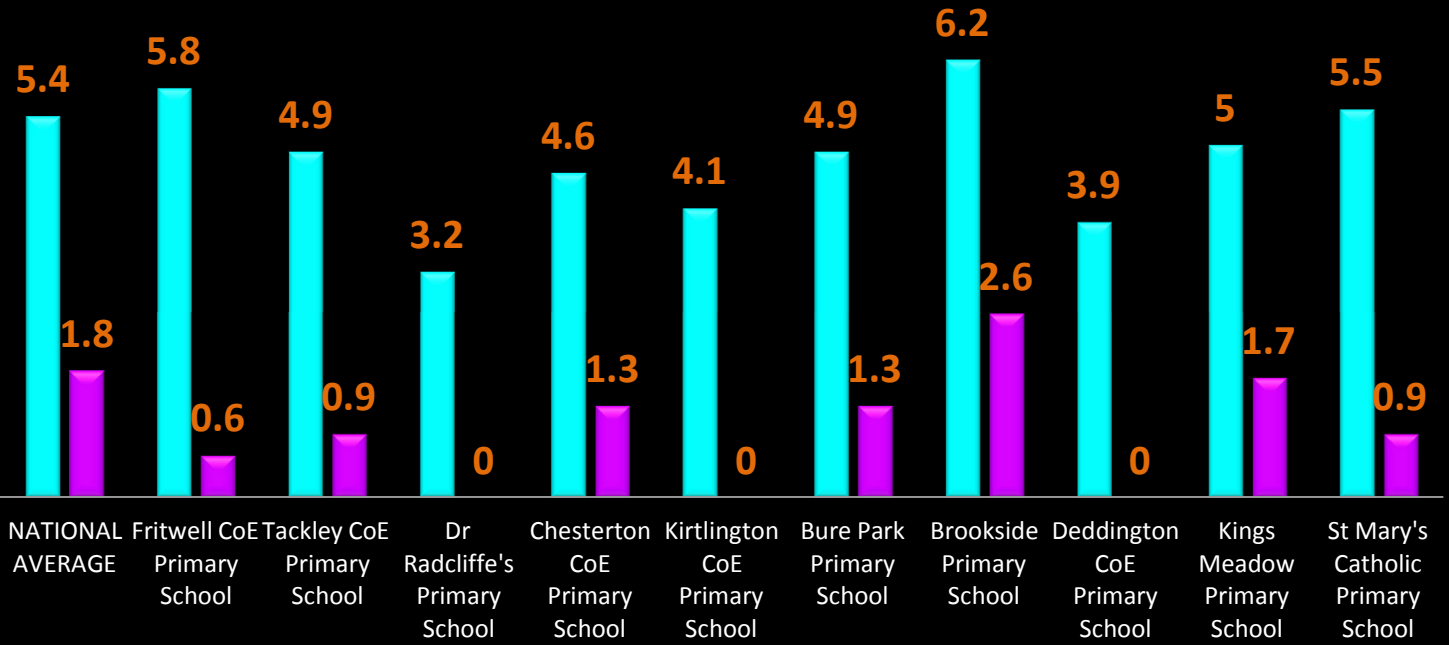
Ofsted publishes upper and lower quartile guidelines at Primary and Secondary level.

	Attendance
Primary Schools	Upper Quartile Attendance > 95.7% Lower Quartile attendance < 94%
Secondary schools	Upper Quartile Attendance > 93.9% Lower Quartile Attendance < 91.8%

The following two graphs illustrate the pattern of attendance in the local schools.

% of absences at primary level

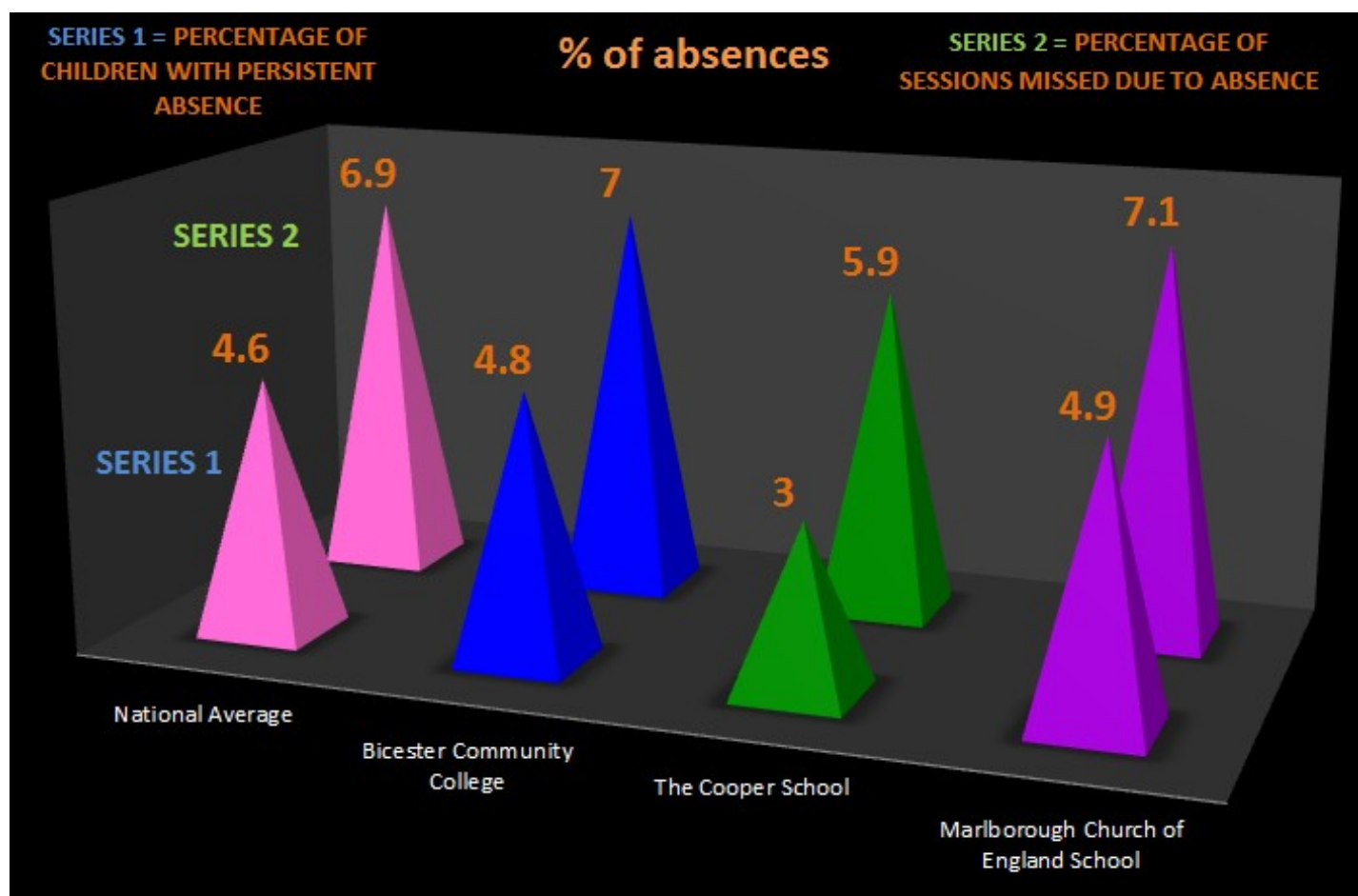
■ % of overall absences ■ % of children with persistent absences



Three of the local school have attendance in the top quartile when compared with schools nationally

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As can be seen from the graph above the picture is different for secondary schools with only the Cooper Secondary school currently in the top quartile

Heyford Park Free School Free School has set a target of 98% attendance throughout the School and we believe that one of the benefits of being a small all-through school is that there should be no dip in attendance between the primary and secondary phase having created a culture of high expectations with regard to attendance together with our big strong connection to parents.

A Persistent Absentee (PA) used to be defined as having more than 63 sessions of absence (authorised and unauthorised) during the year (typically more than 20 per cent absence). Missing 63 sessions would be incredibly detrimental to student progress and therefore we will have several stages of intervention at an early stage to circumvent this. The government has now reduced this to 15% for secondary schools. Our PA will be set at 10%. We are aware that as a small school it is particularly important to ensure that average attendance of a form group of the school does not shield differences in individual's attendance rather the opposite. The individualised care of our students where staff knows them well ensures we are in the best position for early intervention to address any emergent attendance problems.

Tracking Attendance

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We will appoint a Student Achievement Officer whose duties will include tracking attendance and punctuality throughout the school on a weekly basis. The school will use an electronic registration system which records students twice daily. This way of monitoring student attendance is efficient cost-effective and accurate. In some instances, teachers can rely on paper forms, for example during fire drills, ICT system failures, or during school learning expeditions or other enrichment activities that take place outside the school. A weekly record of students' attendance will be recorded in their planners and signed by their tutors each week. A section of the Virtual Learning Environment will be used to record attendance records for each student and their termly report will include their attendance, which will also be discussed in term meetings with parents and during parent evenings.

The Student Achievement officer will work with teachers, tutors and parents to ensure high levels of attendance and punctuality. Any gaps in attendance will be the subject of the weekly discussions between students and their personal tutors, and any weekly repetitions of unexplained or unauthorised attendance will result in immediate action including parental involvement. Any student who is absent without an explanation or authorisation will be met by their personal tutors who will speak to the student's parents immediately. Persistent absence of 10% will trigger an intensive intervention plan, which can involve external agencies as well. The schools' response will be led by the Student Achievement Officer in coordination with the personal tutor. Where appropriate the school will work closely with local Children's Safeguarding Children Board.

ACCOUNTABILITY:

Role	Responsibility
Principal	<p>The Principal has full responsibility for the attendance of students in the school including approving or rejecting requests for authorised absence.</p> <p>He/she will oversee the Student Achievement Officer who reports directly to him/her.</p> <p>The Principal is responsible for reporting attendance figures to the governing body and working with them to find solutions when attendance falls below the 96%</p>
Governing Body	<p>There will be a lead governor responsible for attendance (likely to be [REDACTED]) whose duty will be to request regular data submissions on staff and student attendance, and recommend strategies to the board to improve attendance and punctuality. The Governing Body will celebrate excellent attendance and punctuality through annual Awards for 100% attendance and prizes for students who are present and punctual 100% throughout their key</p>

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Tutors	<p>stage.</p> <p>Will complete the form register twice daily.</p> <p>Maintain continuous and close communication with the parents of students in their tutor group.</p> <p>Review attendance and punctuality data on a weekly, monthly and termly basis to identify trends and problems before they become habitual</p> <p>Hold regular target and planning meetings to strive to improve attendance.</p> <p>Discuss issues with their students in their weekly tutorial sessions.</p> <p>Work with students parents, other members of staff, and the Student Achievement Officer and external agencies.</p> <p>Ensure students are rewarded for good attendance and punctuality.</p>
All Staff	<p>Teachers must record students' presence in all lessons.</p> <p>Teachers must ensure students catch up any work that is missed through absence. Where a student is unable to attend school for a prolonged period will ensure work is set and reaches the student.</p> <p>Staff/instructors must record student's presence in extra-curricular activities.</p> <p>Challenge lateness and poor attendance (this includes premises, catering and part- time staff).</p>
Students	<p>Are expected to get to school every day and on time.</p> <p>Are not permitted leave the premises during the school day without permission and signing out with the School Achievement officer.</p> <p>Discuss any particular issues that prevent regular punctual attendance with their personal tutor and where appropriate set personal targets to secure excellent attendance.</p>

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Parents and carers

Assist and encourage their children to recognise the importance of punctuality and attendance.

Provide children with safe and reasonable means of arriving at the school on time.

Recognise and support the attendance targets by not booking holidays in term time and where possible book medical appointments out of school hours.

Contact the school whenever their child is absent before the official start of the day.

Provide a signed written explanation for their child's absence on their return to school.

Submit requests for authorised absence to the Principal and accept (if relevant) the decisions not to approve a request for authorised absence.

Targets and Triggers

All of the targets and triggers below apply to all key stages including foundation stage and apply to both attendance and punctuality. It is important to note that at early stages of the year when each absence has disproportionate effect on attendance percentages, targets and triggers will be adapted as appropriate. A traffic light system will be used to trigger actions.

Target/Trigger	Potential Action	Level of Support
Target 100%	Reward and celebration	Universal
Minimum target 96%	Reward and celebration	Universal
Trigger 1 95%	Parental meeting Internal support	Targeted
Trigger2 90%	As above Parental Contract Inform external agencies	Intensive
Below 90% or persistent non- improvement	As above External agency support Fixed penalty notice Prosecution under section 444(1A) of the Education Act 1996	Intensive

Universal support = support that the school feels all families will benefit from

Targeted support = support that the school feels only some families will need and will usually only involve the school and up to one external agency

Intensive support = support that the school feels only a small number of families will need and it will almost always involve external agencies.

Staff Attendance

Staff attendance is a critical element in delivering the vision Heyford Park Free School Free School and realising its ambitious goals.

We expect our staff to lead by example as part of embedding our strong ethos and culture. An additional and highly important role for the Principal will be the enforcement of staff contractual obligations and the monitoring of staff absence particularly for the purposes of performance management. Our school expects full commitment from all staff – and in return we intend to provide them with the most stimulating work environment and excellent professional development. Where issues arise the Principal will seek advice from HR support contracted by the school or its legal support.

Monitoring and Evaluation

The final attendance policy will be drawn up in consultation with students, parents and school staff and will be published to all interested parties at the start of each round of recruiting the next cohort. The attendance policy will be explicitly discussed as part of the home visit to each child. The attendance policy will be reviewed at least biannually and this shall be completed and presented to the lead governor for attendance. Weekly reports shall be given, by the Attendance and Welfare Officer to the Principal, the Head of Year and each form tutor, on attendance and punctuality and each student

Reports shall be colour coded according to their status in line with set targets and triggers. The senior leadership team shall report all attendance data to the Governing Body at least termly and shall also report all results of monitoring and evaluation of intervention. The school will ensure that vulnerable and minority groups are particularly closely monitored and will be able to discuss patterns of attendance.

Reports will highlight particular students or groups of students. There will be a breakdown of absence by vulnerable groups; for example students with special educational needs, English as an additional language, new arrivals, free school meal eligibility, ethnicity and children who are looked after.

The school will also ensure that all students who are absent for a long period of time will be fully support in catching up the work and reintegrating into the school upon their return. This support shall be closely monitored.

Finally, the School will ensure that the attendance policy and all monitoring and evaluation will be applied fairly and consistently across all students and families. It is imperative that this is done as it will ensure that all stakeholders fully understand the importance of attendance. Heyford Park Free School Free School has read and understood the Equality Act, 2010 and will ensure that it is fully upheld in every part of the school.

Good behaviour, we believe like high attendance, will be an outcome of establishing a strong ethos and culture of success for all. Our exciting and challenging curriculum designed to motivate our students, we believe will foster good behaviour and enable them to achieve our highly ambitious goals.

The success of Charter Schools in the US, (e.g. KIPP Schools) and 'Outstanding' Schools in England has been driven in large part, by relentlessly high expectations of student

behaviour. These are articulated through the actions of the staff of the schools, who exemplify high expectations in everything they do.

We will create a school where exemplary behaviour is the norm, where children accept they come to school to learn and do well and are adamant about it. Our school will be one where respect and tolerance is at the heart of student and teacher relationships. The school will be known in the community as a well ordered environment where children learn at an accelerated pace.

Our approach is founded on the principle of 'Accentuating the positive, and eliminating the negative'. To secure this we will be:

- **Proactive** rather than reactive. All staff model the excellent behaviour expected of students in everything they do and ensure they are able to show the exemplary behaviour expected of them.
- Give meaningful **rewards** to students for hard work and good choices so they taste the confidence of success and want to repeat it.
- We will be **relentless, robust** and **consistent** in securing the highest standards of behaviour from all students. Allowing poor behaviour to perpetuate is wrong for the school and for the student.
- Forge strong positive **relationships** that students find rewarding in the certain knowledge that any child who has been through school without experiencing a worthwhile relationship with at least one member of staff has really not been at school.

We believe that all children are not only capable of behaving well but want to behave well and misbehave only when there is reason to. When students let themselves down we will ensure that inappropriate behaviour is dealt with quickly, fairly, consistently and transparently ensuring that the student understands the reason for our action and how to avoid making the same mistake in future.

All students from their first day at the school will understand that all students have the right to learn: our expectation is that they will do their best. That we expect 100% effort and good behaviour is the norm.

All staff will take responsibility and that will lead to all students understanding that each classroom is a precious learning environment which deserves to be treated as such allowing all students the right to learn. Escalation will happen consistently and only when necessary.

Where children have specific and severe needs, individual plans will be put into place to ensure that those students can achieve their aspirations.

Home visits prior to starting at the School will be conducted for all students, including casual or in-year admissions. These visits are vital to enable staff to see the child and the family in their home environment and also to begin to set expectations for the family around all aspects of life at Heyford Park Free School Free School. At the home visit the parents and members of staff) will sign the Home School Agreement and the student the Heyford Park Free School Free School Student Code of Conduct. This clearly sets our expectations around student conduct in and around the school.

Student complaints will be taken seriously and investigated consistently with a view to establishing the facts of each case and, if necessary, instigate disciplinary or other interventions to address the source of each complaint in line with the school behaviour policy.

Allegations against staff will be taken seriously and we will deal with all allegations quickly, in a fair and consistent way, which provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension of the member of staff will not be used as an automatic response when an allegation has been reported. The School's behaviour policy will set out the disciplinary action that will be taken against students who are found to have made malicious and unfounded accusations against any member of staff.

Accountability

Role	Responsibility
Principal and Leadership team	<ul style="list-style-type: none"> The Principal is accountable for behaviour within the school and the delivery of the policy agreed by the Governing body and that the school meets OFSTED criteria to fulfil its duty. Together with senior Leaders he/she will ensure that behaviour policies are followed accurately and consistently. They will model excellent behaviour and behaviour management. They will provide training for staff and students to support the implementation of the policy. The Principal will regularly review the policy and monitor its implementation and report findings to the Governing Body.
Governing Body	<ul style="list-style-type: none"> Will hold the Principal and school leaders to account for the successful implementation of the behaviour management policy by providing appropriate challenge to meet their statutory

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	<p>responsibilities in accordance with Section 88(2) of the Education and Inspections Act 2006.</p>
Teachers /Tutors	<ul style="list-style-type: none">• Will work tirelessly to uphold high standards of behaviour. Discipline will be rooted in creating the best possible learning environment and in helping students develop positive habits that will make them successful in the future. This requires high standards, training, and consistent reinforcement. Proper conduct will be taught explicitly, modelled, and practised until students internalise it. To be effective all sanctions will be applied with the expectation they will foster and support future success for the student. To be effective we will be fair but firm in our approach to discipline but our students will know that our actions are rooted in concern and care for them and we will be explicit about this.• All teachers will be tutors and will visit their tutees at home prior to the child entering the school and part of the visit will include discussion of and jointly signing the Home School agreement with parents and student code of conduct for Year 7.
All Staff	<ul style="list-style-type: none">• All staff irrespective of job title will be supported, trained and selected to ensure that are invested in the culture and ethos of our school exemplified by a professional code of conduct. Every member of staff will

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	consistently and continually model exemplar behaviour.
Students	<ul style="list-style-type: none">• Students are accountable to themselves, each other and the staff for their good behaviour. Each student will sign up to the School code of conduct which is positive and affirms their right to an education which offers them the best opportunity to attain their potential. As students progress through the school they will become ambassadors for our school modelling exemplary behaviour for younger students. We will build on this by setting up a system whereby from the second intake onwards, students will become mentors for students younger than themselves by supporting them to take responsibility for their behaviour and to be the best they can.
Parents	<ul style="list-style-type: none">• Parents have a clear role in making sure their child is well behaved at school. Before enrolling their child, parents will read and sign the Home School Agreement. This will ensure that there is complete clarity around routines and expectations of parents before students begin at our school. If their child persistently misbehaves the school or Local Authority may ask them to sign a parenting contract or in extreme circumstances may apply for a court-imposed parenting order.
External Agencies	<ul style="list-style-type: none">• Any external partner / agency will be expected to uphold the culture

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and ethos of Heyford Park Free School Free School. Visitors will need to complete a CRB check before working with our students.

Rewards and Sanctions

We aim to build a culture of success by 'catching our students being good' at every opportunity. Any sanction we apply will be with the expectation that it will support future success.

The following table summarises our system of rewards and sanctions many of which have been included above. We believe will these will create the aspirational culture for the school to realise its ambitious goals.

	Reward	Sanction
Instant	Praise verbal and written Positive referrals Merits	Verbal Correction Negative referrals
Daily	Marked work , Phone call home Effort reward grades Principal Commendations	Detention Withdrawal from specific lessons or a day of lessons Homework catch Up Phone call home
Weekly	Letters and Postcards Home 100% attendance award. 100% effort award Commendation in Year Group Assembly for Effort and attendance	On report Internal Inclusion Phone call home for poor effort grades Meeting with parent/carer
Termly	Celebration Assembly Rolls of honour for: Subjects Effort Attendance.	
Yearly	Awards Evening Prizes for: Subjects Effort Attendance. Year reward trips.	

Monitoring and Evaluation

As for all policies the behaviour management policy will be published online in the

Governors' section so accessible to parents and all members of public who visit the site. As appropriate and in accordance with all statutory and other guidelines the behaviour policy will be reviewed annually by the Governing Body and the Principal will ensuring that the review will involve consultation with all key stakeholders.

PARENTAL ENGAGEMENT AND SUPPORT AS A DEVICE TO IMPROVE STUDENT OUTCOMES:

Heyford Park Free School Free School will value parents and be confident in knowing how to maximise their contribution. We know how vital a role parents play in their children's education and we want to support them. Working closely with parents is central to The Heyfordian School Trust's mission and approach. We will develop confident parents who value education and support their children's progress at school and home.

We will clarify staff responsibilities on parental engagement and involvement and include it in our leadership training. Engaging our parents and carers in the school and getting the most out of the relationship will be a regularly refreshed strategy, not a repetition of last year's activities and this strategy will be shaped by parents rather than by the School. This strategy goes beyond engagement to involvement so parents and carers including grandparents are involved in school (both in the learning and running of the school) at home, on the Heyford Park Free School site and in the broader community. We know many of our parents will be working on site and in the school.

"A regular exchange of information and ideas between parents and practitioners involves more than termly parents' meetings, regular letters and displays, more than curriculum workshops and invitations to parents to help in the setting. These are all valuable strategies, but something extra is needed if as many parents as possible are to be reached and encouraged to engage in regular two-way communication." **(Ofsted report on parental engagement, 2011)**

As a small all-through school with many of the parents living nearby, we will get to know a lot about our families so we can offer them a good range of ways to get involved in learning, well matched to attract engagement and attendance. The timings for events will be carefully thought through to meet working or study patterns. We will regularly ask parents about the best means of communicating with them and not rely on any one method, giving good notice of events. We will hold regular workshops such as "Understanding how your children learn" and will support parents to encourage their children at every stage. This will be particularly important when it comes to choices at 14 and 16.

Before enrolling their child, parents will read and sign the Home School Agreement. This will ensure that there is complete clarity around routines and expectations of parents before students begin at our school.

Teachers will meet parents/carers formally three times during the academic year to explain what their child will be learning, talk about targets and listen to any concerns.

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We will prioritise the early identification of students' needs and work in partnership with them and their parents.

Students will present and discuss their best work from each subject area, non-academic skill and ID days to a panel made up of staff, family and members of the community.

Parents will have a clear role in making sure their child is well behaved at school.

We will make every effort to support families to ensure their child attends school by building a supportive partnership between school and parents that allows an easy and effective means of communication to be maintained if students are or unable to attend. We expect parents to assist and encourage their children to recognise the importance of punctuality and attendance.

Parents of children at Heyford Park Free School Free School will know how to communicate with us and each other and we will encourage peer support and communication.

By building a positive relationship with all parents, we believe the Heyford Park Free School Free School will be able to effectively manage behaviour and attendance across the school due to the extra support and provision such initiatives provide. Consequently, we believe this will come to improve academic performance and interpersonal development as every child will avoid the issues that arise from persistent absence and consistent poor behaviour. Furthermore, this connection to parents and their engagement with their child's learning will empower students, meaning they can access the support they need to take their learning and development away from the class room. We believe this idea of letting the home influence the school, and the school influence the home of the child, will ensure students and students at the Heyford Park Free School Free School can achieve what they are truly capable of and fully supported to do so.

Promoting Student Well Being

It is our duty not only to provide students with an excellent formal education but also to promote their wellbeing, so that they feel good about themselves and function well. Student well-being will be at the heart of everything that happens at our school.

Critical to our education vision and our ethos curriculum which embeds our values and beliefs is to create a small all through school 'family feeling' school where everyone feels safe and secure where they are known well and have positive relationships with their teachers, other staff and their peers. Where peers not only take care of each other but where the older students proactively take care of the youngest and vulnerable members of our school as they might a younger sibling. We will through our own positive modelling as staff build a culture where everyone of the community feels confident that no matter what may be the problem they know there will always be someone to listen to them to stand up for them if need be. We believe this will maximise the well-being of all our students.

We will provide a framework of physical activity and emotional support that helps our students deal with their physical requirements of entering our school as a child and growing into a young adult as well as with the emotional needs that arise at a time when they are undergoing the transition from childhood to adulthood. We will strive to ensure that all our staff remember how difficult this transition can be, and how much more difficult it can be for some children whose home circumstances are not stable.

The individualised learning plan (ILP) of each student will incorporate their wellbeing needs, and establishing and tracking these is an important element of the weekly discussions with personal tutors. Personal tutors are responsible for ensuring that ILPs reflect children's academic, physical and emotional needs identifying those needs, propose and design strategies including if necessary interventions that address them, track student progress and amend as necessary. Personalised teaching and learning is a cornerstone of our pastoral care policy and our educational vision. To secure our children's wellbeing will be at the heart of the care of our students which will also include strategies to combat bullying, and educate our students about drugs and sex and relationships as part of their Personal Social Health and Economic Education (PSHEE).

PSHEE

From key stage 3 onwards as Citizenship becomes part of the Humanities curriculum and added to the Personal Social and Health taught curriculum will be the Economic dimension.

As we put great store by the personal wellbeing and PSHEE is a one of the key vehicles for ensuring this, to maximise the impact of the programme on the students in our care the weekly lesson will delivered by their tutor who knows them best and is the first port of call for with parents. The PHSEE will follow National Curriculum guidelines and is devoted to topics relevant to their age and development.

Within the programme is sex education which is also taught as part of the science curriculum. It is taught with a heavy emphasis on stable relationships and marriage and much of the programme will be delivered by the academy nurse. The sex education programme will have formal approval from the Governors and copies will be available for parents on request. Parents will be reminded that they have the right to withdraw their children from any aspect of the sex education programme which is not part of the statutory National Curriculum.

There will be zero tolerance of any kind of drugs at our school including alcohol and tobacco. Our drugs education programme will focus on the risks to our students' wellbeing both in terms of their health and engaging in criminal activity.

Anti-Bullying

Bullying can be devastating. It can have the most negative impact on a student's wellbeing by destroying their confidence and self-esteem. Bullying is the wilful, conscious desire to hurt, threaten or frighten someone and will not be tolerated in our school. Our

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'family' orientated culture will make bullying unattractive with our students who as a consequence will actively discourage it. The school will not tolerate any unkind actions or remarks even if they are not intended to be hurtful. . If a child perceives they are being bullied then we will take action. The often too glibly used phrase 'it was only a joke' will be unacceptable and will be dealt with swiftly and appropriately. All students will be encouraged to support each other by reporting bullying at once to a parent or any adult in the school and make sure that our students understand that reporting bullying is definitely not telling tales but everyone's responsibility to ensure our students feel safe and secure and their individual rights are protected. If we know we can help.

By creating a network of inter-relationships and responsibilities formal and informal between our students of all ages not just with their peer group, by encouraging a caring culture and promoting the ethos of our school as one family it will be more difficult for disruptive, bullying children to isolate particular children and treat them badly. Our diverse support network of students looking out for each other should significantly prevent this reduce its effectiveness, and its incidence.

Student mentoring is an important part of the formal school organisation together with the personalised teaching and learning program with the pairing of one or more students to look after each other as part of securing the outcomes of their Individual learning plans and will also be a vehicle to combat and prevent bullying.

This diverse support network of students looking out for each other both as part of the formal mentoring arrangements and the overall ethos of support and care promoted throughout the school should significantly prevent bullying and reduce its effectiveness and incidence in our school community

With 100% access to modern technology through the school ICT network and personally through smart phones cyber-bullying is a real and increasingly growing concern for parents and for schools. It can also have the most damaging effect totally disrupting a student's learning experience. Within school we will ensure that our ICT infrastructure will be set up to identify and register such events central, triggering appropriate interventions from teachers and support staff. We will encourage our parents to also have to be "buy into" this policy and ensure that their domestic internet usage does not expose their children to this kind of behaviour.

The use of mobile phones in this respect we will tackle as part of our formal curriculum within the PSHEE programme and every day as part of our vigilance in the care of our students working closely with our parents who will be encouraged to report any concerns regarding their children at the earliest opportunity allowing us to intervene and provide support and help before it grows into an insurmountable problem.

Health

We want our students to be healthy, physically fit and feel good about themselves to enable our students to learn and concentrate to the best of their ability in lessons.

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Healthy being will be promoted throughout the school in a myriad of ways. As part of the Formal Curriculum in the PSHEE programme and through the PE curriculum of 2 lessons a week and through the Enrichment curriculum with daily sporting activities encouraging students to engage in regular exercise and learn the importance of a healthy lifestyle and healthy eating. well-

Breakfast club will provide a healthy breakfast with a balanced diet for all who wish to attend. Lunch will similarly offer an affordable fresh healthy menu with every student encouraged to eat fruit daily. We will ensure the food is healthy by following Government guidelines

Our expectation is that all children will enjoy school lunches, that the experience will be a social activity and an integral part of the school day. We want them look forward to their lunchtime and have an involvement in how the lunch is delivered.

Young people will be appointed and trained in lunchtime supervision from a very early age giving them access to responsibility and leadership skills. We will foster the family feeling of eating together with students of all ages and teachers eating together at the same table. We know that not all our students will come to school having experienced the value of families sitting down and eating, the positive impact this has on communication between family members and we want our students not just to understand the importance of food to their healthy wellbeing but as an important part of family lifestyle.

We have a unique opportunity to use our refurbishment opportunity to create an interesting and inviting dining experience learning from all the improvements other schools have made to the dining rooms and kitchens so our students will have an excellent dining experience. We will also encourage them to dine outside in summer.

School meals will appear as a regular item on the school council meeting and attended by our catering staff, so students will have a real say in the menus we put together.

Free School Meal posters will be displayed around the school to improve awareness and increase those eligible for FSM to register. Parents will know who to speak to at school for support and guidance

We want our children to be involved in growing food, cooking food and understanding where it comes from and how healthy food can help them learn as well as grow. As part of the curriculum each year we will have a 'Food' weeks which our catering staff will be integral in the design of fostering our ethos that all staff at Heyford Park Free School will be engaged in student learning. Our catering staff will put on activities and we will invite chefs from nearby restaurants and food companies into the school; we will seek to have allotments and visit farms so students understand the delivery chain. Using our business partner companies with their own restaurant will afford our students the opportunity to work in a commercial restaurants giving our students real life food technology experience

Our catering staff will also be engaged in the Enrichment Curriculum providing after school activities where children will learn how to cook

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

COMMUNITY NEEDS AND FACILITY SHARING:

Facility sharing is a fundamental and integral part of the Heyford Park Free School. By formulating extensive plans to work with local organisations and groups this school will both fulfil a part of its educational vision by providing development opportunities that benefit all residents and the wider community, as well act upon our rationale for this school by providing a central hub in an area that contends with instances of deprivation from rural isolation.

In every meeting we have conducted with local residents, we hear complaints regarding a lack of “things to do” in the wider area, particularly for children and teenagers. Indeed, one of the key pieces of feedback from the comment boxes attached to our survey (**see Section E for full details**) was that a school in this area was desired in order to provide greater opportunities in a more rural location. More recently, on the 13th February, the Heyford Park Facebook page (which has over 200 members and is constantly very active) had a wall post with over 150 comments in regards to children on site having nothing to do. There were even suggestions that the lack of activities and facilities for teenagers currently onsite has caused some to become involved in cases of vandalism around Heyford Park. The Heyford Park Residents’ Association has recently been working with these young people in order to hear their ideas in regards to the key amenities young people on site require and we are all in agreement the Heyford Park Free School could potentially become a central hub for young people in the wider area where our facilities can be utilised.

The Heyfordian School Trust commissioned Coda Consultants to compile a map detailing the relative living environment deprivation by ward in order to understand the extent by which rural isolation affects this wider community. This, in conjunction with data provided by Cherwell District and Oxford County Council, has confirmed for The Heyfordian School Trust the necessity for a school in our area. Whilst these maps and data can be seen in full detail in **Section E2**, the summary of this is that our ward (The Astons and the Heyfords) clearly has living environment deprivation which we know to be related to the rural isolation this area affords.

Therefore, by providing a community hub in which a variety of organisations and groups can be run from or started in, The Heyfordian Free School can prove it has understood this locality and its needs, and has worked hard to

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develop plans to facilitate the improvement of the Astons and the Heyfords as a living environment.

PLANS FOR FACILITY SHARING:

We have spent time engaging with our local community in order to prepare this application. This engagement has not merely focussed upon asking community and educational groups what they can do for us, but also what we can do for them. A significant element of our educational vision focusses on providing a school that delivers development opportunities for all residents and not just those with children. Thus, we have had extensive talks with a substantial number of community and educational organisations in order to discuss the ways in which we can make the Heyford Park Free School beneficial for a range of needs.

The below table details the types of discussions and negotiations we have had with these groups and the types of conclusions we have come to in regards to sharing the school facility and the organisation's future involvement with the school.

NAME OF COMMUNITY ORGANISATION	DESCRIPTION OF ORGANISATION	WAYS WE ENVISAGE THIS ORGANISATION BECOMING INVOLVED IN THE SCHOOL	NAME OF CONTACT	LOCATION OF ORGANISATION
On site community organisations...				
<p>The Heyford Park Free School Parent and Resident Steering Group</p>	<p>A group set up in November 2011 by The Heyfordian School Trust to aid the application process and encourage wider parental and community engagement. With an initial core group of around 7 members, but now with many more after successful community events, the PRSG is rapidly growing in size.</p>	<p>This group will be instrumental in our ability to connect with this area and become accountable to them. We will regularly hold meetings with this group in order to stay abreast of community developments and gauge parental approval or concern. Having a connection to the Heyford Park community is a key element of our educational vision, and The Heyfordian School Trust will empower the PRSG so that they have great presence in</p>	<p>([REDACTED])</p>	<p>Heyford Park Site</p>

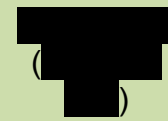
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the community and can help us fulfil this aspect of our vision

A committee of local residents who meet fortnightly to find solutions to local issues. This committee also meets with the Dorchester Group, who is the landlord, in order to represent the wider resident population on community issues and to negotiate on collective goals. The Resident's Association have recently been working with a group of local teenagers, listening to their views

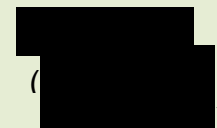
We envisage some parents and residents in the area using the Residents' Association to bring forward wider requests and issues regarding the school. This may include issues relating to use of the school building after hours. The Residents' Association also hosts events and we foresee the school providing space for such events. We will advertise governor and other vacancies here.



Heyford Park site

Managed through a Company Trust that is partly owned by the Dorchester Group and partly owned by local enthusiasts, RAF Upper Heyford Heritage will develop an onsite Heritage centre in conjunction with the Banbury Museum's educational policy. The Heritage centre will host an interactive timeline of site's military and social history, as well as displaying the artefacts collected by residents and organising tours around the sites.

The Heritage centre will be instrumental in our ability to offer a Modern History specialism. With a variety of artefacts and sources in their possession, the heritage centre is happy to work in partnership with the school in order to make these resources available to our students. The Heritage centre is also developing an the independent educational policy with Banbury Museum which our students will benefit from. Further, the Heritage centre will need volunteers in



Heyford Park site

Heyford Park Residents' Association

RAF Upper Heyford Heritage Centre

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order to open as many days a month as possible. We envisage some of our voluntary staff and older students being trained in order to assist this.

As [REDACTED] is part of our [REDACTED], [REDACTED] envisages working with the Heyford Park Free School in order to make the transition from nursery to Reception less traumatic for her students. Also, in the event that Park Keepers required more space for an event or activity, the Heyford Park Free School could provide this space.

An independent nursery located onsite at Heyford Park.



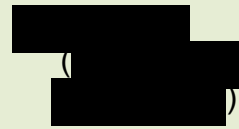
Heyford Park site

The Sure Start Centre provides a wide range of activities, information and support for parents, carers and children 0–5 years in the rural areas north of Bicester including Ardlev. Bainton. Bucknell.

Caversfield, Finmere, Fringford. Fritwell. Hardwick. Hethe. Somerton, Souldern, Stoke Lyne. Stratton Audlev. Lower and

These local groups are incredibly over-subscribed and already have 70 children spread

We would make our space and facilities available to Sure Start centre for specific events. Their knowledge of local parents with pre-school children will help us engage with the parents of prospective students, and we would work with Sure Start staff to facilitate this. Children visiting the School will find their transition easier as they will become



Heyford Park site

Heyford Park Beavers, Cubs & Scouts Association

The Scout, Beavers and Cubs Groups are short of outdoor space, and we envisage providing our sports



Heyford Park site

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across the 3 age bands. The groups currently run from the Activity Centre, and take children not only from Heyford Park but other villages.

grounds for their use. In particular, they have a high demand for archery lessons, as [REDACTED] is a [REDACTED], but currently they have nowhere to host these events.

The activity centre runs many groups from inside its walls. It is a hub in the local community for a range of activities, events and support Heyford groups. The Sure Park site Start, the Scouting groups and the Residents' Association all run from within the

We will share facilities with the activity centre.

Most importantly, the involvement of the activity centre in the management of the [REDACTED]

Heyford Park Sports

Facilities will be

integral in helping us

develop a scheme for residents to use the facilities outside of

Play Bus could both hold events at the Heyford Park Free School for our

students, many of whom will be arriving every day from rurally isolated areas. It could also help engage future students

A registered Charity that provides play opportunities for children in deprived and isolated areas around Oxfordshire. This is achieved via their converted bus.

An extensive range of sporting facilities left by the Americans including a superb sprung floor basketball court, numerous racquet ball courts, football pitches, tennis courts and a fitness gym. The sports facilities are owned by the Dorchester Group, but managed through the Heyford Park Activity Centre.

As these are owned by The Dorchester Group, The Heyford Park Free School will have full use and priority of these facilities, and we intend to provide P.E. and after school clubs here for our students. We will work with the activity centre to ensure these facilities are made available to residents as often as possible. We believe this facility will

Heyford Park Activity Centre

Oxfordshire Play Bus

Heyford Park Sports Centre

Heyford Park site

Heyford Park site

HEYFORD PARK FREE SCHOOL

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<p>Eve Women's Wellbeing Project</p> <p>Heyford Park Chapel</p>	<p>eventually be a real hub in the community, and the Heyford Park Free School will ensure it works with community organisations to organise community events here such as Heyford Park Sports Days.</p>			
	<p>A registered charity that works with women and provides support to them through practical and educational activities. Eve also run a group for teen girls called Believe, which tackles low self-esteem in young women.</p>	<p>Eve could use the facilities at the Heyford Park Free School for specific events. We also envisage Eve members working alongside staff at the Heyford Park Free School to target some of their Believe work more directly at our girls.</p>	<p>([REDACTED])</p>	<p>Heyford Park site</p>
	<p>Onsite CoE church with accompanying Sunday School. The Chapel runs many weekly groups for all ages.</p>	<p>As the Chapel organises many community-wide events, the Heyford Park Free School could provide facilities for such events. Our open events are being held here and this facility will help us during the pre-opening phase before our site is open.</p>	<p>[REDACTED]</p>	<p>Heyford Park site</p>
<p>On site commercial tenants...</p>				
<p>Paragon Fleet Solutions</p>	<p>Paragon employs over 1,000 staff onsite at Heyford Park. They offer "cradle to grave" site automotive fleet management solutions.</p>	<p>Paragon is keen to work with the Heyford Park Free School in order to develop apprenticeships and work experience opportunities for students and staff. Paragon is located a short distance from our</p>	<p>[REDACTED] ([REDACTED])</p> <p>Heyford Park</p>	

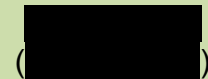
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and will help us deliver a key part of our educational vision. One of their staff is a member and others have indicated their willingness to work with us

The centre occupies two buildings onsite at Heyford Park and is home to an interesting mix of technology and science based companies. The centre has numerous high specification laboratories, with companies working on high profile biotechnology projects such as stem cell research.

We will work with the Innovation Centre in order to make use of their lab facilities and in order to ensure our students have access to the best possible science resources. Various businesses within the Innovation Centre are keen to work with our students from an early age, developing their base skills and providing work experience in order to help train potential apprentices and assistants. This is important in delivering our educational vision, and possible as the Innovation Centre is directly behind our preferred site.

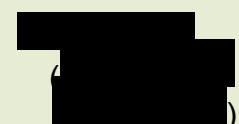


Heyford Park site

Cherwell Valley Innovation Centre

Integration Technology Ltd is a world pioneering designer and developer of ultra-violet (UV) curing solutions for ink jet printing as well as other emerging technologies. In 2009, Integration Technology won The Queen's Award for...

Integration Technology Ltd is joining the Trust and has a strong belief in the need to improve the skills base of Oxfordshire's young people. In this instance, Integration Technology would provide work experience and apprenticeship opportunities for students, as well as potentially hosting



Heyford Park site

Integration Technology

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<p>Millennium Tapestry</p>	<p>Millennium Tapestry is a charity that works with schools to create large scale tapestries that are exhibited around the country. The tapestries celebrate the times we live in from the vantage point of the millennium, but through the eyes of children. Millennium Tapestry is currently involved in making pieces for the Diamond Jubilee.</p>	<p>days. The Integration Technology is located a short distance from our preferred school site, and would help us deliver a key part of our educational vision.</p> <p>Due to the Heyford Park Free School's close proximity to Millennium Tapestry, we would work with them to involve our students in their specialist projects where possible.</p>	<p>([REDACTED])</p>	<p>Heyford Park site</p>
<p>Off-site organisations...</p>				
<p>Upper Heyford Parish Council</p>	<p>Committee of parishioners in Upper Heyford Village, many of whom are involved with Heyford Park through business or recreational links.</p>	<p>Where possible we will share our facilities with the Parish Council for occasional events. Our association with the Parish Council will ensure we are able to engage with parents in Upper Heyford Village.</p>	<p>([REDACTED])</p>	<p>Upper Heyford Village</p>
<p>Somerton Tea Time Club</p>	<p>A committee of local residents who meet every Friday evening with their children to cook a meal together whilst discussing local issues.</p>	<p>The school would be offered to the Tea Time Club if and when they required our facilities. Further, the connection to the Tea Time Club in Somerton will ensure we can engage with parents and communities outside of Heyford Park and we would work with the club to create</p>	<p>([REDACTED])</p>	<p>Somerton Village</p>

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opportunities where these residents could advise us how to make our provision better for their specific needs.

The Oxfordshire Local Enterprise Partnership is a voluntary body made up of representatives from business, academia and the wider public sector. The Partnership's overarching aim is to be the catalyst for realising Oxfordshire's economic and commercial potential. The Partnership will identify priority deficiencies within the county. The skills board focusses on improving education and training opportunities in the county.

[REDACTED]'s position on the [REDACTED] will create an invaluable link. His knowledge, contacts and resources from the Skills Board will help us identify the skills that Oxfordshire's businesses need, so we can effectively prepare our students for professional life.

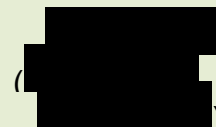


Oxford City

**Skills Board-
Oxfordshire
Local Economic
Partnership**

Banbury Museum opened in 2002 and displays local history collections and hosts touring exhibitions. The Museum offers a family friendly approach, with a busy programme of activities and events for all ages. The Museum encourages research into the region's history and works with partners Banbury Historical Society. Banbury Museum is actively engaged with education, offering

The Banbury Museum is currently working alongside RAF Upper Heyford Heritage to develop a full educational programme that will make full use of the academic possibilities the site provides. The Museum also holds some of the artefacts relating to Heyford Park- in particular a selection of oral histories that detail the Americans leaving the site in the 1990s that will be important for our history curriculum. As



Banbury

**Banbury
Museum**

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workshops for schools.

we will develop our own living curriculum using the site's heritage, we will work with the Banbury Museum, both learning from their practice and sharing our ideas with them. As our preferred site is a building with great heritage, we would allow use their use of this site as part of their heritage work.

Local educational partners...

Oxford and Cherwell Valley College

Oxford & Cherwell Valley College is the largest provider of further education training in Oxfordshire. OCVC offers a wide range of full and part-time courses from entry to deegree level. a range of learning for leisure courses. bespoke employer training, and courses which help the unemployed

We envisage working closely with OCVC in order to provide a broader range of subjects at post-16 level and will consider the OCVC timetable when planning our own subjects.

([REDACTED])

Banbury & Bicester

St Catherine's College, Oxford University

St Catherine's is part of the University of Oxford and is the biggest undergraduate college.

We have a strong link to the Access Representative at this college, as well as across the university, and we will use these contacts in order to arrange regular Access sessions that will be run by the University and St Catherine's. We will follow the practice set out by the University and will work with them to arrange Oxbridge events, taster

([REDACTED])

Oxford City

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Abingdon and Witney College		days and workshops for children of all ages to normalise the experience.		
	Offers full and part time courses in a variety of subjects including vocational and professional qualifications	Whilst the college is potentially too far away to be a consortium option for our post-16 students, we have opened discussions and intend to work with teachers and staff at Abingdon and Witney College to develop	([REDACTED])	Abingdon and Witney

We appreciate such plans for facility sharing will require a clear time tabling system as well as a system for safeguarding the school site after school hours in order to comply with health and safety regulations.

Whilst we are still in the process of fully developing a fair and transparent system to allocate our premises and facilities to others, we believe our partnership with the Heyford Park Activity Centre will guarantee our ability to find an appropriate system and a suitable health and safety policy. As the Activity Centre allows its facilities to be used by many organisations, their help in this task will be invaluable and [REDACTED] may even become involved in the logistics of implementing such plans. Indeed, The Dorchester Group have already utilised his experience in this field in the management of the Heyford Park Sports Facilities. In this and his position at the [REDACTED], [REDACTED] is also familiar with the safety precautions in a site with multiple use- he will be a great help in guaranteeing we can practically enact our extensive plans.

MAINTAINING GOOD COMMUNITY UNDERSTANDING AND RELATIONS:

The Heyfordian School Trust has worked hard to become a presence in the wider community here, and will continue to work hard in order to keep the connections detailed above strong and positive. We appreciate how important these links will be in both providing our students with external opportunities and providing resources and facilities to this locality, and we are keen to both create new partnerships in the area as well as maintain the links we have already made.

Many of the local organisations detailed above have regular meetings and host community events; we can utilise these pre-existing frameworks in order to access various pools of community members to engage with. The

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Heyfordian School Trust has made a firm commitment to a number of these organisations in order to ensure our negotiations and discussions with these groups are regular and assured.

Indeed, to the following community organisations we have made the promise that one representative of The Heyfordian School Trust will attend every other of their regular committee meetings in order to further develop initiatives and schemes that will add benefit to the lives of students and community members:

- Heyford Park Residents' Association
- RAF Upper Heyford Limited
- Oxfordshire Skills Board (part of OELP)
- Somerton Tea Time Club
- Heyford Park Beavers, Cubs and Scouts Association
- Park Keepers Nursery

By doing this, we will ensure the school is accountable to the resident population as well as our parents, and we hope to make the school a stable and beneficial presence in the area.

In addition to this, we believe the appointment of [REDACTED] as a [REDACTED] (which will be confirmed if the application is successful) will also allow us to maintain these positive community links and add to them. The Heyfordian School Trust would wish to appoint [REDACTED] to a position where she can develop bodies and institutions from within the school specifically created for the purpose of developing these links and organising cross community events. Not only did [REDACTED] begin what is now the most [REDACTED], [REDACTED]. Strengthening the strong sense of community that already is present at Heyford via the new resources the school will bring is a fundamental part of the vision described by the Parent and Resident Steering Group, and by creating a position on the Governing body that will specifically exist to facilitate this function, the Heyford Park Free School will keep well informed in regards to what this community needs from a local school.

SECTION E: EVIDENCE OF DEMAND AND MARKETING

E1. Provide evidence of demand from parents with children of the relevant age for each new year group in your first two years of operation.

RESULTS:

Based on responses from those who answered “Yes I would select HEYFORD PARK FREE SCHOOL as first choice for my child/children”, the following table evidences demand from parents with children of the relevant age for each new year group in our first two years of operation.

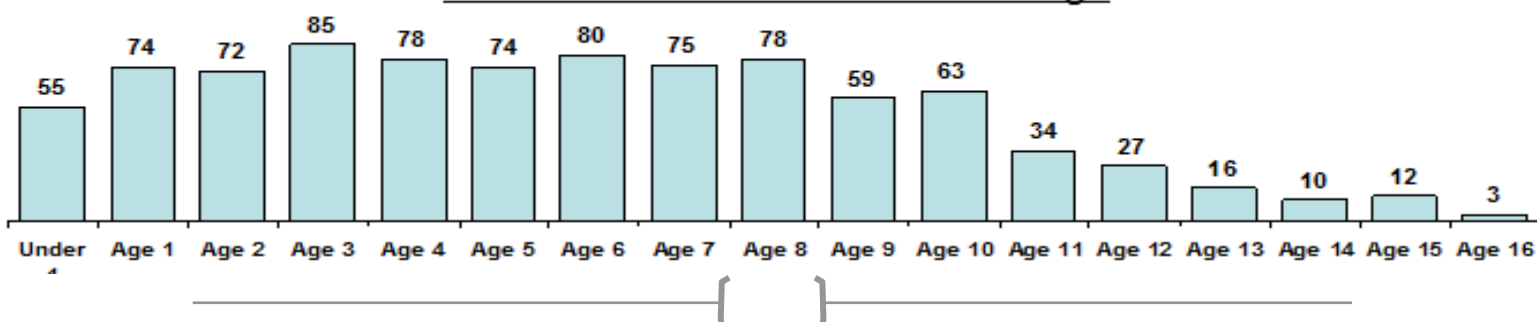
- Column A represents the available places per new year group as outlined in our pupil plan (please see page 13).
- Column B represents the number of children whose parents confirmed the Heyford Park Free School as their first choice school preference.
- Column D represents this subsequent demand as a percentage in relation to our capacity.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	60	72		120%	60	72		120%
Year 7	60	72		120%	60	58		96.7%
Totals	120	144		120%	120	130		108.3%

Although this reveals those eligible for new intake in our first two years of operation, our survey included engagement with all parents and carers in the identified target area (please see **Appendix H: fig 3**), which has ensured we are able to identify additional demand figures from parents whose children’s ages fall beyond the streams of our intake. This additional demand has been displayed below in the form of a bar chart:

TOTAL NUMBER OF CHILDREN WHOSE PARENTS CONFIRMED THE HEYFORD PARK FREE SCHOOL AS THEIR FIRST CHOICE SCHOOL = 895

Demand based on current child age



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Above is the demand based on the number of children from all parents who answered “Yes I would select the HEYFORD PARK FREE SCHOOL as first choice for my child/children” and signed to register their interest, with the bottom axis indicating the child’s current age in January 2012.

In addition to these figures, of the 589 parents who were surveyed in total, 343 (92%) indicated their interest in finding out more information about the Heyford Park Free School, providing either email addresses or telephone numbers to facilitate this.

Further, we were able to generate 39 confirmations of first choice preference from parents via our online survey. This generated almost 6.5 % of our overall confirmations

SOME PRELIMINARY CONCLUSIONS FROM OUR SURVEY RESULTS:

Based on the information provided above, we feel the following can be said in regards to the demand we are able to demonstrate:

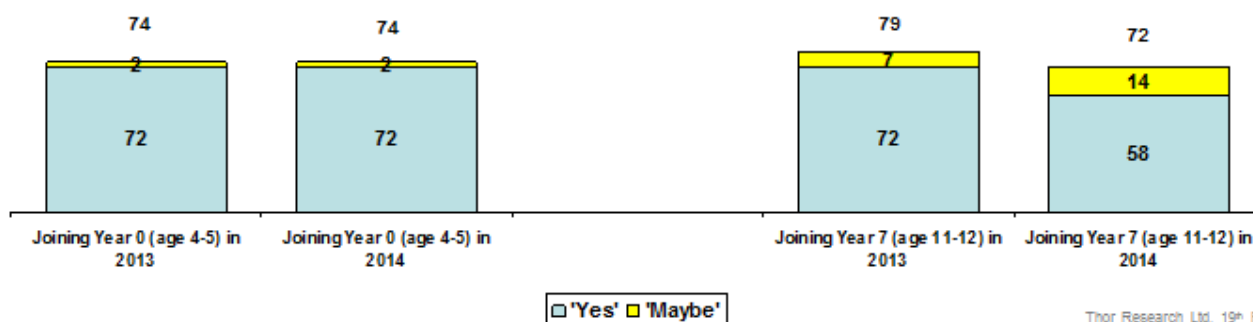
1. The oversubscription for both 2013 and 2014 intake at Reception level and 2013 intake at Year 7 indicates there is a very strong demand rationale present among parents for the type of educational provision we intend to offer at primary and secondary level.
2. The oversubscription at Reception intake level confirms the eventual capability to fill our secondary places as these children will filter through the system due to the equivalent capacity at primary and secondary level.
3. The fact that we were able to obtain almost 7% of our confirmations via the Heyford Park Free School Website, when online surveying advertised by a mail drop normally only produces around 4% of the necessary figures, reveals a positive proactive engagement amongst parents.
4. The fact that 92% of all parents surveyed were interested in receiving more information about the school reveals the potential for more parents to commit to selecting the Heyford Park Free School as their first choice preference as the application develops and plans proceed.
5. A few survey respondents (particularly those online- please see **Appendix E: fig 6** to view the online survey) indicated that they would seriously consider the Heyford Park Free School as their first choice, but they were unable to make a firm commitment at this early stage of the process. As the below graph indicates, if we were to include these

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parents in our demand figures under the assumption that they would confirm their commitment if the application was successful, the Heyford Park Free School would be oversubscribed in all the year groups we intend to open with.

Demand based on future child age



6. Heyford Park is undergoing redevelopment of the site where 1075 houses will be built and refurbished starting shortly and over the next 10 years. Similar development is occurring on the Kingsmere estate, a short distance from Heyford Park. This will generate additional demand and guarantee the school will be able to run at full capacity.

We feel the above survey results provide us with a strong parental mandate for the type of educational provision we are providing, and could potentially present a very strong basis upon which to firstly build additional support, and secondly in offering a school that is the most popular choice for educational provision in the wider area.

FULL LIST OF POSTCODES AND CHILDRENS' D.O.B FROM SURVEY RESPONDENTS:

Please see next few pages...

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Year 0 (age 4 – 5) demand for 2013/2014 (72 children)

Those who would select HPFS as their first choice of school and who signed to indicate their intention.
Some respondents were unwilling to provide their full postcode.

Date of birth / age	Postcode	Date of birth / age	Postcode	Date of birth / age	Postcode
10/08/2009	NN19	10/04/2009	OX26	12/05/2009	OX2
28/06/2009	NN5 4	19/06/2009	OX26	07/01/2009	OX2
08/11/2008	OX2 8	19/06/2009	OX26	04/03/2009	OX2
16/02/2009	OX25	30/10/2008	OX26	31/05/2009	OX2
05/02/2009	OX25	14/05/2009	OX26	05/10/2008	OX2
28/09/2008	OX25	31/01/2009	OX26	01/01/2009	OX2
20/01/2009	OX25	04/03/2003	OX26	08/05/2009	OX2
27/02/2009	OX25	04/03/2009	OX26	02/06/2007	OX2
11/03/2009	OX25	28/10/2008	OX26	15/03/2009	OX2
10/07/2009	OX25	09/07/2009	OX26	20/05/2009	OX2
01/07/2009	OX25	08/11/2008	OX26	01/07/2009	OX2
07/02/2009	OX25	01/07/2009	OX26	09/12/2008	OX2
05/05/2009	OX25	10/11/2008	OX26	05/05/2009	OX2
18/02/2009	OX25	19/12/2008	OX26	02/12/2007	OX2
09/02/2009	OX25	22/07/2009	OX26	15/12/2008	OX2
08/07/2009	OX25	09/04/2009	OX26	13/10/2008	OX2
20/10/2008	OX25	03/10/2008	OX26	07/09/2008	OX2
13/11/2008	OX25	25/04/2009	OX26	21/07/2009	OX2
01/01/2009	OX25	26/03/2009	OX26	01/07/2009	OX2
19/10/2008	OX26	30/08/2009	OX26	01/06/2009	OX3
13/01/2009	OX26	27/04/2009	OX26	25/11/2008	OX5
05/01/2009	OX26	28/10/2008	OX26	11/03/2009	OX7
01/12/2008	OX26	05/06/2009	OX26	14/01/2009	PARAGON

HEYFORD PARK FREE SCHOOL

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Year 0 (age 4 – 5) demand for 2014/2015 (72 children)

Those who would select HPFS as their first choice of school and who signed to indicate their intention.
Some respondents were unwilling to provide their full postcode.

Date of birth / age	Postcode	Date of birth / age	Postcode	Date of birth / age	Postcode
06/07/2010	OX25 [REDACTED]	24/07/2010	OX26 [REDACTED]	28/10/2009	OX26 [REDACTED]
04/08/2010	OX25 [REDACTED]	04/09/2009	OX26 [REDACTED]	28/10/2009	OX26 [REDACTED]
03/03/2010	OX25 [REDACTED]	18/11/2009	OX26 [REDACTED]	21/02/2010	OX26 [REDACTED]
01/10/2009	OX25 [REDACTED]	04/06/2010	OX26 [REDACTED]	24/10/2009	OX26 [REDACTED]
11/08/2010	OX25 [REDACTED]	10/07/2010	OX26 [REDACTED]	02/07/2010	OX26 [REDACTED]
14/06/2010	OX25 [REDACTED]	02/11/2009	OX26 [REDACTED]	11/12/2009	OX26 [REDACTED]
01/06/2010	OX25 [REDACTED]	16/10/2009	OX26 [REDACTED]	13/02/2010	OX26 [REDACTED]
24/08/2009	OX25 [REDACTED]	06/07/2009	OX26 [REDACTED]	02/01/2010	OX26 [REDACTED]
07/03/2010	OX25 [REDACTED]	14/12/2009	OX26 [REDACTED]	17/08/2009	OX26 [REDACTED]
29/10/2009	OX25 [REDACTED]	29/08/2010	OX26 [REDACTED]	28/08/2010	OX26 [REDACTED]
04/08/2010	OX25 [REDACTED]	22/03/2010	OX26 [REDACTED]	05/09/2009	OX26 [REDACTED]
02/11/2009	OX25 [REDACTED]	21/05/2010	OX26 [REDACTED]	20/06/2010	OX26 [REDACTED]
22/11/2009	OX25 [REDACTED]	16/02/2010	OX26 [REDACTED]	26/01/2010	OX26 [REDACTED]
10/11/2009	OX25 [REDACTED]	08/03/2010	OX26 [REDACTED]	17/05/2010	OX26 [REDACTED]
29/06/2010	OX25 [REDACTED]	09/04/2010	OX26 [REDACTED]	07/06/2010	OX26 [REDACTED]
25/04/2010	OX25 [REDACTED]	12/03/2010	OX26 [REDACTED]	15/04/2010	OX27 [REDACTED]
06/11/2009	OX25 [REDACTED]	12/03/2010	OX26 [REDACTED]	22/05/2010	OX27 [REDACTED]
22/05/2010	OX25 [REDACTED]	13/02/2010	OX26 [REDACTED]	05/05/2010	OX27 [REDACTED]
13/01/2010	OX25 [REDACTED]	15/02/2010	OX26 [REDACTED]	26/08/2009	OX27 [REDACTED]
10/07/2010	OX25 [REDACTED]	21/02/2010	OX26 [REDACTED]	23/03/2010	OX27 [REDACTED]
14/01/2010	OX25 [REDACTED]	14/06/2010	OX26 [REDACTED]	10/02/2010	OX5 [REDACTED]
15/04/2010	OX25 [REDACTED]	14/06/2010	OX26 [REDACTED]	02/03/2010	OX5 [REDACTED]
19/11/2009	OX26 [REDACTED]	05/10/2009	OX26 [REDACTED]	19/01/2010	OX7 [REDACTED]

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Year 7 (age 11 – 12) demand for 2013/2014 (72 children)

Those who would select HPFS as their first choice of school and who signed to indicate their intention.
Some respondents were unwilling to provide their full postcode /child's date of birth.

Date of birth / age	Postcode	Date of birth / age	Postcode	Date of birth / age	Postcode
01/10/2001	NN13	Age 9	OX26	24/09/2001	OX26
16/07/2002	NN13	07/01/2002	OX26	28/04/2002	OX26
01/06/2002	OX25	30/03/2002	OX26	30/08/2002	OX26
Age 10	OX25	13/09/2001	OX26	12/08/2002	OX26
24/08/2002	OX25	01/12/2001	OX26	09/08/2002	OX26
Age 9	OX25	16/08/2002	OX26	01/01/2002	OX26
14/04/2002	OX25	01/01/2002	OX26	31/05/2002	OX26
20/10/2001	OX25	21/05/2002	OX26	Age 9	OX26
26/09/2001	OX25	08/07/2002	OX26	22/05/2002	OX26
Age 9	OX25	12/09/2001	OX26	30/01/2002	OX27
14/05/2002	OX25	28/03/2002	OX26	09/11/2001	OX27
05/11/2001	OX25	06/05/2002	OX26	26/09/2001	OX27
01/10/2001	OX25	02/11/2001	OX26	08/03/2002	OX27
01/12/2001	OX25	31/03/2002	OX26	23/04/2002	OX27
28/04/2002	OX25	01/10/2001	OX26	23/04/2002	OX27
28/04/2002	OX25	05/04/2002	OX26	22/01/2002	OX27
30/04/2002	OX25	20/02/2002	OX26	06/11/2001	OX27
02/08/2002	OX26	17/02/2002	OX26	14/12/2001	OX27
07/08/2002	OX26	09/10/2001	OX26	12/02/2002	OX4
01/06/2002	OX26	02/01/2002	OX26	03/04/2002	OX5
30/11/2001	OX26	24/10/2001	OX26	02/11/2001	OX5
24/12/2001	OX26	01/01/2002	OX26	01/01/2002	OX5
09/08/2002	OX26	16/06/2002	OX26	28/09/2001	OX7

HEYFORD PARK FREE SCHOOL

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Year 7 (age 11 – 12) demand for 2014/2015 (58 children)

Those who would select HPFS as their first choice of school and who signed to indicate their intention.
Some respondents were unwilling to provide their full postcode /child's date of birth.

Date of birth / age	Postcode	Date of birth / age	Postcode	Date of birth / age	Postcode
17/12/2002	OX18	30/08/2003	OX26	12/01/2003	OX26
12/08/2003	OX25	07/12/2002	OX26	13/07/2003	OX26
01/01/2003	OX25	01/10/2002	OX26	25/05/2003	OX26
15/06/2003	OX25	19/03/2003	OX26	30/03/2003	OX26
24/06/2003	OX25	04/03/2003	OX26	22/05/2003	OX26
02/11/2002	OX25	Age 8	OX26	10/06/2003	OX26
25/07/2003	OX25	06/07/2003	OX26	12/03/2003	OX27
25/07/2003	OX25	18/12/2002	OX26	28/09/2002	OX27
22/08/2003	OX25	10/09/2002	OX26	01/01/2003	OX27
01/06/2003	OX25	12/11/2002	OX26	12/09/2002	OX27
17/08/2003	OX25	01/01/2003	OX26	20/05/2000	OX27
11/04/2003	OX25	24/02/2003	OX26	26/12/2002	OX27
12/04/2003	OX25	09/11/2002	OX26	27/07/2003	OX27
13/09/2002	OX25	05/10/2002	OX26	31/05/2003	OX27
01/01/2003	OX25	20/10/2002	OX26	07/07/2003	OX27
26/02/2003	OX26	06/03/2003	OX26	09/11/2002	OX27
15/07/2003	OX26	21/11/2002	OX26	24/12/2002	OX33
01/09/2002	OX26	28/05/2003	OX26	10/03/2003	OX5
28/08/2003	OX26	19/06/2003	OX26		
01/01/2003	OX26	11/03/2003	OX26		

THE SURVEY TEMPLATE:

To see the exact survey template that was used to complete, door-to-door, telephone, street interview, meet & greet and e-copy surveying, please consult **Appendix E: fig.3**. This details all the questions we asked respondents.

The survey is not too dissimilar from the survey suggested by the New Schools Network. The initial page gives a succinct summary of our educational vision for the school, as well as detailing some of our objectives in regards to student outcomes. This initial description of the Heyford Park Free School also explained for the reader the composition of the Parents' and Residents' Steering group and Trust in order to ensure full transparency. This description was formatted on a separate page to the form so that parents could keep this information if so required.

As the NSN template facilitates, we opted for a model whereby the information provided by respondents was more to confirm their commitment to selecting the Heyford Park Free School as a first choice option in the style of a petition. In addition to this, we decided to include a comment box whereby parents could offer additional feedback if they so desired as we felt it was important to learn from our respondents, rather than pigeon holing their responses. This was in fact a useful and thought provoking exercise, and has indeed helped to shape our priorities for coming months and extend our educational vision.

Feedback from the comment boxes displayed the following trends:

1. **Heyford Park Free School as a welcome alternative to Bicester Community College at secondary school level:**

A recurring number of parents indicated their desire for a new school at secondary level due to the apprehension surrounding the competition for places at The Cooper School in Bicester, and thus the fear regarding allocation at Bicester Community College. This was most true from those with the closest proximity to Bicester. Some examples of these comments are...

- *"Interested to hear about secondary provision as secondary schools in Bicester currently are not adequate standard"*
- *"Save us from BCC"*
- *"Very interested - child is starting at BCC in Sept 2013 but HPFS sounds like a better school"*

2. **Support for Heyford Park Free School due to its more rural location benefitting the villages:**

Parents in more rural areas were keen to indicate their approval of a school that was more accessible to those from the villages in this southern area of the Cherwell District. Whilst normally expected to travel into an urban area such as Bicester or Woodstock, rural parents appreciate the ethos behind having a school to specifically serve this wider rural community. Some examples of these comments are...

- “Much needed, especially a secondary school to cater for us in villages”
- “Definitely needed for alternative choice and nearer to villages”
- “It's nearer than going all the way to Bicester and I am very interested”

3. **Issues concerning transport to and from the Heyford Park Free School:**

For those who would not select Heyford Park Free School as their first choice, the principal reason for this decision was due to concerns regarding transport links. For those parents who did not have access to their own transport, the lack of established public transport in the area was of concern. As discussed further below, we are now more fully aware of these concerns, and will find practical transport solutions that will ensure parents throughout our survey area are able to send their children to the Heyford Park Free School. Some examples of these comments are...

- “Need to know possible transport possibilities as I don't drive”
- “Transport would be an issue as this village really needs a bus service”
- “It's quite a long way away and I don't drive, that would be the only thing”
- “Only if transport provided, we have no car”
- “Heyford Park is too far away and I don't have a car - even with free bus service it's still too far”
- Location not suitable as no transport”

In addition to the information provided on the initial page of the survey, those carrying out the survey were also provided with an information pack that went

into greater detail regarding the benefits of the school and had answers regarding frequently asked questions parents might have queried. This was given to survey operatives 3 weeks before the surveying began. It was hoped that additional time for them to familiarize themselves with the essence of both the Heyford Park Free School and the Free School movement would enable operatives to answer any questions they faced, and engage apprehensive parents in a dialogue. To see full details of the information used to create the pack for survey operatives with, please consult **Appendix E: fig.5**

SURVEY METHODOLOGY:

These confirmations were received in various formats, and obtained using various engagement approaches in order to ensure we surveyed a variety of parents from the wider area. Parents in our identified target area of roughly a 7 mile radius (please see **Appendix E: fig.1.**) were able to register their interest and confirm their commitment by either filling out and e-copy of the survey, registering via a form on the Heyford Park Free School website, giving their details/confirming their interest over phone, or by filling out a paper copy of the survey. These were circulated via the following methods:

PAPER SURVEY:

- Placed onsite at Park Keepers Independent Nursery and distributed/collected by the [REDACTED] [REDACTED] to parents either with children at Park Keepers or parents enquiring about sending their child/children to Park Keepers. This captured respondents mainly from the wider Heyfordian area and Bicester.
- Placed onsite at the Heyford and Caversfield Sure Start Centre and distributed/collected by the [REDACTED] [REDACTED] to parents who either use the Sure Start Centre or enquiring about the Sure Start Centre. This captured respondents mainly from the wider Heyfordian area and Middleton Stoney.
- Placed onsite at the Heyford Park Community Centre and distributed/collected by the [REDACTED] [REDACTED] to those who expressed an interest whilst using the facilities at the centre. This captured respondents mainly from the wider Heyfordian area.
- Circulated by The Heyfordian School Trust at the Heyford Park Free School Meet & Greet, which took place at 6pm on Wednesday 15th February at the Heyford Park Chapel. These surveys were passed around the 80 person audience who attended the Meet & Greet after

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The Heyfordian School Trust had conducted a presentation and question and answer session with the audience.

- Placed onsite at Paragon Fleet Solutions employee café during lunch time service on 18th January. These surveys were distributed and collected by [REDACTED] of [REDACTED] and [REDACTED] of [REDACTED] and a [REDACTED]. This captured respondents from a wider geographical distance, who were however interested in the school due to the possibility of combining the commute to work with the school run.
- Door to Door surveying within our 7 mile radius undertaken by Thor Research- a local company that specialises in survey work in Oxfordshire. This was conducted from 5th Jan– 18th Feb 2012 over 48 interviewer shifts (6 hours per shift, 288 hours in total). This focused on the following areas:
 - Ardley
 - Bicester (West)
 - Bloxham
 - Deddington
 - Fewcott
 - Fritwell
 - Heyford Park
 - Kidlington
 - King's Sutton
 - Kirtlington
 - Lower Heyford
 - Middle Barton
 - Middleton Stoney
 - North Aston
 - Northbrook
 - Somerton
 - Steeple Aston

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- Steeple Barton
- Upper Heyford
- Woodstock

Additional Street interviewing was conducted in Bicester West and Bicester Town Centre by Thor Research. This mainly captured respondents from Bicester, as well as surrounding suburban areas like Wendlebury, Chesterton and Ambrosden.

E-COPYOF THE SURVEY:

- Circulated on the internal mail systems at Paragon Fleet Solutions after a brief advertisement campaign also via internal mail. This was circulated by [REDACTED], [REDACTED]. These were emailed back to [REDACTED] at the Dorchester Group, who in turn passed them on to Thor Research who collated all the information together.
- Circulated on the internal mail systems at the Cherwell Innovation Centre after a brief advertisement campaign also via internal mail. This was circulated by [REDACTED], [REDACTED]. These were emailed back to [REDACTED] at the Dorchester Group, who in turn passed them on to Thor Research who collated all the information together.

WEBSITE FORM:

- The Heyford Park Free School website went live ([REDACTED]) in December 2011, and was formatted to include a section where in parents could fill out an online form that allowed them to either register their interest in finding out more information, or confirm The Heyford Park Free School as their first choice preference (please see **Appendix E: fig.5** to view this online form). The opportunity to register interest in this way was advertised by creating an A5 leaflet (please see **Appendix E: fig.4** to view the artwork for this leaflet) that was distributed in the wider area prior to the website going live. This leaflet was distributed as follows:
 - Inserted into the Valley News - a free local newspaper- by the Heyford Park Residents Association and posted to approximately 400 homes in the wider area.
 - Left in communal areas/recreation spaces at Paragon Fleet Solutions by [REDACTED].

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- Left in communal areas/recreation spaces at the Cherwell Innovation Centre by [REDACTED].
- Handed to visitors at the Heyford and Caversfield Sure Start Centre by the manager [REDACTED].
- Handed to visitors at the Heyford Park Community Centre by the manager [REDACTED].
- Distributed to friends/relatives and fellow parents by the Heyford Park Free School Parent and Resident Steering Group.
- Distributed to those who attended the Heyford Park Free School “meet and greet” session on 15th February 2012 in the Heyford Park Chapel.

TELEPHONE CANVASSING:

- Thor Research revisited the results of the 2011 survey regarding the Upper Heyford Free School. They contacted those parents who had indicated that they would either be “likely” or “very likely” to send their child/children to the Upper Heyford Free School, but who hadn’t been recaptured by this year’s survey work, via phone. These parents had our new educational vision read aloud to them by the operative from Thor Research, and then were asked whether they would confirm their interest in the school again, and if so whether they would also confirm their commitment to selecting the Heyford Park Free School as the first choice preference for their child/children.

COMMUNITY ENGAGEMENT STRATEGIES AND MARKETING:

The educational vision at the heart of this bid has been entirely driven by engagement with the local community, so that the school that the Heyfordian School Trust has designed is reflective of their needs and desires. The following processes describe the most significant measures taken to engage with the community here:

1. ***CONSTRUCTION OF THE PARENT AND RESIDENT STEERING GROUP:*** The Heyfordian School Trust began inviting parents to join a Parent and Resident Steering Group for the Heyford Park Free School in November 2011. [REDACTED] ([REDACTED]) utilized social media, resident contact detail databases and local community groups (such as the Heyford Park Chapel and Heyford Park Residents’ Association) to invite interested parents to the first Steering Group meeting. It was made clear to residents that this was an open meeting, where those who came could

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contribute to shaping the vision of the school (to see a sample email sent out to encourage parents and residents to attend, please refer to **Appendix E: fig.7**). This strategy was advised by a few key parents who have been committed to this project for the last three years, and have previously worked together with the Dorchester Group to see this school come into fruition.

The first steering group meeting took place at the end of November. Turnout was impressive, and reflected a range of ages, gender, occupations and area as some attendees were from off-site locations such as Bicester and Middleton Stoney. We were also pleased to see parents and residents who had not been directly contacted by us in attendance, attesting to how word of mouth had spread. There were also people present who work, as opposed to live, at Heyford Park. Again, we were pleased to have those from onsite businesses such as Paragon represented as their 1,000 strong presence on site is a significant part of the community here. The focus group was led by [REDACTED] due to her expertise in developing [REDACTED] - [REDACTED]'s management of the group ensured much was achieved in short 1 hour and 30 minute timeslot and, importantly, we learnt from the parents and residents. Indeed, attendees were asked to complete a short questionnaire (in order to ascertain their knowledge and interest in the Heyford Park Free School) and then a discussion ensued regarding the vision for the Heyford Park Free School. In this first meeting, the following summary was decided upon as the core ethos and vision for the rest of the application:

The Parent and Resident Steering Group agree that the Heyford Park Free School should be...

- **SMALL**- we want all our students to feel known and understood by the school and its staff.
- **ALL-THROUGH**- meaning our students will be mentored by the same teachers and staff for all their educational life.
- **HOLISTIC AND PERSONALISED**- we will be committed to understanding every student, and directing them towards an avenue that will make full use of their potential.
- **FLEXIBLE FOR WORKING PARENTS**- we are looking at various ways of extending the school day, therefore supporting parents and carers with work commitments.

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- **COMMUNITY ORIENTATED**- this school should be fully integrated into the strong and diverse community at Heyford Park, providing tangible development for all residents here.
- **TRUE TO THE HERITAGE AND SITUATION HERE**- the school should be developed in accordance to the unique facilities and heritage here, ensuring students are engaged in various interactive learning experiences and practice a “living curriculum”.
- **ASPIRATIONAL**- our staff will be dedicated to instilling high aspirations in all students, regardless of ability so that **96% of our students leave achieving either a place in Higher Education or a professional entry level.**
- **CONNECTED TO THE DEVELOPMENT OF OXFORDSHIRE**- in keeping with the current solutions identified by OCC and CDC for economic and professional progress in the region, and in addition to solutions developed by business associations like Oxford Local Economic Partnership and Oxford Business First, the Heyford Park Free School will aim to, where appropriate, connect students to skill bases and industries that are useful for the county, using our commitment to high student achievement to strengthen these local industries.

We have continued to work with this core Parent and Resident Steering Group membership, although others have been added at subsequent meetings due to continued recruitment efforts, advertisement and word of mouth. Parent and Resident Steering Group input has been paramount in regards to a number of issues that have arisen along the way, including the official formation of The Heyfordian School Trust. Whilst we knew we wanted local parents represented at Trust level in some way, we were delighted that two relatively new Steering Group members were put forward by the Steering Group to represent them at Trust level. These two members can continue to act as bridge between The Heyfordian School Trust and local parents and residents, ensuring that even when up and running the Heyford Park Free School will have a strong connection to the local community. Indeed, as we have had increasing demand for those from the wider area to join the Parent and Resident Steering Group, each new member can be assured that their views will be heard and can be taken to the highest possible authority via our two parent trust members who will have interaction with the Governing Body and Senior Leadership Team.

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The Parent and Resident Steering Group has also aided the Heyford Park Free School in a number of more practical tasks, including circulating advertisement both online via social media and in person amongst friends and family, acted as spokespeople for the School in the wider area to generate support and advertise events through word of mouth, circulating surveys in local businesses and community groups and helping with the practicalities of organising larger community events.

The presence of the Parent and Resident Steering Group at every level of this process has ensured The Heyfordian School Trust has designed a school with a true commitment to understanding this community and their needs. Having this group represented at the highest level certifies we have a strong basis on which to continue to deepen these forms of engagement for the future.

2. **USE OF COMMUNITY FIGURES:** The Heyfordian School Trust has shown an appreciation of the role well established community figures have to play in the establishment of a new community school. We have both understood and utilized the fact that such figures have a great pool of knowledge in regards to the locality here, and have proven channels by which they currently communicate with their communities. The following people have been instrumental in our ability to communicate with the wider community here (for full details of how these people have practically helped, please refer back to the SURVEY METHODOLOGY section).

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

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

3. **HEYFORD PARK FREE SCHOOL MEET AND GREET:** On the 15th February 2012, The Heyfordian School Trust held a community open

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meeting from within the Heyford Park Chapel. This was chaired by The Heyfordian School Trust and Parent and Resident Steering Group, and provided an opportunity for interested parents and residents to come a meet the all trust members, particularly [REDACTED] [REDACTED] as he is not a resident. Most importantly, this meeting allowed for residents to ask questions regarding the school, and give The Heyfordian School Trust suggestions on what they would like to see continued as the application process develops. The event also included an additional opportunity for parents to formally indicate the Heyford Park Free School as their first choice school, adding to the formal survey work which we had completed by then. We feel this set a precedent that will continue to prove to parents that it is never too late to voice their opinion and become involved in the application process. By formally presenting the trust to a greater number of parents and residents at this key event, we feel we have shown parents that those at the very top of the proposer group are truly interested in learning from this community and hearing what they have to say.

Prior to the event, we ensured the advertisement and marketing of the meet and greet was varied and widespread to catch as many parents and residents as possible. This included organising free advertisement in papers with a larger survey drop than the Valley News (in which we advertised the launch of the Website- refer to the SURVEY METHODOLOGY section for full details of this), sending reminders via the email database that was collected during the prior survey work (and encouraging those contacted to bring along interested friends), creating a Facebook event for the meet and greet, and posting/distributing new advertisement material around the site and in the wider community. Most significantly, we bought advertisement in school supplements that were being created for half-term by local papers. This enabled us to target this advertising at local parents, consequently ensuring this event drew in a large number of newly interested parties.

This meeting was incredibly successful and popular. A head count was taken and we can estimate 80 parents and residents were present, which we know to be a vast increase upon the usual turn out seen at resident events held by the Dorchester. Most importantly, parents had the opportunity to engage in a question and answer session which lasted nearly 40 minutes followed by one to one personal questioning.. This allowed parents to interact with the Heyfordian School Trust, making the group accountable to the wider community here. We were able to collect an additional 25 positive survey respondents at this

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event, as well as begin our resident petition that was signed by the vast majority of those who attended.

We feel that because such a significant event happened after the majority of our demand figures were obtained, and because the marketing work to publicize this event was extensive and far-reaching, The Heyfordian School Trust has proved it has real commitment to engaging with everyone who would like to have their voice heard, and this will be consistent even once the application has been submitted.

We are already in the process of organising another similar event in the weeks after the application has been submitted. We believe this will provide a further opportunity for parents and residents to come into contact with the final application. Further, there may also be an opportunity for more governing body members (some of which we have only very recently appointed) to meet the resident population and present themselves. The success of the first Meet & Greet has proven to The Heyfordian School Trust how such events offer a prime opportunity to continue to survey parents and gather demand, and this is the primary means by which we intend to continue our engagement with the wider community and develop our demand figures.

4. **USE OF COMMUNITY ORGANISATIONS AND INITIATIVES:** By engaging and bringing on board key members from local organisations, the Heyford Park Free School has been able to secure advertising and marketing opportunities that were already proved to engage directly with parents. Whilst the above section on SURVEY METHODOLOGY gives details on how such community organisations promoted the Heyford Park Free School, and the areas in which this has been perceived to yield results from, the following is a list of the community organisations and initiatives that we have worked through in order to engage with parents more directly:

- Heyford and Caversfield Sure Start Centre
- Park Keeper's Independent Nursery
- Heyford Park Residents' Association
- Heyford Park Chapel
- Heyford Park Community Centre
- Cherwell District Council
- Banbury Museum

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- RAF Upper Heyford Heritage Limited
- Heyford Park Residents' Page (Facebook).
- Cherwell Valley Innovation Centre
- Paragon Fleet Solutions
- The Dorchester Group

Overall, The Heyfordian School Trust can demonstrate that we have taken a varied and proactive approach to engaging with parents, and we have the structures in place to continue to do this, so that the basis of support we have already identified continues to prosper and grow.

DEMAND LOCATIONS:

To see the map that indicates the areas from which we have gained our demand, please consult **Appendix E: fig.3**

From the various forms of survey work that have been undertaken, the following statistics summarize the nature of our demand in regards to where it has developed from:

- Of the 544 respondents that confirmed that the Heyford Park Free School would be the first choice school for their child/children, 183 were from Heyford Park and the surrounding villages. This represents 34% of the Heyford Park Free School's overall demand.
- For these children from Heyford Park and the surrounding villages, the journey time to the Heyford Park Free School will take be between a [REDACTED].
- Of the 544 respondents that confirmed that the Heyford Park Free School would be the first choice school for their child/children, 289 live within the Bicester area. This represents 53% of the Heyford Park Free School's overall demand.
- For these children from within Bicester, the journey time to the Heyford Park Free School will take between a [REDACTED]
- The respondent who lived furthest away was a [REDACTED] distance to the proposed site of the Heyford Park Free School, with a journey time of [REDACTED] minutes. The most likely cause for this would be because the respondent is a Paragon employee meaning they already make this

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journey every day, and thus can see the benefit of combining this journey with the school run and having their child at school near their place of work.

We feel these figures are appropriate and expected in consideration of the relative population density figures for the wider area. Indeed, such results must be seen in light of the following information:

- 85% of the Cherwell District is farmland.
- Only 62 percent of Cherwell's overall population lives in the three urban centres of Banbury, Bicester and Kidlington, with the rest living in 70 smaller settlements of 50 to 3,500 people.
- The Cherwell district is the 12th least densely populated in the South East.
- Cherwell District Council and Oxfordshire County Council have concluded that one of the largest forms of deprivation found within the district is deprivation associated with rural isolation.

Thus the fact that 34% of our intake would come from Heyford Park and the surrounding villages, compared to the larger figure of 53% of our demand from Bicester, seems to be appropriate in regards to the relative population density in these areas. Similarly, although journey times may seem significant for some children with confirmed interest, the fact that these times do not seem to have put off these parents reveals the understanding and familiarity amongst those from this area with the extended travelling distances that accompany a more rural environment. In addition to this, as Oxfordshire County Council current provision sees children from Heyford Park and these village areas making similar distance journeys into Bicester, we see no reason why it would be unacceptable for these streams of traffic to work in reverse, with children from Bicester travelling to Heyford Park.

However, after being presented with the results from the survey, The Heyfordian School Trust is increasingly aware of the importance of addressing travel solutions to and from the Heyford Park Free School as soon as possible. Providing a free bus service that endeavours to accommodate the needs of parents in both Bicester and more rural locations will be a priority for The Heyfordian Trust in the coming months.

The Heyfordian School Trust is confident that, using the information from the survey results as a guideline, we could propose a sensible and fair catchment area policy that would allow the majority of those who selected the Heyford Park Free School as their first choice to attend the school

E2. Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities.

DEMAND LOCATIONS AND SOCIO-ECONOMIC DEPRIVATION:

Central to the vision for the Heyford Park Free School is that ALL students, regardless to ability level, can leave school with either a place to study within higher education or a professional entry level qualification regardless of ability level. Thus, it is also key to this vision that children at the Heyford Park Free School are able to achieve our motto of *Vel primus cum primus* (or be the best you can be) regardless of background and family situation.

As discussed previously in this section and others, there has been a core group of residents (represented via our Parent and Resident Steering Group) that has been integral to shaping The Heyfordian School Trust's vision. With the majority of these members having been taken from the Heyford Park site, this has certainly given the Heyford Park Free School and The Heyfordian School Trust an appreciation of how to appeal to a range of families due to the current housing arrangements at Heyford Park. Indeed, all the current housing on site is social housing, with zero residents on site owning their own homes. Further, once the site has been redeveloped in keeping with the Dorchester Group's master plan, there will still be social housing provision on site, accompanied by a scheme where there will be some assistance to help current residents buy their current homes. These properties, accompanied by a growing variety of other property types, will ensure the Heyford Park site will attract (and will continue to attract post redevelopment) a diverse range of families from a variety of back grounds and familial situations.

To ensure we were able to communicate with more disadvantaged families, The Heyfordian School Trust has advertised and surveyed from within the Heyford and Caversfield Sure Start Centre. Having worked alongside the [REDACTED], we have been able to understand the geographical locations the Heyford and Caversfield Sure Start Centre pulls its students from. Therefore, The Heyford School Trust has been able to involve the parents of less advantaged children from across Heyford Park, Caversfield, Bicester and some surrounding villages.

Conversely, the appointment of [REDACTED] has enabled The Heyfordian School Trust to access the expertise that has allowed us to design a school that will equally be attractive to parents with a more advantaged socio-economic back ground. [REDACTED] has [REDACTED], meaning she has a lot of knowledge and experience that would allow The Heyfordian

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School Trust to recreate the best practice seen in Independent Schools in order to attract parents who would normally consider the private sector.

██████████ advice in regards to the vision, curriculum, staffing and management of the Heyford Park Free School gives us confidence that we have designed an inclusive school that is attractive to children and parents from a variety of socio-economic situations.

As such a momentous part of the vision for the Heyford Park Free School has been designed by local parents from less advantaged back grounds, but in partnership with those who have experience of working with parents of more advantaged back grounds, The Heyfordian School Trust is convinced it has designed a school that meets the needs of a diverse range of families, and will be a popular choice with all parents regardless of individual socio-economic situation.

Whilst this area of Oxfordshire does not have the deprivation levels seen in an inner-city, there is a perceived problem in the area regarding the deprivation that results from rural isolation. **Oxfordshire Partnership**, an organisation affiliated with Oxfordshire County Council, is clear that there is a desperate need to *“improve local services and opportunities in rural areas as 11 rural wards in Cherwell have areas that feature in the 10% most deprived nationally for barriers to housing and services”*. Indeed, the lack of opportunity and infrastructure in the more rural wards of the Cherwell district is thought to be responsible for the high number of students who migrate out of the district to attend schools in Oxford City Centre, Buckingham, Woodstock and Chipping Norton.

The below map specifically demonstrates housing deprivation in the Cherwell District as part of the rural isolation mentioned above. Our proposed site (depicted on the map as part of Aston and the Heyfords) has some of the worse housing deprivation in the Cherwell District. We believe this re-enforces the legitimacy of a school in a more rurally isolated area as it will provide opportunities for families who have previously struggled to get their children to and from school.

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We believe that by proposing a high performing school in a more rural spot, as opposed to a more urban part of the district like Banbury or Bicester, the Heyford Park Free School will naturally appeal to those with deprivation arising from rural isolation as it will provide infrastructure and opportunity nearer to the swathes of villages in this area. As comment box summaries above prove, this has been true during the survey work. In addition to this, we thoroughly surveyed the more rural villages in the area in order to guarantee we brought ourselves to those in rurally isolated areas, rather than assuming such families would be represented if we had instead completed the majority of our survey work during “street interviews” in urban areas. This attests to our commitment to connect with less advantaged families to ensure the Heyford Park Free School is an attractive option for them,

THE HEYFORD PARK FREE SCHOOL AS A RESOURCE FOR THE WIDER COMMUNITY:

One of the defining characteristics of the Heyford Park Free School’s Educational Vision is to design this school with the needs of the wider community in mind. Indeed, this integral to The Dorchester’s vision for the re-development of Heyford Park as it is imperative to them that they provide “DEVELOPMENT THAT IS TANGIBLE TO ALL RESIDENTS “(as shown on the website).

It is already clear that if successful, the Heyford Park Free School would become a significant facility in this area that could provide a service for those who are not students by opening its doors to residents after school hours. Our ethos is typified by finding a schooling solution that is **specific** to our community, and thus it is important to our vision that the Heyford Park Free School provides facilities and services that the community as a whole can benefit from.

We have worked with our Parent and Resident Steering Group to investigate the types of usage the residents of Heyford Park envisage. Further, we have formed partnerships with a variety of educational and community organisations to discover how these groups envisage the sharing of facilities in the area (***please see section D7 for full details of these groups***). Such knowledge has been gained from a questionnaire that was distributed at Parent and Resident Steering Group meetings. This gave Parent and Resident Steering Group members a forum for suggesting possible solutions and sharing ideas. We formed partnerships with the educational and community groups by utilising the networks and friendships of the Heyfordian School Trust to discover the types of local organisations that could be interested. We also were approached by many groups directly after making it clear at community events that we intended to share our facilities with the wider community. We have included an estimate of income from this in our financial spread sheet. Further, the comment boxes on the survey also

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included a few repetitions of parents asking for additional services to be provided at the school in non-teaching hours.

Thus, subject to future funding, The Heyfordian School Trust (in conjunction with the Parent and Resident Steering Group and other local community and educational partners) identified the following as the key after-hours services they would hope to see at the Heyford Park Free School. We will explore all these options:

- Breakfast Club and extra-curricular programmes to help working parents and carers.
- Adult Education Centre.
- Use of our sports facilities for residents and various resident/community associations or teams.
- Weekend music school.
- Extended space for local Scout, Brownies and youth clubs, including the Community Centre and Sure Start Centre when needed.
- A meeting location for residential and commercial tenants to discuss any joint initiatives (such as the planned Diamond Jubilee celebrations).

We also envisage the refurbishment of the Heyford Park Sports Facilities (a process that will be accelerated by the establishment of the Heyford Park Free School), will have a significant effect on the lives of residents here, and will provide a better quality of communal facilities. Indeed, as many residents have grown impatient and are desperate to start benefitting from the planned changes to this area now, the community here are fully behind the school as its opening would also allow for residents to have a new amenity in the area that can begin to improve lives here. The establishment of the Heyford Park Free School would also ensure the extensive sports facilities left by the Americans would be retained and refurbished by September 2013 (for architectural plans and images of these facilities, please refer to **Appendix H: fig.6 and fig. 7**). Whilst the Heyford Park Free School would have access to this provision as a priority, the extensive sports ground and gym facilities would be open to residents here outside of teaching hours. This again has ensured that the community at Heyford Park is fully committed to the establishment of the Heyford Park Free School as they comprehend that its opening would mean concrete development opportunities for all those on site.

A SUMMARY OF OUR ONGOING MEASURES FOR COMMUNITY ENGAGEMENT:

Whilst many of our plans in regards to community engagement have been summarized in section D7 as a large part of our community engagement will be facilitated by our plans to share facilities with the wider area, we have identified the a few schemes that will ensure we maintain our strong

community links and are accountable to a range of parents and residents in the wider area.

A summary of these is as follows:

1. **DEVELOP THE HEYFORD PARK FREE SCHOOL WEBSITE INTO A POST-APPLICATION FORMAT:** currently the Heyford Park Free School website is geared towards providing information for interested parents and generating survey responses. Whilst these two key functions will still be present, we will work on the website to give more information regarding greater parental involvement now that the school is beginning to generate much more interest and support. This may include a forum where parents can talk to Parent and Resident Steering Group Members and post questions to each other, as well as more detail regarding the Parent and Resident Steering Group itself. This could include details of their next meetings and steps on how to become involved. By monitoring this site and engaging with parents directly through the website, the Heyfordian School Trust will have a connection to a wide variety of parents with varying levels of commitment to the school.
2. **AS** [REDACTED]: the appointment of [REDACTED] as a [REDACTED] (which will be confirmed if the application is successful) will also allow us to maintain these positive community links and add to them. The Heyfordian School Trust would wish to appoint [REDACTED] to a position where she can develop bodies and institutions from within the school specifically created for the purpose of developing these links and organising cross community events. [REDACTED]. Strengthening the strong sense of community that already is present at Heyford via the new resources the school will bring is a fundamental part of the vision described by the Parent and Resident Steering Group, and by creating a position on the governing body that will specifically exist to facilitate this function, the Heyford Park Free School will keep well informed in regards to what this community wants and what it needs from its local school.
3. **HEYFORDIAN TRUST REPRESENTATIVES AT LOCAL ORGANISATION COMMITTEE MEETINGS:** We have selected a number of the local organisations and partnerships we have agreed to work with. To see this list, please refer to Section D7. We have offered for one Heyfordian Trust Member to attend every other committee meeting the organisation has. This will be to represent the Heyford Park Free School, but also as a way to assure our time and

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commitment to these organisations so that our important plans to facility share will be fully realised. We will begin this process immediately after we submit the applications, and already have our first committee appointment with the Somerton Tea Time Club on Friday 24th February.

4. **CONTINUE TO HOLD COMMUNITY MEET & GREET SESSIONS:**

Our first Meet & Greet was a huge success in terms of turn out and community engagement. The informal setting ensured parents and residents felt comfortable enough to approach the representatives of The Heyfordian School Trust, and much was learnt in regards to the key areas parents are keen to engage with us upon. We are already planning our next event in order to inform this community on the shape of the application once it has been submitted. Such events will allow us to meet face to face with local parents, as well as providing this community additional chances to register their interest in a school place.

5. **COMMUNITY PETITION:** We are currently circulating a petition in the wider area here. The collection of these signatures is to evidence demand for the Heyford Park Free School across the entire community, and not just those with school age children. These signatures will eventually be submitted to the local authority and county council but, more significantly, the high number of signatures we are seeing confirms a clear community mandate for what we wish to offer.

SECTION F- CAPACITY AND CAPABILITY

INTRODUCTION:

The core group of members who established the Heyfordian School Trust was confident from the outset that they could attract a strong team with the capacity and capability, experience, skills and motivation to translate their vision for Heyford Park Free School into reality for the benefit of its students in Heyford Park and the surrounding Cherwell area. The team has been built with local parents and community members, educationalists and the Dorchester Group who own and manage Heyford Park. The Heyfordian Trust invited Wey Education to bring in exceptional educational expertise and experience to work with the Trust on preparing an application. The overall team includes members who have opened and run successful new schools and supported the opening of Academies, members who have been HMIs and worked for Ofsted and know what excellence looks like; people who have started and now run successful businesses and crucially parents and members of the local community who are impatient for the new school to open and for their children to achieve their potential.

A summary of the Heyfordian School Trust

Whilst we will go into more detail in regards to the roles and responsibilities of the Members and Directors of The Heyfordian School Trust, a summary of our structure is as follows:

- ██████████:
- ██████████
 - ██████████
 - ██████████
 - ██████████
 - ██████████

- ██████████:
- ██████████ (██████████)
 - ██████████
 - ██████████
 - ██████████ (from 1st March 2012)
 - ██████████ (from 1st March 2012)
 - ██████████ (from 1st March 2010)
 - ██████████ (from 1st March 2012)

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

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The educational expertise to deliver our vision is coming from two sources: our governance structure and individuals within this, and by entering into a commercial contract with an organisation with a successful educational track record. To assure ourselves that such an organisation existed we invited Wey Education to work with us on the bid and set out how they might offer us this expertise in pre-opening and operation. We are satisfied that Wey education could offer us exactly the service we need and therefore other commercial operators would also be able to meet our needs. Should our bid be successful we will undertake an EU compliant tendering process to secure our education partner in the safe knowledge that companies exist that could meet our needs.

We have based this section on Wey Education but recognise that we will be looking for a company that can match what Wey is offering through a competitive tender.

From within our governance structures and our team (which we discuss in more detail at F6) we have key educationalists and subject specialists. Their role is to ensure that support we buy in from an external partner such as Wey education will meet the vision and aspiration we have for our young people and our school. They have worked with us to develop a clear teaching and learning ethos, to ensure our History focus is central to our school and to scrutinize the work Wey education have undertaken in helping us prepare the bid.

EDUCATIONAL EXPERTISE ON THE GOVERNING BODY:

The educational expertise on the Governing Body is on a voluntary basis and drawn from [REDACTED], [REDACTED], [REDACTED], and [REDACTED] all of whom will attend Trust meetings provide advice and guidance on a regular basis.

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED]

EDUCATIONAL EXPERTISE ON THE HEYFORDIAN SCHOOL TRUST:

██████████ : ██████████

██████████ : ██████████

EDUCATION PROVIDER:

Wey Education: If selected to continue working with the Heyfordian School Trust, Wey will provide as much time as is needed to prepare Heyford Park for opening. The Wey Education team is multi skilled with consultants and associate advisers so some people may appear in more than one section:

PRIMARY VISION & EDUCATIONAL MANAGEMENT:

██████████ : ██████████

SECONDARY CURRICULUM:

██████████ : ██████████

ICT:

██████████ : ██████████

MATHS:

██████████ : ██████████

PEDAGOGY:

██████████ : ██████████

SEN:

██████████ : ██████████

INTEGRATING PARENTS & CARERS:

██████████ : ██████████

██████████ : ██████████

ALL ASPECTS OF EDUCATION:

██████████ : ██████████

██████████ : ██████████

F2: Show how you will access appropriate and

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sufficient financial expertise to manage your school budget.

COMMERCIAL FINANCIAL EXPERTISE ON THE HEYFORDIAN SCHOOL TRUST:

██████████ : ██████████

FINANCIAL EXPERTISE IN THE SETTING UP AND RUNNING SCHOOLS:

██████████ : ██████████

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

The Heyford Park Trust has an excellent mix of business skills: Dorchester group as property developers not only has expertise in property and construction but they are a highly successful company with the full range of business skills from procurement to HR. Delivering buildings is their core business. Heyford Park has a range of businesses with over 1000 employees operating on site and the Trust is benefitting from the expertise of the largest of these companies and from the manager of a local nursery. In the recent open evening we had a range of volunteers from Primary and SENCO teachers to Science specialists in the Innovation Unit offering their expertise as we manage the pre-opening phase.

BUSINESS, DEVELOPMENT AND SITE MANAGEMENT SKILLS:

██████████: ██████████

SITE MANAGEMENT SKILLS ON THE HEYFORDIAN SCHOOL TRUST:

██████████: ██████████

COMMUNICATIONS GOVERNANCE & LEADERSHIP ON THE GOVERNING BODY:

██████████: ██████████

COMMUNITY ENGAGEMENT ON THE GOVERNING BODY:

██████████: ██████████

OPERATIONAL EXPERTISE APPLIED TO EDUCATION:

Wey Education: Wey brings the full range of operational expertise as applied to education and crucially those who have opened new schools and Academies, run FE colleges and have the crucial mixture of vision, leadership and management. Wey has particular expertise in efficient back office, provision, project management in an educational environment and school governance.

PREMISES & SCHOOL BUILDINGS:

██████████: ██████████

GENERAL RESOURCES MANAGEMENT INCLUDING PROCUREMENT:

██████████: (see above in F2)

SETTING UP NEW SCHOOLS AND ACADEMIES:

██████████: (see above in F1)

██████████: (see above in F1)

GOVERNANCE:

██████████: ██████████

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PROJECT MANAGEMENT:

██████████ : ██████████

██████████ : ██████████

MARKETING:

██████████ : ██████████

EFFECTIVE SCHOOLS AND ESTABLISHING NEW SCHOOLS:

██████████ : ██████████

THE PROPOSED TIME COMMITMENTS FROM THESE INDIVIDUALS:

██████████

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	PROPOSED TIME COMMITMENT PER 40 HOUR WEEK
Project Management	
1. Project Manager (tbc)	100%
3. DfE Support	100%

THE RANGE OF EXPERTISE THESE INDIVIDUALS CAN OFFER THE HEYFORD PARK FREE SCHOOL:

PLEASE SEE NEXT PAGE



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The core group and the Trust recognise the size of the task of preparing to open the school, manage it and run it successfully from September 2013. We all want the best for our young people with a high achieving school at the hub of this unique and growing community.

We are being highly structured in our approach. We carried out a skills audit against the list of skills needed for a high performing Governing Body and we are continuing to attract high calibre individuals to ensure the pre-opening steering group and the Governing Body cover the full range of skills required. Plans are in place for attracting an exceptional Principal and school leaders to deliver the excellence in education that our students deserve. We have been mindful of the need to check the time commitment of individuals in the setting up phase. When the Heyfordian School Trust selected Wey Education to act as Education partner in preparing a bid for Heyford Park School there was no guarantee of on-going work. Wey worked alongside us in working through the financial sections and aligning them with the education plans. Subject to gaining agreement from the Department for Education, in an open tender, Wey Education would be asked with others to tender to act as Education Provider to work with The Heyfordian School Trust in the pre-opening and operation of the new school.

There is a great deal to be done in the pre-opening phase. To address the needs we have formed a time limited steering committee to oversee the pre-opening work. This committee is described in some detail below. The committee will focus on making sure key tasks are achieved. The range of areas they will oversee include (but are not limited to):

- Appointment of project manager and education support organisation.
- Advertisement and tendering for an education partner long term
- Recruitment of the Principal (this is also discussed in some detail elsewhere in section F)
- Recruitment of the Senior team
- Renovation and new build of the school site
- Detailed development of the pedagogy of the school
- Development of the curriculum
- Development and implementation of the consultation and admissions process
- Development of staff induction and training
- Community engagement
- Communications marketing and PR

THE PRE-OPENING STEERING GROUP:

We recognise the different stages we need to go through before the school is fully operational. Most of the core group who have developed the application will become the Pre-Opening Steering Group and with the addition of a project manager will meet weekly to work through all the detail of opening Heyford Park School. Some of the individuals have skills and experience in more than one area so they are particularly valuable. They will have the support of a small tight Board which will meet monthly and have access to further specialists as and when required. When the Principal designate is appointed, s/he will join the Pre-Opening Steering Group. The [REDACTED] of this will be [REDACTED], who the members have appointed as one of the first Trustees and he will become [REDACTED]. The core group that has been working on the application has been drawn from three areas:

- **Parents and residents of Heyford Park represented via the Parent and Resident Steering Group (with some as official Trust members):** The demand for an all-through school and the vision has come through the local parents and residents. Many members of this wider community are volunteering their time and contacts. They have advised and shaped and in some areas carried out the local consultation with parents and local community organisations and businesses. Within this group there are educationalists and employers with a passion for an all-through school for Heyford Park. Parents are keen to apply to become governors.
- **Dorchester Group of Companies:** Dorchester is a property investment business which specialises in residential led mixed use development schemes both in the UK and Central Europe. The group was formed in 1996 by [REDACTED] and [REDACTED]. The focus of the company at this time was [REDACTED]. In 2003 [REDACTED] and [REDACTED] were joined by [REDACTED] whose background was as [REDACTED]. Today the company's main activities are still very much linked with real estate but the focus now is more on new build. Within the UK business, Dorchester owns a house builder branded as "Dorchester Residential" with offices in [REDACTED] and [REDACTED] which specialises both in inner city regeneration projects and also high quality residential apartments, designed primarily for older

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more affluent clientele. Dorchester also provides capital for other large UK house builders in schemes across the UK and uses their infrastructure to deliver these sites. [REDACTED]. In 2009, Dorchester UK acquired Heyford Park, a former US air force base. This site represents a significant addition to the UK regeneration business as consent has been gained for 1,075 residential units and 2m sq. feet of commercial space. Dorchester Group is investing [REDACTED] in Heyford Park School. They have drawn on relationships with all tenants and the local community and brought in expert advice, finance and architects for the site for the new school and used their lawyers for advice on setting up the company.

- **Wey Education:** Wey Education was set up as an organisation with the aim of creating a better path for schools, children and parents. Wey Education seeks to raise the standards of education both in terms of achieving academic results and improving life chances for students. Wey Education offers a range of services including setting up and operating schools, delivering consultancy specifically focussed on school development, excellent school leadership, curriculum design and implementation, pupil and parent engagement, collaborative working and governance transformation. Its business services schools with effective operations including:

F4 How will the staffing structure of Heyford Park deliver the planned curriculum:

OVERARCHING PRINCIPLES:

Heyford Park Free School will open in 2013 and reach its full planned capacity level by 2020. We are seeking to establish a small, co-educational school that is a 'through school' providing education from the age of 4 through till 19 years old. In the development of the school we have considered the following when planning out staffing structure:

Context

The environment at Heyford Park in Oxfordshire is unique in its potential for learning as it was once the largest U.S. Air Force base in Europe and the history of that period remains as a valuable learning resource. Additionally the site is surrounded by a recognised conservation area which has forms of rare and unusual wildlife. We will expect all our appointed staff to respect the area and its significance. We will seek out exceptional staff who are empathetic to the nature of the area. We believe the development of a high performing school in this area is a commitment to trying to redress some of the imbalance in the challenge of deprivation that tends to focus on urban areas and not rural ones.

The site was purchased by the property developers 'The Dorchester Group' in 2009 and a high specification re-development of the site is destined to begin in 2013. Hence, we will be seeking a leadership and governance that displays exceptional skills of project management, clarity of vision, flexibility and a capacity for managing change, exploiting new opportunities and working in partnership with others who share the area. Hence, it is vital that the Principal and Assistant Heads (primary and KS3) and TLR Foundation Stage are in place early as they will have a range of issues (e.g. buildings, curriculum, staffing recruitment, marketing, finance, community liaison) that will need careful management and strategic planning.

Growth for this community is planned to reach over 1000 households. Prospective and existing parents and residents together with the Dorchester Group have given strong preferences for a through school to serve their community. Some residents have indicated that they have been attracted by the idea of a smaller, tight knit society; indeed some have likened it to a 'closed society'. We are keen to ensure that we utilise this passion for a small community but also that the leadership ensures that the school and its community engages with the wider world.

The aim is to maintain the feel of a manageable, small school with big goals. Research has shown that small schooling has many benefits and the 'family' feeling is a real advantage. The school will have a maximum of 840 on roll and it will still maintain its two form entry at Reception (60 students)

Staffing

We have produced a staffing structure that grows at a well-reasoned and logical rate and gives enough flexibility to allow for any changes including changes in population with the new homes being built, new legislation, and demand for new subject by parents). It will cope with the first influx of students in Reception and at KS3 and grow in parallel with pupil numbers. The responsibilities of the senior staff will change over time. For example the SENCO will initially have to teach 0.4 but as the school increases the demand for the SENCO's time will shift to strategic rather than operational having the

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senior leader responsibility for Personalised Learning and the Principal's role will change from what will be in some project management to organisational leadership. Assistant Heads KS3, KS4 and KS5 will take whole school responsibilities for Teaching and Learning and Progress and Standards

We want to appoint the best staff possible and want to make our commitment to excellence explicit, therefore the cost of the structure will reflect the experience and expertise of appointed staff. We want to recruit the best qualified and motivated staff. The demands of opening a small primary school and KS3 intake (total of 120 students) are different from running a large organisation at capacity (840 by 2019). The earlier staffing structure will reflect this and so it is just as reliant on our term time only appointments of teaching Assistants, including the appointment of a higher level teaching Assistant able to provide cover support for the primary phase, as much as it does on teachers. The profile will change in the secondary sector as it begins with quite a heavy investment in the TLR structure (to manage the subject departments) increasing the number of Main scale posts at a later stage as numbers grow. The school is opening its doors to Reception and KS3 concurrently and so the developments and expansion are running along two age groups in parallel and it is not a simple linear increase.

In order to attract the highest quality leaders of learning for each key stage for curriculum and subject leadership, all staff will be appointed at level of salary as though the school was full and this would attract a Leadership /Management responsibility role. This decision recognises the value we put on good planning for the future and highlights immediately the expectations we have of those with responsibility points. This will ensure excellence in curriculum planning and target setting based on the forward planning model outlined in the Educational Plan together with providing expert advice to support the Principal on resourcing the curriculum.

To build a strong cohesive team to embed the ethos and culture of the school and ensure each member participates in the development of Heyford Park Free School each member of the teaching staff will have a 'whole school' role in addition to their subject responsibility.

We know that staffing plans need to recognise the leadership and management responsibilities that change as the school grows. We have been advised and fully appreciate that the opening of a new school brings its own pressures and that they will change as the school matures and develops. We want to appoint the best staff we can and will recognise the importance of highly qualified, motivated and skilled staff in the remuneration and pay scale points.

We aim to have outstanding teachers in every classroom; mixing younger with more experienced teachers and we are making a strong commitment to teachers' professional development: thus we have constructed a structure that allows flexibility and recognises experience of different levels. Staff will

be needed who are skilled and can manage learning not just within the formal curriculum but also in the Enrichment and Informal curriculum to maximise the learning opportunities for our students.

We recognise that enough support and administration staff will needed to be appointed in the first year, because however small the organisation two vital roles will be needed for the new school – a full time Business Manager and a PA for the Principal. Both these roles will be crucial in contributing to the Principal being able to concentrate on strategic development, which will increase tangentially the more year groups are in the school and as the Heyford Park Free School brand is recognised in the community. The school will also need administration support, midday supervision, premises staff and ICT and Science technicians as it has two educational stages to cater for. The number of the staff in these areas will also increase proportionally to the school growth up to an optimum number (around 2018) – beyond which there would be diminishing returns. In other words the level of administration to deal with KS1, KS2 and KS3 would not need to increase at such a high rate as to administer KS4 and KS5 as there are economies of scale. We seek best value for money throughout and so will appoint additional staff only when necessary.

Learning mentors/teaching assistants who will be able to support Individual Learning Plans as well as provide curriculum support will need to be added to the structure as the secondary sector grows. There are examples of purely primary Learning Mentors but we consider that there will be sufficient TAs, special needs support and tutors, capable of dealing with learning issues at the younger age range and the Learning Mentor appointments will be staggered until the earlier stages of secondary expansion.

Any curriculum needs solid English and Maths at its heart. The school has identified these two subjects as crucial to development and these will have a significant amount of staff from an early time. Science and Humanities have also been recognised as vital core subjects and so also, are staffed from the opening of the school. Because of our local unique connection with the past, and from a strong desire coming through our consultation with parents and residents, in Heyford Park Free School all secondary students will study History in both key stage 3 and 4. Thus the initial Humanities staffing will need to accommodate this History requirement with the appointment of a senior leader who is a History Specialist as Head of Humanities. Both Humanities and Science will develop into specific subject strands (i.e. chemistry, physics, biology, history, geography and RE) for older cohorts. The structure reflects this.

The wider range of subjects including MFL, PE, Art, Music, Geography and RE will demand increased staffing as numbers expand. The option choices at KS4 and KS5 mean that the school will have the flexibility to add subjects and develop curriculum interests as the school grows. At KS5 there will be options both on site and at our partner Oxford and Cherwell Valley College. This increases the offer without increasing the number of teaching staff. We

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recognise however, that some time will need to be allocated for college liaison and student tracking.

The primary teaching and support staffing also increase over time and include an increase in SEN staffing. Leaders of Learning for Foundation and Key Stage 1 and 2 will be appointed.

STAFFING NUMBERS OVER TIME

The table on the next page shows how the staff at Heyford Park will evolve over time from the first year of opening in 2013 until the school reaches full capacity in 2019/20.

Please see next few pages...

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Heyford Park Staffing Structure: Start up model to Steady State: FTE

Senior Leaders	Curriculum leaders	Subject leaders	Teachers	TLR Structure	Support Staff	2013 /14	2014 /15	2015 /16	2016 /17	2017 /18	2018 /19	2019 /20	2020 /21
Principal						1	1	1	1	1	1	1	1
Assistant Head Primary						1(0.6 teaching)	1	1	1	1	1	1	1
			Reception Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Leaders of Learning for Foundation Stage: TLR2 (from Year 2) Key Stage 1: TLR2 (from Year 2) Key Stage 2: TLR2 (from Year 4)		1	2 2	2 2 2 1	2 2 2 2	2 2 2 2	2 2 2 2	2 2 2 2	2 2 2 2
Total Primary Class teachers						1	4	7	10	12	14	16	16
					Primary TAs(0.85) Primary HLTA/Cover support (0.85)	2 1	4 1	6 1	8 1	10 1	12 1	14 2	14 2
SENCo						1(0.4 teac)	1	1	1	1	1	1	1

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						hing							
			SEN						0.5	0.5	0.5	1	1
Assistant Head Key Stage 3 and Curriculum leader English									1	1	1	1	1
Assistant Head Key Stage 4 and Curriculum leader Maths									1	1	1	1	1
Assistant Head Key Stage 5										1	1	1	1
	English Maths Science Humanities(History)			TLR1 TLR1 TLR1 TLR1		1 1 1 1	1 1 1 1	1 1 1 1	1 1 1 1	1 1 1 1	1 1 1 1	1 1 1 1	1 1 1 1
			English Maths Science					1 1 1 1	2 2 1 1	2 2 2 1	2.5 2.5 2.5 1	3 3 3 1	3 3 3 1

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			RE History MFL								1	1	1
		MFL PE Art Music Geography RE Economics/ Politics		TLR2 TLR2 TLR2 TLR2 TLR2 TLR2 TLR2		0.2	1 1 0.5 0.5	1 1 1 1	1 1 1 1.1 1	1 1 1 1 1	1 1 1 1 1	1 1 1 1 1	1 1 1 1 1
Total Secondary Subject teachers						4.2	7	12	13	14.1	17.5	21	21
Business Manager						1	1	1	1	1	1	1	1
					<i>Admin: PA(FT) Other administratio n posts (0.85) Assistant Business manager) (FT)</i>	1 0.5	1 1	1 5 1	1 8 1	1 9 1	1 9 1	1 9 1	1 9 1
					<i>Curriculum Cover Learning mentors (0.85)</i>			1	2	4	4	5	5

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					<i>Technical:</i> ICT Manager Technicians	1	1	1	1	1	1	1	1
					Science	1	2	3	3	3	3	3	3
					Art/display /Reprographi cs (0.85)					1	1	1	1
					ICT Technician(0. 85)								
					<i>Premises:</i> Manager	1	1	1	1	1	1	1	1
					Staff	1	1	1	1	1	1	1	1
					Casual	0.2	0.4	0.4	0.5	0.5	1	1	1
					Midday Supervisors (0.2)	2	5	7	8	10	12	12	12

Notes

- In 2013/14 the Assistant Head Primary and SENCo will teach one of the reception Classes
- AH Primary and AH KS3,4, and 5 to have responsibility for Teaching and Learning and Progress and Standards
- SENCo to have whole school responsibility for Personalised learning
- All TLR posts will carry a whole school responsibility
- Leadership Contribution to teaching timetable based on leader's subject specialism up to :
 - HT 0.2 in first 4 years then 0.1 thereafter
 - AH Primary from Year 2 onwards 0.4
 - SENCo from Year 2 onwards 0.2
 - AH x3 KS3 KS4 and KS5 0.4
- Science recruitment to ensure specialist teachers for Biology ,Chemistry and Physics
- XXXXXXXXXX

YEAR 1 – 2013/14:

Our first intake (2013) is made up of two strands. This could be viewed as almost opening two 'mini' schools as the demands of launching new Reception capacity and KS3 classes require some different approaches. However, in keeping with the parents' and residents' desire to make Heyford Park Free School a genuine 'through school' the opening is viewed as one event, with the similarities between the two age groups outweighing any differences needed in approach. Indeed, launching two year groups at the same time sends out a powerful signal that the high expectations we set are the same for all students regardless of age.

Our Reception class will open its doors to 4 year olds and take up to 60 students in two groups whilst at Year 7 there will also be two classes of 30. The staffing structure allows for this to happen. In Reception the Assistant Head Primary and SENCo will be teaching some of the time. The Assistant Head Primary will be teaching 0.6 and the remaining 0.4 will be delivered by the SENCo.

The initial Year 7 cohort will have 6 lessons of English, 6 mathematics, 6 Science, 3 French, 1 Drama, 1 Critical Thinking and 2 PE lessons. For this cohort there will be 2 additional Literacy and 2 Numeracy lessons. This will place them on a firm foundation to achieve the ambitious target we have set for the end of Key stage 3. The curriculum will be delivered by Specialist subject teachers for English, Maths, Science, French and Humanities. It is expected that the Head of Humanities, a history specialist will also teach Geography and RE in this first year and the Science specialist will teach 2 periods each of Biology Chemistry and Physics. The two periods of PE will be delivered by Sports coaches under the supervision of a qualified member of staff for which we have made financial provision. In this first year the school will run an Arts week bringing in specialists in performance together with an artist in residence.

Subject to approval and start up grant, we will be appointing the Principal by September 2012 so s/he will be in post from January 2013 ahead of the opening of the school in September 2013 as there is a wide range of leadership and management, buildings and staffing issues that need to be taken forward. We describe some of these in section F. It is envisaged that the Principal will teach 0.2 for the initial four years and then it would reduce to 0.1 as in small communities students and their parents still appreciate seeing the Head 'teacher' being just that. The structure allows for the Principal to carry out the leadership role and if the teaching commitment becomes untenable, then there is flexibility and capacity in the structure to accommodate a full reduction in contact time.

The Principal will have the support of one Assistant Head with the responsibility for the primary phase and the SENCo, KS3, KS4 and KS5 will have an Assistant Head attached to them and the fourth has responsibility for

the Primary Phase. The SENCo will work across the two phases and will be part of the SLT along with the four Teaching and Learning higher (TLR1) post holders. TLR1 posts will have a senior leadership role attached to subject leadership. For our staffing model purposes the Curriculum leader for English will be the senior leader Teaching and Learning and will have responsibility for the coordination of the curriculum. The curriculum leader for Science will be the senior leader for Professional learning and Development and will have responsibility for the continuing professional development of all staff together with performance management. The Curriculum leader for Maths will be the senior leader Progress and Standards will have responsibility for student achievement and responsibility for line managing the Heads of year. The head of Humanities senior leadership role is responsibility for Individual Development and Thinking Skills as part of the delivery of the Enrichment Curriculum. The SENCo will be the senior leader for personalised learning ensuring that inclusion, personalisation and differentiation really is at the forefront of all departments in a school which has mixed ability teaching.

All subject specialists will carry a whole school responsibility in addition to their subject leadership role which in year 2 and will include HOYs for years 7 and 8 together. Other whole school responsibilities could include student engagement including student voice and study support

Subject leaders are responsible for the quality of Teaching and Learning, curriculum development, assessment and examination entries for their subject. Those who carry the HOY role will also have responsibility for the welfare of their year group setting the tone for behaviour, personal, social and emotional development, expectations about attendance, punctuality, uniform and the general conduct of how students present themselves. They are fundamental role models and the structure recognises the importance we attach to their role. In a small school with only 60 students in their care for this pastoral role, we believe this dual role will further embed the ethos and culture of positive learning. Furthermore we consider that our expert practitioners will relish the career development opportunity carrying both these roles afford. Positioning these TLR2 posts at management level makes a statement of Heyford Park Free School SLT thinking and should communicate to the workforce and parents that concerns, issues and celebration of success and their importance and influence in the school staffing structure should not be underestimated.

Because the school is so community orientated, the staff, and particularly the SENCo will need to foster good relationships with parents. Parents said they want a through school because it gives coherence, consistency and progression. They welcome the 'caring' aspect of the school and this will need a targeted resource from the SENCo and SEN staff for those with special needs. The SENCo has responsibility for personalised learning across the whole school, which emphasises the links with parents and genuine differentiation of work within classrooms.

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In Year one of the school (2013) students in Reception and Year 7 are the only ones being taught. Thus in the early stages leadership staff will have to take on a bigger teaching load than the post would typically attract until the school has more staff. This does give the opportunity for senior staff to set the expectations for both staff and students as senior staff model high quality teaching and set standards of acceptable behaviour in the classroom. Having only four classes (2 in Reception and 2 in Year 7), means that the spotlight can be constantly on the small community of learners and teachers.

The school opens with 3 primary curriculum support staff who will work alongside teachers to assist with a range of activities in classrooms and across the school supporting the curriculum, behaviour management and personal and social development. We believe this is a substantial investment in the first year and this sets the tone and culture of our school, showing that teamwork is vital to help all our students develop fully.

The Business Manager will also have an important leadership function instilling high expectations through his/her management of the support functions. This key appointment will ensure resources are well used and costs are minimised. Additional year 1 support staff includes the Principal's (or Senior Team's) PA, and part time administrative support together with Technical support and premises staff. The appointment of an ICT manager from the outset will not only be on hand to advise the Principal with regard to establishing the school's ICT provision but recognises the importance of establishing Heyford Park Free School's Virtual Learning Environment and school web –site to facilitate communication with our parents and the wider community .

The school will also need cleaning services and Midday supervision.

All support staff will be encouraged to engage in the learning of students whenever an opportunity presents itself to embed the ethos of a whole staff engaged in student learning.

YEAR 2 2014/15:

Staffing expands incrementally for the next year as KS1 and KS3 develop (2014 has 240 on roll) so there is adequate coverage of the curriculum plus extra support from TAs in the Primary Phase. In this second year 3 teaching appointment are made in the primary phase, one teacher in Reception which releases the Assistant head and SENCo from the heavy teaching commitment in year 1 to allow time to focus on strategic issues as the school grows. Two of the primary teachers will also be appointed as Leaders of Learning for the Foundation Stage and Key Stage 1 with TLR2 allowances.

Year on year the amount of support type staffing increases across both phases so that all classes have increased exposure to curriculum support staff and lunchtime supervisors. This again, promotes the feeling of a family school as support staff are recognised and respected by younger and older

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students alike. We appreciate that many of the support staff will be drawn from the site and local villages and that we will have no difficulty attracting applications in this area.

Secondary subject specialists will be appointed in PE Art and Music so the curriculum for both year 7 and 8 students in year 2 will include 2 periods of Art and 2 of Music Year. 8 students will already have had some exposure the previous year to Music and Art through Arts week and assemblies. Music instructors, sports coaches and primary staff will have contributed to the arts curriculum and PE through Sports coaching but in the second year staffing resources are formally identified and allocated.

Arts week Music Instruction and Sports coaching continues in this year and throughout the students' time in the school.

Music and Art replaces the Literacy and Numeracy periods in the timetable for the first cohort. For those students who require additional support for literacy and numeracy an intervention programme will be in place as part of their Individual Learning Plan.

The complement of support staff continues to grow reflecting the increase in numbers with particular attention given to securing the best start. In the early years all primary classes will have a dedicated Teaching Assistant who will know the students in their class well again fostering a safe and secure environment for them.

YEAR 3 2015/16:

In the following year a geography specialist is added to the staff list. Humanities have had a strong injection of History which underscores our distinctive ethos and decision to use the exclusive on site history opportunities within the school's development. English, Maths, Science and Humanities all see increases in staffing numbers. Language, in this case English, gives access to all other subjects and is the basis of thought, speaking, listening and writing in all other subjects (including other languages development). It is the medium of examinations and assessment and underpins progress across all subjects. Maths similarly supports skills in many other subjects by developing aptitude in the manipulation of number by addition, subtraction, multiplication and division, dexterity in telling time, measuring and estimating size, shape and the significance of things. Science teaches investigative skills, experimentation and analysis and gives an insight into our planet and the universe it exists in. It brings a sense of wonderment about the world, which is also prominent in Humanities from both a geographical standpoint (of how beautiful the landscape is) and a historical one (of how remarkable human endeavour is) and so it is fitting that these areas attract specialist staffing. Our vision to increase the depth of subjects as children move up the key stages means that Science will require specialist staff to deliver all three of its disciplines as will Humanities (which will need an RE input the next year). For science our students will have the opportunity of learning not just on the school site but in the Cherwell Innovation Centre. In history, some of their curriculum will be delivered in the Heritage Centre. As a key element of

the rationale behind a history specialism is history's ability to develop students ready for a professional environment, our history staff will require specialists ready to emphasise a thematic discipline approach to students as they get closer to school leaving age.

The support staff numbers continue to increase - Primary TAs and cover support lunchtime supervision; the addition of Secondary curriculum support member of staff and a Learning Mentor who will be valuable at the end of Year 9 when option choices need to be made)

YEAR 4 2016/27:

In the following year (2016/17) the first Key Stage 4 provision is launched whilst in the Primary Phase it is ending Year 3 (Key Stage 2). Numbers will have risen to 480. This will be an exciting and busy time for the school as numbers have increased and now the notion of public examination preparation reaches the consciousness of the school as Year 10 study their chosen subjects at GCSE/Ebacc.

We know just how vitally important the choices and importance of Year 10 pupil achievement are and tutors will need to offer guidance and support for this age group as they develop into young students who are capable of taking more responsibility for their learning and who also will be balancing that with the pressure of 'growing up'.

A second Learning Mentor/Teaching Assistant role introduced the previous year as capacity grows will support the learning of individuals and groups.

As the new intake continues in Reception, they will now feel they are already coming to a fully functioning school as it grows. The SEN capacity is increased in the primary phase in this year to further support the 240 students in this phase. In this year the school will appoint a leader of learning for key stage 2.

We have been advised that the strategy of promoting the Curriculum leader of a key, crucial and influential department: English to Assistant Head puts a real marker down in the school. Similarly when the KS3 Curriculum leader in Maths takes over as Assistant Head of KS4 this works well for a small school. All students will already respect and know the two department heads – so their promotion to whole school responsibility is a smooth transition. These Assistant Heads will be responsible for both Teaching and learning and Progress and Standards in their respective key stages whilst retaining their Curriculum leader responsibility.

More Main scale teachers will be employed in English and Maths to ensure there is no shortfall of contact time. The same strategy applies in Science where the Curriculum leader will move up to Assistant Head status for KS5 the following year. These Assistant heads will share the load of the leadership being already grounded in good practice of Teaching and Learning, management of departmental priorities, decision making, and budgeting and

line management of a number of staff. Subject leaders have similar expertise and will cover the HOYs role.

The support staffing continues to grow with the addition of some new and key roles to support the day to day operation of the school including a Student Achievement officer (Welfare and Attendance), a Data manager, Examinations Officer and because the school understands the value of ICT and the Virtual learning Environment as learning tools, a dedicated ICT technician is added to the staff to support the ICT manager.

YEAR 5 2017/18:

Arrangements continue to expand as Year 10 grows into Year 11 and Year 4 grows into Year 5. The number of students continues to increase through Year 11 and so already by 2017/18 there will be a nice balance of Main scale teachers, Subject Leaders, Curriculum Leaders and Assistant Heads that gives a structure of distributive leadership. We understand that this type of structure suits smaller schools and does not feel so 'top heavy' as traditional hierarchical structures can – this has more of a 'family' feel to it that we are seeking and parents are really signed up to.

Teachers and support staff are preparing the students for the examinations, teachers emphasising the pedagogy of their subject and interpretation of examination questions and support staff will be doing much to reassure students and minimise anxiety – all this needs a final professional touch to the efficient administration and organisation of the exams for a successful conclusion. The newly appointed HOY11 will support teachers and support staff in this supported by 2 further Learning mentors bringing the complement to 4.

In the minds of students at this age, is not only the motivation to 'do well' in the examinations but also the determination to progress to the next stage of education and training. There will be a variety of options on offer to the young people and building on the successful relationship the school has forged with those students in its care, the incentive to stay on to Key Stage 5 (6th Form) must be strong. A key inspirational role at this time is the recruitment of the 6th Form Director at Assistant Head level. This role is pivotal in ensuring a smooth progression across key stages and at guiding young people in their choices for careers and adulthood. Because students will have been well taught not only in their subjects, but in what makes a good citizen, colleague and friend, then the young people embarking in life in the 6th Form will have a head start at our school in being able to balance study with social demands. We are convinced that the grounding Heyford Park Free School will give to all our students will empower them to deal successfully with the increased independence, self-determination and responsibility that entry to post 16 education brings.

YEAR 6 2018/19:

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As the 6th Form emerges the school is getting close to completion nears completion with 720 students on roll in 2018. In this year we are basing our staffing on 3 x 20 groups of 6th formers New options are added to give the 6th Form breadth and by linking in with local FE providers and training providers the range of subjects on offer will increase making it viable, inviting and able to compete with established 6th Forms.

As demonstrated in our student targets, Heyford Park Free School is determined that its students will access the very best university provision and so we will prepare them for University life, both by offering subjects that hold currency in HE and by empowering young people to prioritise and decision make through the Next Steps programme. Our choice of a Student Well Being Sub Committee and having a [REDACTED] and other governors with expertise in Higher Education means there will be plentiful opportunities for students to taste university life.

Similarly students' Enterprise Challenge lessons are aimed at developing those crucial employability skills Because of our unique location of Heyford Park co- located within a Business community including the Cherwell Science Innovation Centre our students will engage in a variety of enterprise challenges and real life projects supported by business mentors from people working at the Innovation centre and in the local businesses. Both these aspects of the curriculum we see as vital to our aim of '*Unlocking their Future today*' will be led by the Director of the Sixth Form

Staffing by now is more flexible. As the school develops it will gain economies of scale; it will find innovative ways to deploy staff to their maximum effect and that allows for a flexible and accommodating curriculum which is proactive in meeting developing needs, creative in problem solving and imaginative in outlook. The staffing model allows for all sixth form provision to be delivered on site. If students elect to study one or a maximum of 2 subjects at Oxford and Cherwell Valley College, this will be accommodated by a reduction in school staffing.

YEAR 7 2019/20:

The family is complete.

In 2019 at 840 the cohorts have run through the system and there is a whole school functioning. At this point, through the two pronged approach (starting at Reception and Year 7) we will have effectively managed to put in place a through school that can offer wrap around services (from breakfast clubs for Primary to Master classes for A level), that can offer depth in the curriculum (from Biology to Forensic Science) and breadth (from Critical Thinking to Philosophy) and combines the safety and comfort of being a tight community whilst offering the chance for older students to study off the campus.

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The two 'halves' will have become one. This methodology and structure avoids two things that have divided schools across the two phases for years – and uses the best practice of both. Firstly, it means that the secondary phase does not view itself as more important than the primary and secondly, the primary will not believe it has the monopoly of good teaching styles which many secondary schools fail to utilise – because at this school both sections have grown together and so the symbiotic relationship between them has flourished. They will have shared outstanding teaching and learning so that what is delivered at every Key Stage is of a superior nature. The transition will have become seamless and the borders blurred – because this is one school. It's a through school and the structure, with one Head, makes a clear statement of intent and practice.

The leadership structure (Principal, SENCo, 4 Assistant Heads) is a flattened structure which favours distributive leadership and covers all the main requirements by cleverly combining management of a large department with whole school responsibilities. The growth to completion has been developed in a carefully managed way: each year building on the structure of the last year and increasing capacity incrementally so it is stable, secure and balanced.

The number of teaching staff increases to capacity with 26.5 FTE) Main scale, 2 TLR1, 6.5TLR2 secondary subject leader posts with additional whole school responsibility including the 5 Secondary HOY posts and 3 Primary leaders of Learning the SENCo and 1 SEN teacher. Over the development phase the increase in numbers has mirrored the increase in pupil numbers. By the final year the balance has also been achieved of ensuring that the structure is not top heavy. This has been achieved by promoting TLR1 HODs of the biggest departments to Assistant Head and then adding in Main scale teachers to cover the shortfall in contact time as Assistant Heads move to less contact/more leadership time.

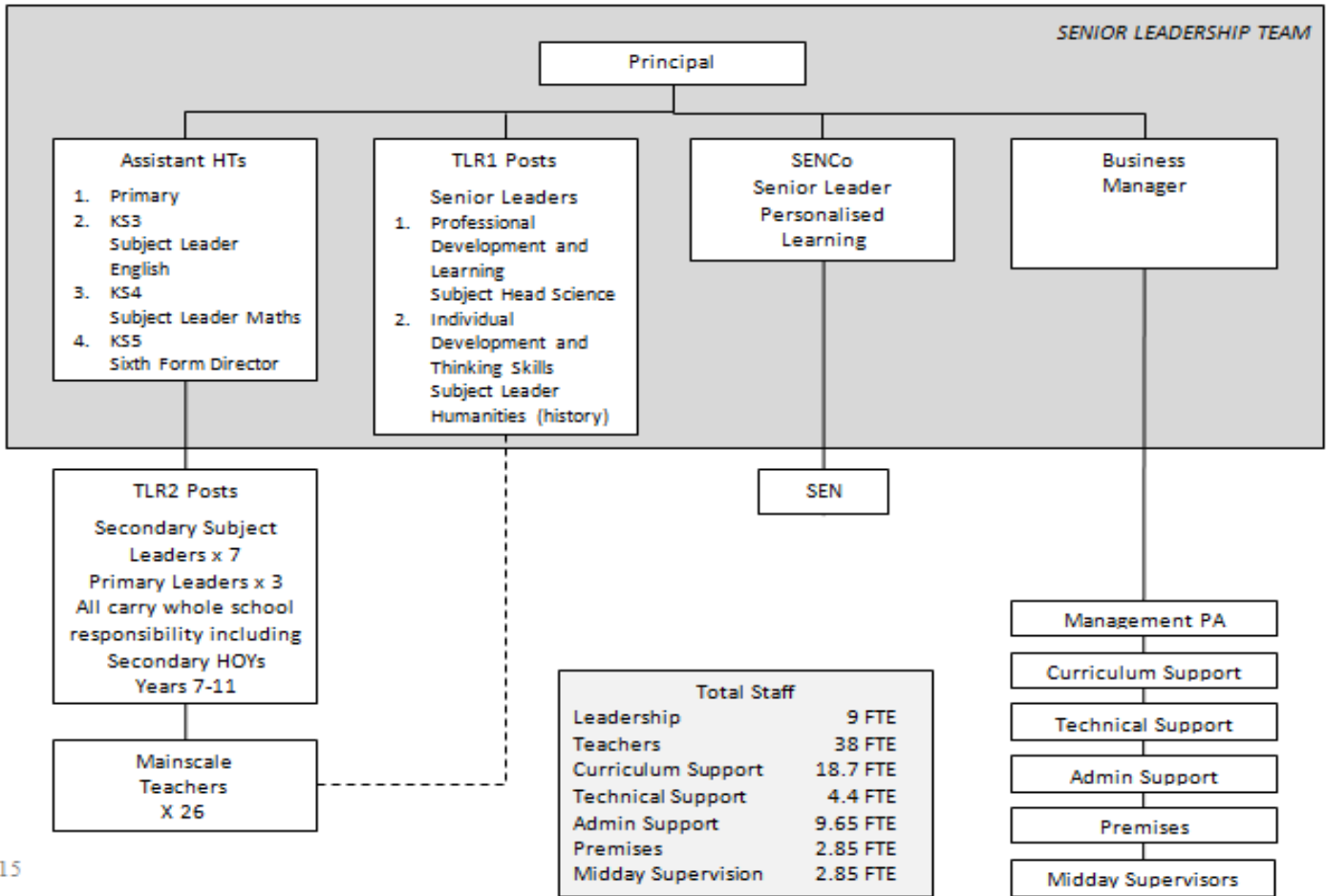
The support staff structure is a 39 strong team together including 16 curriculum support staff.

There are a further 12 midday supervisors.

The arrangements will need inspirational leadership and governance by the Principal and supporting Assistant Heads and SENCO. It is the responsibility of the Principal to ensure the success of the developmental stage of the school. The range of roles that presents changes over time as the demands of opening a school with two cohorts in Reception and year 7 are very different from those of running a numerically full school. Some of the challenges and issues are generic and do not change over time. Some issues are compounded by the increase in numbers and logistically the size of the organisation does bring its own contest. However, if change is managed well, and this structure does that in an ordered, logical and yet creative way, then the incidence of a mishap is greatly reduced. The development phase has been meticulously planned and risk assessed to guarantee success.

Our first primary and secondary cohorts are the future ambassadors of our school and setters of expectations for all those students following on.

YEAR 7 2019/20 STEADY STATE STAFFING MODEL



15

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

RECRUITMENT AND APPOINTMENT OF THE PRINCIPAL:

The recruitment of a Principal will be one of the most important roles the Trustees need to undertake as we know that from all our research that this appointment will be critical to the future success of Heyford Park Free School. Our recruitment process needs to be rigorous and wide ranging. Given that there are few all-through schools in the country we recognise that we need to draw from the whole education sector and we will use the expertise of our education provider and our own networks to seek out the best person for this role. We do not have a person in mind as we expect the kind of person we are looking for to be in post currently.

Qualities we are seeking:

We will be looking for someone who would fulfil the following criteria:

- Experience of being a Head in Primary, Middle or Secondary school.
- Educational vision – aligned with that of Governors
- Strong Leadership skills, presence and gravitas
- Evidence of achieving results
- Qualifications – a degree and NPQH
- Ideally a historian, or someone who shares our passion for modern history
- Good understanding of finance and resources and an ability to interpret data and advice
- Good relationship management skills and the ability to motivate and inspire staff
- Evidence of effective working with a wide range of stakeholders
- A strong belief in continuous professional development for all
- Evidence of strong personal beliefs and being resilient
- Infectious enthusiasm for the value of education

RECRUITMENT TIMESCALE:

Late April – June 2012. We will start informal research plus the preparation of the documentation and advert, ready for auctioning as soon as the decision comes through from DfE in summer 2012.

June 2012 Directors convene a special panel including advisers from the Education Provider to finalise the Advert, job specification, person specification and to draw up the process, dates and arrangements for selection and interview.

Summer 2012 (dependant on announcement date) Advertisements, short listing, interviews.

By September 28th Conclusion of interviews and appointment of head (to allow existing heads to give notice.)

1st January 2013 Principal Designate takes up post.

RECRUITMENT PROCESS:

The recruitment exercise will be undertaken by a small group of Directors with input from our education providers thereby including on the team people with experience of recruiting Principals as well as those who have recruited to senior positions. [REDACTED] who is the [REDACTED]. There would be a one day long list and visit to the site with a question and answer session with an opportunity of meeting parents and residents, young people from on the site and other stakeholders.

A short list would then be drawn up for the formal interview process. This would include a presentation to ensure the candidates had fully understood our vision and they were clear on what the role included and additionally psychometric testing and in depth interviews with small teams to probe the personal characteristics and analytical skills of the candidates. In the interest of time we would take up references on the shortlisted candidates before interview and carry out other research so that we would have as much knowledge of the candidates as possible.

We would advertise in the following ways:

- In the TES, including on line.
- Potentially through a recruitment firm if we needed a bigger field.
- Through personal contacts.
- Through Future Leaders.

APPOINTMENT OF OTHER STAFF:

The Principal Designate will be appointing staff with the help of the Directors and the Education Provider as necessary in the first instance given that there will be no other staff in place. This is a really exciting opportunity for so many people to contribute to a new school and its location could draw candidates from the same catchment area as the students or beyond. Clearly those who are not excited by this opportunity will not be recruited as we want the best for our children. Depending on the level of start-up grant we would like to appoint our Business Manager and a member of the administrative staff as soon as possible after the Principal but certainly by April 2013. We would also need a technician months before the opening of the school to ensure all the equipment is installed and operational.

High quality staff will be recruited through advertising and if necessary through agencies, beginning in January. In addition to the Business Manager we would like other two senior Staff to be appointed to begin at the start of the summer term and the remainder would take up their posts in September when the school opens. However, we would want to buy their time for at least a week's preparation and they would be kept in touch with developments before

that time, consulted when relevant and asked to visit the school when possible.

The key curriculum and subject specialist staff will support the Principal in planning for the new school and shaping the learning environment. These staff will also have the experience and expertise to plan schemes of work, advise the Principal on resources needed to deliver the curriculum and work collaboratively to plan the cross curricular and extracurricular curriculum. This will include the programmes for students with special educational needs and others such as the gifted and talented who may require specialist provision.

This is a small school so we have opted for a non- hierarchical management structure which motivates and empowers all the initial staff in the creation of the Heyford Park Free School. We will promote leadership at all levels within a framework of distributed leadership engaging all staff together with a rigorous professional development framework providing excellence in teaching and learning designed to impact on student outcomes. We aim for high performance at every juncture.

The staffing structure is shown in F 4. We have considered different models but in the light of our priorities we are clear on the effectiveness of a flatter structure and the need for expenditure to be made on the classroom rather than management. The staff moving in will have the opportunity of internal career progression as the school grows.

The Principal will be seeking the best teachers with demonstrable subject specialism and have clarity over the skills needed in his/her team. Given that there are no students in the school it will be difficult to observe teachers in a working school situation but we will aim to invite future students onto the site over a holiday period (recognising we have many other buildings if the main site is not accessible at that stage) and this will give students an opportunity of visiting the site as well as providing us with classes to teach. We will arrange for skills other than teaching including management roles to be tested through written exercises, presentations and interview exercises. We will be able to call upon support from the onsite companies here as with the support staff activities. There have already been offers for this exercise.

For the support staff roles the interview exercises will vary according to role but we will be looking for staff with potential to develop.

In addition to advertising staff positions in the TES we will be using a range of media as with the recruitment of students. Parents and Residents have already expressed their interest in applying for work in the school as given the current situation many parents explained that they have been unable to seek work easily as the timing and transport system to other schools has been a barrier. We recognise that people moving to the site as houses are being built will also find the prospect of onsite employment attractive and work in a school will be very attractive to some of them. For those who are needing to move to work in the school there will be a range of housing from social housing through to affordable housing available over the next year.

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We will ensure a continual investment in staff development so that all staff whatever their role feel valued and that their contribution is recognised. We believe this is an essential ingredient of success as an outstanding school enabling staff to reach their potential and providing progression opportunities. The range of external organisations on site will allow for exciting staff development and mentoring programmes in the future so both staff and students can gain further practical experience. Again we have had offers from onsite companies to work closely on staff and student work experience and opportunities and we can see regular interchanges in both directions.

APPOINTMENT OF GOVERNORS:

Members of The Heyfordian School Trust recognise how important it is to have the right number of suitable Governors with relevant experience and the time to help the school. As demonstrated in our audit of skills and experience we are clear on where additional appointments are needed. The Trustees are being advised legally by [REDACTED] and on governance by [REDACTED]. [REDACTED] is [REDACTED]. We are starting with a small tight Board so we can be dynamic and make quick decisions but in the preopening phase we will move to a more representative Board. As described above the initial Trustees are:

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED]

From March 1st they will be joined by:

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED]

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We are attracting significant interest from others who would like to be involved including from industries on site, particularly in the Innovation Centre and Parents who have indicated this would be first choice for their child and local teachers. We do not foresee any problems in recruiting governors but will seek to maintain a tighter structure in the first instance. We anticipate that some more of the members of the Parents and Residents' Group will seek appointment as governors and as the opening date approaches and the community grows on Heyford Park we will actively seek out a pool of parents and residents for appointment as parent or community governors. Oxfordshire has a wide range of people from whom we can draw but we also recognize with the building of new houses that we would like to be able to draw a number of people from the site itself. Publicity advertising these roles will be achieved through the Welcome pack given to the new residents, through the Residents' group, through the Facebook page, through regular residents' meetings, through internal communication in the onsite companies, through the Sure start Centre and nurseries and by word of mouth. This system has been highly effective in gaining pupil demand so we know it works.

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

ENSURING GOOD GOVERNANCE:

The Governing Body of Heyford Park Free School will play a key role in the school's success so we have been careful to study Ofsted reports, draw on the experience of our advisers and learn from best practice so we achieve the best for our students. We know from Ofsted reports and our own experience on private and public sector boards that good governance:

'Complements and enhances Academy leadership by providing support and challenge, ensuring that all statutory duties are met, appointing the head teacher and holding them to account for the impact of the Academy's work on improving outcomes for all students.' (**Ofsted School Governance Report ref 100238**).

Ofsted's School Governance report and the Good Governance Standard for Public Service (**OPM & CIPFA 2004**) have been helpful in our understanding of what makes for good Academy governance. We appreciate we have to develop our own culture within certain good governance principles.

As part of the good governance practice Governors/trustees/directors will not normally serve more than two terms of office. The maximum length of a term will be three years. However the Trust recognizes that there may be

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circumstances where it is useful to have an individual remain on the board. There will be by exception the option to extend someone's term of office to a maximum of nine years.

The chairman is responsible for ensuring that "members" are appointed on merit and that their board performance is regularly reviewed. Each "member" will be appointed on merit and will be responsible for ensuring that they have the skills and competency to fulfill the role.

The school is structured to allow the maximum engagement of skilled people and allow meetings to be run effectively.

The School is structured into;

- i. Ownership –The Heyfordian School Trust (directors/trustees and members)
- ii. Operational effectiveness – The Governors (trustees, members and non-director governors)
- iii. Effective opening – The Pre-opening steering committee (trustees, governors, project management and education support)
- iv. Operations – Contracted with an education partner (Wey Education is used as an example in this bid)

Within the good governance of the School there are different roles played by individuals according to their legal status within the structure.

- i. Ownership Trustees and Members

As the legal owners of the Heyfordian School Trust, the members of the new company have already appointed the first Trustees who will become Governors when Heyford Park Free School opens. The members are clear on the range of skills and expertise and experience needed as they make these appointments. Our future chair of governors and initial trustees are highly experienced from having had a range of governance roles in education and on other Boards. Some of our members will become governors but not all so as advised, we can keep a clear distinction in terms of accountability.

- ii. Governing body Trustees/Directors/Members

The Trustees are clear that they will be responsible for setting the strategic direction and framework of the School and management of business affairs on behalf of the members of the Trust. Other responsibilities include:

- Ensuring the provision of quality education at the Heyford Park Free School
- Monitoring the performance of the School
- Entering into contracts on the School's behalf (e.g. insurance)
- Ensuring that relevant statutory documents are delivered to Companies House and the statutory books are up to date
- Managing the Trust's finances and property
- Taking part and actively contributing in Governing Body Meetings

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- iii. The pre-Opening Steering committee is a time limited focused group that will work with the Governing body to ensure the effective opening of the school. Details about this group are set out in F 3.
- iv. Education Partner

As we have decided to take on an education provider, in the early pre-opening stages, the key task for the Trustees will be to translate the vision in this document, tender and contract for education partners who understand and are in sympathy with our values. We will need to work on translating our vision into a strategic framework, recruit and appoint the Principal and other senior staff, oversee the management of the pre-opening phase and draw up the policies and practices that will govern Heyford Park Free School. We will need to cover a raft of activities from insurance to contracts for payroll. We realise that in the pre-opening phase we will need to undertake a wider set of duties until the Principal designate is appointed.

i. HEYFORDIAN SCHOOL TRUST:

We have established a company limited by guarantee. This has been called The Heyfordian School Trust (company number 07926597) and includes members and directors appropriately skilled to discharge their duties and willing to do so without payment.

The company Articles of Association and Memorandum can be found in **Appendix A: fig.1**

The initial members are:

██████████ (██████████): (see F2 for his

biography)

██████████: (see F2 for his biography)

██████████: (see F1 for her biography)

██████████ ██████████: (see F1 for her

biography).

██████████: (see F2 for his biography) **The**

initial Directors and their future roles are:

██████████ (██████████): (see F2 for his Biography)

██████████ (██████████): ██████████ (see F1 for her biography)

██████████ (to become ██████████):
(see F1 for his biography)

██████████ (██████████) (See F3 for his biography)

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██████████ (██████████) ██████████ (see F1 for his biography) (to advise on school improvement and be part of the appointments committee)

██████████ (██████████)

██████████ (██████████)

Project support for the steering group and the Trust is provided on a full time basis.

Throughout this consultation and application period we have evaluated skills gaps. Although there are differences between the skills needed to set up the school and skills that to run the school, we have worked out plans for the shape of the Governing Body upon opening. We are already in discussion with a number of additional board members and the Governing Body will include the Principal and parent representatives.

ii. **GOVERNING BODY:**

The Governing body has the responsibility to ensure the effective running of the school

██████████ : ██████████

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PLANNED COMPOSITION OF FUTURE GOVERNING BODY:

In developing this application we have had the opportunity of planning the composition of our future Governing Body. We recognise the following:

1. The Governing Body must include the Principal and at least two Parent Governors, Staff Governors (elected by the Staff), Parents (elected by the parents) and Local Community Governors (co-opted by the Governing Body) as well as the Principal.
2. We recognize our need to have skills in a wide range of areas of Education & School Improvement, Finance, Strategic Planning,

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Leadership, Safeguarding, HR, Premises and Health and Safety, Marketing and Public Relations, history as our specialist area and business start-up in the pre-opening phase particularly. We have therefore carried out a skills audit and we are already in discussion with a number of people specifically with skills in the areas of school finance, ICT (from industry) and HR. The latest additions bring in some exceptionally good additional education expertise. It would be helpful to draw in further legal expertise but this can be one of the specialist areas we may need to buy in.

3. We are conscious of the need to develop an effective team as well as a formal Body. Once the Principal has been appointed and we undertake training and development together we will seek to ensure that other critical skills which we know exist in the initial Directors such as effective communication, self-evaluation and problem solving are balanced across the whole group. The internal skills on communication are already there. Induction packs and training programmes will be developed to ensure new governors are trained particularly in the education ethos of Heyford Park Free School.
4. We intend to form sub-committees to address certain and specific areas including:
 - Audit
 - Curriculum
 - HR
 - Finance and Resources
 - Student well being
 - Appointments and Appeals (short term as and when needed for example for the appointment of the Principal)

Members of sub committees will be appointed from the Governing Body but additional advice may be sought from non-voting members.

We appreciate that the function of governance in this School context is to ensure that we achieve the best outcomes for our students and wider community and operate in an effective, efficient and ethical manner. All our activities should be driven by these principles.

RANGE OF RESPONSIBILITIES OF THE GOVERNING BODY:

The Governing Body of Heyford Park Free School will be clear on their full range of responsibilities:

- Managing and overseeing the work of the education partner to ensure that the school runs effectively, efficiently, safely and delivers the vision and ethos of the school.
- Establishing clear criteria for success, performance indicators and strategy for rigorous self-evaluation recognising many of our targets are included in this application;
- Oversight of strategy and policy development to achieve the vision and ethos, and deliver the business plan;
- Agreeing educational objectives with the Principal;
- Monitoring the performance of the Principal;
- Setting conditions of service, personnel policies and procedures;
- Administration, monitoring and auditing of the school's finances and significant contracts, ensuring value for money;
- Reviewing admissions, appeals and exclusions policy;
- Approval of key operational policies;
- Staff discipline appeals;
- Oversight of health and safety, risk management and safeguarding ;
- Fostering links in the local and wider community-recognising how critical these are to our success;
- Assessing and, where needed, challenging the impact of the strategy to deliver outstanding academic and pastoral outcomes; and
- Supporting the Principal.

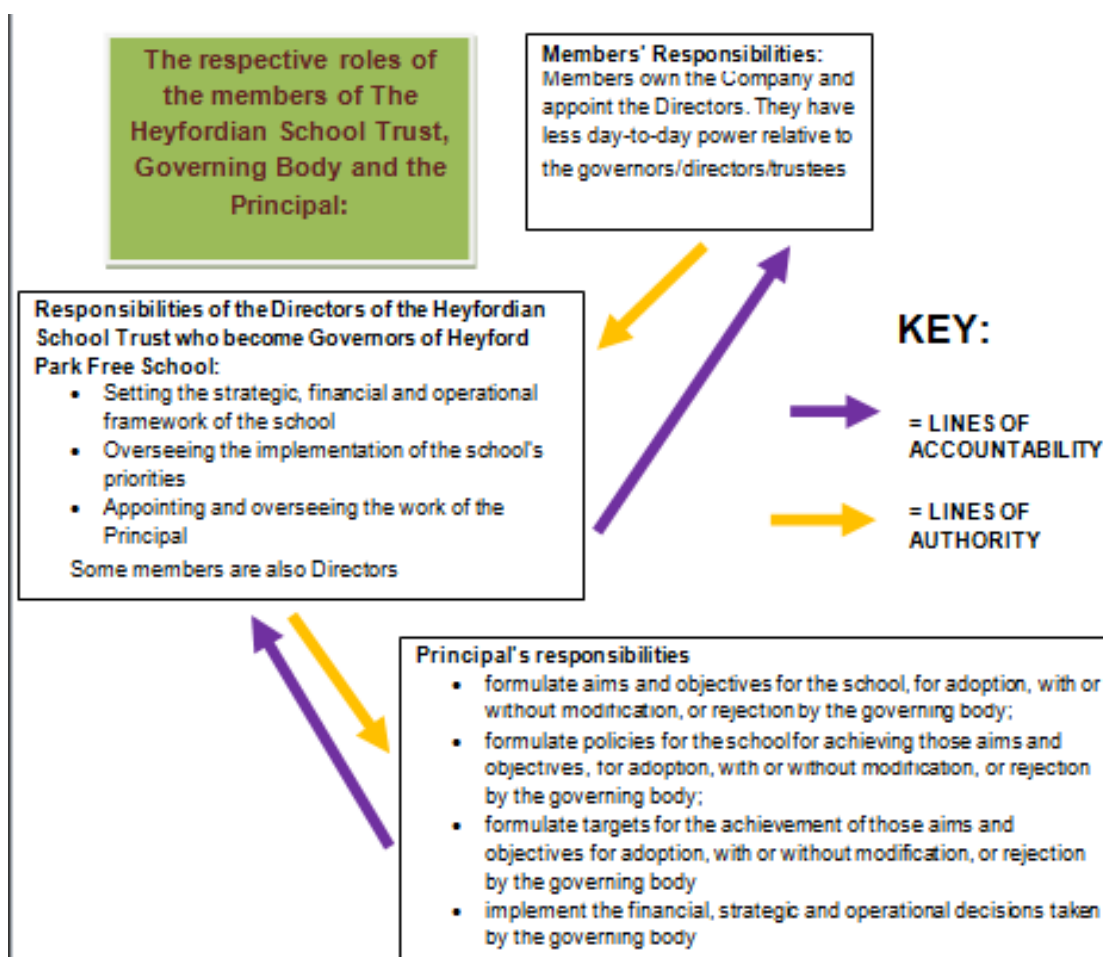
There will be full clarity in the pre-opening stage so everyone working on preparing for the opening of Heyford Park Free School will be clear on their level of responsibility and their authority and when they will need to escalate decision making up to the Trust. This will include clarity of escalation between the steering Group and the full Trust.

Once the Principal Designate is in place and has joined the Trust we will be better positioned to agree the full range of delegation and the lines of responsibility that the Principal will be required to comply with.

IMPLEMENTATION OF THE FUNCTIONS OF GOVERNANCE:

At opening the governing body will publish a series of documents to demonstrate how they will carry out their responsibilities and perform each of the functions of governance. This will include a process, agreed with the Principal, for holding the Principal to account for achieving the agreed objectives and implementing strategy.

The Governing Body will have a clear **memorandum of understanding** with a framework on how it will operate and a code of practice on expectations of behaviour. These principles have been represented in diagram form below.



A clear framework will cover:

- how decisions will be made and who may make decisions so decision making is transparent
- Voting including tied voting and casting vote

Registration and declaration of interests. A register will be kept by the Clerk to

the Governors detailing all board members' outside interests. Interests will be registered on appointment and openly available. Governors will be clear on when and how to register and declare an interest. Should any of these present a potential conflict of interest with the item being discussed on an Agenda, then the board member will absent them for the meeting for this discussion.

The Governing Body will also have a **code of practice** that will set out how the Trust expects Governors to behave. The code sets out the expectation that when acting as a member of the Governing Body, you are required to act the interests of the School above your own and to be objective and impartial in your decision making. The code will cover:

- Expectations about attendance at meetings, being on time and prepared for the meeting.
- Respect and courtesy to other board members etc.
- Setting of objectives for members of the Governing Body and appraisal
- Dealing with potential conflicts arising out of relationships.
- Dealing with confidential items.

As regards potential conflicts arising out of relationships, as a rule we would not expect Governors to be married or related to each other or staff in the school. However, if the skills experience and expertise of particular potential Governors outweigh the risks of conflict through relationships and relatives, Governors would be accepted. The above mentioned code of practice expects people not to discuss confidential Governing Body business outside of meetings and this would apply equally to relatives on the Governing Body.

Personal relationships must be kept out of Governing Body meetings. The chairman will have the right to ask people to either absent themselves from discussions or stand down from being a Governor if they feel that an individual's personal relationships are adversely affecting either a decision or the Governing Body itself.

The Governors will be trained together before the school opens to ensure a full understanding of the Good Governance Standard for Public Services and the National Standards as well as all relevant DfE documentation including the Funding Agreement. Governors' training will include a full understanding of what makes an outstanding school and how Ofsted operates. Governors are being carefully selected to provide a range of expertise and experience to enhance, support and challenge the leadership of Heyford Park Free School. For example, Governors from the businesses in the local area will have an in-depth understanding of the needs of the local businesses, whilst others will bring specific expertise whether from schools or higher education or other roles that will challenge thinking from alternative perspectives. We are preparing an induction pack for governors so they are clear on their role and what can be legally delegated from the full governing body to a subcommittee or an individual governor or to the Principal Designate. This pack will include the DfE Governing Body Decision Planner and how the process of delegation will be implemented within Heyford Park.

THE PRINCIPLES OF THE GOVERNING BODY:

The Governing Body's work will be characterised by the following underlying principles:

- Creating the ethos, tone and culture for the school that will drive the behaviours that lead to engaged and focussed leadership
- A focus on the individual child
- A belief that every pupil deserves to excel academically and socially
- Individual effort is recognised and celebrated
- Parents are motivated and engaged in their child's learning
- Poor performance is not accepted but help is given to improve
- Data is vital to understanding what is happening and will be used to drive improvement
- Everyone needs to be passionate about learning
- Creating a collaborative environment where the school is at the heart of the Heyford Park community
- Ensuring the systems and process we have enable everyone to excel in a safe environment
- Children and staff are safe and protected in a stretching and challenging environment.

Once Heyford Park Free School is open, the Governing Body can delegate further and the policies we have developed in draft can be amended and adopted. We will have funding and expenditure to monitor in the pre-opening phase but once the Funding Agreement is signed the full financial monitoring procedures will need to be in place for governors to fulfill their duties in their entirety.

Over the two terms between appointment and opening the Principal Designate and Governing Body will have the opportunity of ensuring an effective and proper working relationship is established which is mutually supportive and respectful .

The Chair of Governors and the Principal share the leadership role. The chair's role is to lead the governing body, ensuring it makes an effective contribution to the governance of the School and the Principal's role is to lead the School in implementing strategy and managing the delivery of an outstanding school. A good working relationship between Chair and Principal can make a significant contribution to effective governance.

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iii. See section F3 for details about the pre-opening steering committee

iv. THE EDUCATION OPERATOR:

Wey Education or another successful bidder will provide the day to day management and education guidance for the school. They have an extensive range of staff and expertise to offer the school

Wey Education has already attracted a network of outstanding highly experienced consultants who have all been –and continue to be leaders in their own field such as [REDACTED] in [REDACTED] and [REDACTED] in [REDACTED]. Free school proposers are attracted to Wey Education because Wey Education draws from its dynamic pool and tailor makes a team for them. This team then works with the core group specifically to translate the parent and community vision into preparations for a great school. Whilst Wey Education does not have a single solution to how a school should be run, it has core principles it believes in which resonate fully with the vision for Heyford Park Free School. As a result there is already a strong partnership in place which brings together The Heyfordian School Trust with the experience and expertise of Wey Education to deliver transformational outcomes for young people in Heyford Park and surrounding areas.

Wey Education is the [REDACTED] of former [REDACTED] [REDACTED] and the management and consultancy team covers the full range of setting up and working with the leadership team to run outstanding schools. Everyone in the Wey team has worked in the [REDACTED].

[REDACTED]: [REDACTED]

PRINCIPAL DESIGNATE:

As described above in the Role of the Principal Designate, once the Principal Designate is appointed he/she will take over the academic leadership role and responsibility for preparing for opening and take an active role in the steering group liaising with the project managers responsible for refurbishment work and setting up the school to ensure coherence of plans. Some policies are already in preparation as can be seen. The Principal Designate will take over responsibility for preparing the full range of policies for approval by the Governing Body when the school opens.

We appreciate the phases we will need to go through from pre-opening to opening. We recognise the distinction between the strategic role of the Trust and the Principal's day to day internal management and operational responsibilities of the School. The Principal and senior leadership team will be accountable for decisions where legally possible ensuring the Governing Body has proper time to consider the appropriate issues within its remit. The Principal will be responsible –within the strategic framework set by the governors for setting the aims and objectives of the School and setting targets for achieving them. This will allow the Principal to provide clear and regular reporting against targets. We anticipate that as pupil numbers grow that the range of reporting will become more comprehensive. The reporting timetable will be developed so everyone has clear expectations and understanding of the progress we are making to achieve targets at every level.

THE ROLE OF THE PRINCIPAL DESIGNATE IN THE PRE-OPENING PHASE:

From experience we know that between appointments and taking up post the Principal Designate will still be working on their current role but as with accepted general practice would be able to visit and work on paperwork for their new role.

When the Principal Designate takes up appointment s/he will be taking on the Academic leadership role in preparing Heyford Park Free School for opening. This would permeate all the other elements of the pre-opening project. As a future governor s/he will join the Trust and take a lead role on the Steering group.

S/he will need to rapidly develop internal and external relationships with the Trustees and key stakeholders including the Parents and Residents. S/he will be working on translating the strategic aims and objectives into operational targets, reviewing existing targets and policies including for SEN. Clarity over interim levels of delegation would be discussed and agreed and in this pre-opening phase some tasks such as finalising policies would move from the pre-opening Steering group to the Principal to shape in her/his own style.

The Principal will need to lead on the appointment of other staff but will initially need to have support from Trustees and/or education provider and this could present a good opportunity for joint working and relationship building.

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A key role will be to pick up the promotion of the school as many parents will be keen to meet the new Principal and see who will be leading Heyford Park Free School. We envisage this will be critical so parents can confirm their first choice, though in our open The business on site and the Sure Start Centre as well as the Parents' and Residents' Group and feeder primaries for the secondary phase will want to hold discussions with the Principal and outreach to ensure the school is full in the right year groups on opening is critical.

SECTION G- INITIAL COSTS AND FINANCIAL VIABILITY

SECTION H- PREMISES

6.36 Details of your preferred site

SITE SELECTION:

Heyford Park's status as an unused Air Base means there has been a wealth of buildings available on site for the charitable trust and steering group to investigate as potential school buildings. We are confident that our preferred site is the most viable and suitable school option from the existing buildings here.

Our affiliation with The Dorchester Group, who are the owners of the park, has ensured certain members of the charitable trust are incredibly familiar with the buildings and understand what options are available on site- thus guaranteeing the site we have now selected as our preferred location is appropriate and available.

Additionally, we have worked with [REDACTED] who is a firm of [REDACTED] who are also highly knowledgeable about the options at Heyford Park due to their appointment as the [REDACTED] for the extensive redevelopment of the site where 1075 houses will be built and refurbished starting shortly and continuing over the next 10 years. Analysing our feedback from the Department for Education and Partnerships for Schools, [REDACTED] have reviewed our preferred site, and have made the necessary plans to demonstrate how our chosen building can be re-furbished into an outstanding school facility. We have had communication with Partnerships for Schools this year, and they also agree our chosen site is a viable option for a school.

Further, our partnership with Wey Education again aided us during the site selection process, and has given us access to a range of experts in this field who have been able to assure us the site is an appropriate choice. Three different members of the Wey team have visited our preferred site, all of whom have agreed that, once refurbished, our chosen building will make a school that is both functional for what we are proposing, as well as being an inspiring place to learn.

DESCRIPTION OF SITE:

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After this consultation process, we have chosen the historic [REDACTED] building as our preferred school site.

NAME OF BUILDING
ADDRESS OF BUILDING

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

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	<p>[REDACTED]</p> <p>Bicester Oxfordshire</p> <p>[REDACTED]</p>
CURRENT USE OF THE PROPOSED SITE	The building is a disused ex-army building that was previously an entertainment venue for first the RAF and then US Air force Officers. It has been disused since 1993. It is currently not in use for any other purpose.
CURRENT FREE HOLDER OF THE PROPOSED SITE	[REDACTED].
AVAILABILITY OF THE SITE AND THE NATURE OF TENURE	The site is currently available as the owner of this site ([REDACTED]) has [REDACTED].
SIZE	The building is currently 4020m ² and, with the planned refurbishment we have suggested, will be easily converted to just over 7000m ² . This will include separate off site sports facilities of around 2300m ² . This is appropriate for the 840 students that will be schooled here when the school is at full capacity, and would make our total internal net area larger than suggested in the BB98 and BB99 documents for a school of our size.

SIZE:

For a full a detailed explanation of how we intend to extend the [REDACTED] to accommodate our pupil numbers at full capacity, please see **Appendix H**.

We have worked extensively with [REDACTED] at [REDACTED] to ensure we can propose a functional all-through school in the [REDACTED] building. As our area schedule (please see **Appendix H: fig.8i** and **fig.8ii**) demonstrates, we have utilised Building Bulletin 98 and Building Bulletin 99 in order to estimate the suitable size of our all-through school at a capacity level of 840 students. Whilst this is fully detailed in the plans provided by [REDACTED] in Appendix H, there are some spaces that we have not provided twice, as one would do if purely amalgamating a primary school and a secondary

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school to find our all-through sizes. In the absence of fully formed guidelines regarding space requirements in an all-through school, we suggest the following areas need only to be provided once within the school as they can and should be used by both the primary and secondary elements of the our provision:

- Dining hall- we intend to offer a dining system where all the children and staff at the Heyford Park Free School can have access to our central dining facilities, phased across different age groups.
- Staff room- we aim to provide one staff room that is big enough to accommodate all teachers from across the school. We believe this will be of an integral benefit to our all-through model as teachers across the age groups will be able to share information and experiences of students and their development in this location.
- Storage- we believe both age groups will be able to share the extensive storage facilities in the basement of the school.
- Administrative office spaces- again, in order to strengthen the benefits of our all-through model, there will be no great division of administration for the separate age groups in order to aid staff in their recognition of individual students, ensuring there is no need for separate administrative offices for the different age groups.
- ICT- we envisage it will be beneficial for the school to have a communal ICT department as this will ensure our primary aged children can have equal access to a high quality provision of ICT equipment, consequently enabling their ICT proficiency to develop at the earliest opportunity.
- Practical support for teachers- we intend for teachers to share practical support spaces such as reprographics.

REASONS FOR ADVOCACY:

The reasons why we would advocate the [REDACTED] as the most appropriate site for the Heyford Park Free School can be summarised as follows:

1. ***EXISTING INFRASTRUCTURE:*** As property developers, [REDACTED] are committed to (wherever possible) utilising existing infrastructure in order to make property development more sustainable. Thus, the building's former use as an [REDACTED] means not only is the building itself of architectural

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merit, but it already has many amenities that are necessary for the school. Indeed, we are fortunate to already have the following within the [REDACTED] building, ensuring that, with refurbishment, there is a clear framework on which a viable school can be built (please see **Appendix H: fig.3, 4i, 4ii, 5i and 5ii** for full plans of what is described below):

- Located in the [REDACTED] there is an impressive stage with a balcony. This could serve well as a central hub for assemblies, dining and school performances. This area is large enough to accommodate both primary and secondary students, allowing for the age groups to mix during appropriate occasions, consequently supporting the crucial aspect of our all-through model.
- The fact that the building has a central structure, but with two adjacent wings and two floors, ensures that we will be able to clearly divide the primary and secondary spaces for learning. Yet there will also be a centralised area of the building where communal activities can occur. Thus, architecturally, this building is ideal for supporting the all-through model for our school that is such an integral part of our vision. Further, the fact that the building will be large enough once refurbishment has taken place to support our all-through model within a single site, yet there are ways to accommodate the separation of different year groups, ensures the site is appropriate for ensuring the resources for these children will all be located in one space, enabling an effective transition from primary to secondary as the all-through model attempts to ensure, whilst also providing the necessary distance and separation these age groups will need from one another in order to create environments suitable for their own development.
- There is a large open plan workshop at the rear of the site which would work very well as a hub for art, design and technology. The positioning of this at the rear of the site, where it would be equally accessible to both secondary students and primary students would enable project based activities across all age groups, again enabling us to take full advantage of the benefits provided by our all-through model.
- The rooms that were previously used for accommodation in the wings of the building can easily be knocked through in order to create appropriately sized class rooms. This low level refurbishment will be more cost effective than new build.
- Existing toilets are distributed evenly around the building and can be adapted for the different age groups.

2. **CENTRALLY LOCATED:** The [REDACTED] building is located on [REDACTED], which is the [REDACTED]. This location is ideal for both the children who will be travelling to the Heyford Park Free School from surrounding villages/Bicester and those who will be walking to School from on site. The building will be no more than 8-9 minutes' walk away from the 1075 houses that will eventually exist on site (please see **Appendix H: fig.1**). We also feel the location of the Heyford Park Free School in the [REDACTED] building will entail the following benefits:
- As the [REDACTED] is located so near to the Cherwell Valley Innovation Centre (please see **Appendix H: fig.1**), the logistics of using the Innovation Centre to teach certain elements of the science curriculum are feasible so this arrangement could be easily accommodated.
 - Because the building is situated in the area of Heyford Park where some of the commercial tenants are housed, it will be feasible and possible to achieve our long term objective of working with onsite businesses to provide apprenticeships and training opportunities for students. The proximity of these businesses, such as Paragon Fleet Solutions (please see **Appendix H: fig.1**), to the [REDACTED] building will enable us to offer these opportunities to post-16 students whilst maintaining a connection to their learning so they can continue to be mentored by the Heyford Park Free School.
 - Similarly, the [REDACTED] is approximately only a 2 minute walk away from the proposed site for the new Heritage centre- again attesting to the feasibility of our proposed plans for a living history curriculum (please see **Appendix H: fig.1**).
 - By Having a front entrance that connects to [REDACTED] via a secure gate, and a back entrance that will be accessible via entrance into the commercial park, it will be easy to keep commercial deliveries and coaches etc. separate from parents and visitors. The commercial entrance will also ensure it will be easy to accommodate any commercial deliveries we may have. Student safety will be ensured (please see **Appendix H: fig.3**).
3. **AN INSPIRING LEARNING ENVIRONMENT:** An integral part of our shared vision for the Heyford Park Free School is the desire to inspire our students to commit themselves to a future in either higher education or a highly skilled industry and sector. In order for them to do so, we believe they must take education seriously as it is the

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foundation of the rest of their lives, and this should be consistently true from their entry into the school system until they leave at 19. Thus, we believe it will be beneficial for students to learn in a building that has great architectural merit and that allows our young people to immerse themselves in the heritage of their wider community. We hope the historic surroundings of the [REDACTED], which was built in [REDACTED],

can provide an environment and atmosphere that will foster this committed attitude from our prospective students. In its former use as an [REDACTED], the building has seen performances from many American greats such as Eartha Kitt and Ella Fitzgerald; we feel such history could be successfully utilised to stimulate a strong sense of aspiration in our students, resulting in their academic achievement.

4. **A COST EFFECTIVE OPTION:** Although there is extensive brown field land available on site to build a new school, the refurbishment of the [REDACTED] building is preferred as it would be more cost effective than new build work. Indeed, as advocated above, the fact that many elements of what a school such as ours would need to be operational can already be found within the [REDACTED] building ensures this refurbishment can be achieved both quickly and to a reasonable budget.
5. **PROXIMITY TO THE HEYFORD PARK SPORTS FACILITIES:** Our affiliation with The Dorchester Group who own the extensive on-site sports grounds left by the Americans, as well as our affiliation with the Heyford Park Community Centre who are in charge of the day-to-day management of the Heyford sports facilities and gym, ensures that the Heyford Park Free School can take full advantage of these grounds in order to provide students with a wide ranging and extensive sporting provision for all age groups. This proximity is certainly one of the greatest advantages of our preferred site, ensuring children will be able to explore and experiment with a range of American sports that will make this school offer distinctive. The School's potential use of these facilities is also of great benefit to the residents and community as such involvement will ensure the gym facilities are refurbished as a priority. This will allow for the gym to open to both the school and residents' general use in a far shorter timescale than would be otherwise possible, importantly giving residents here some immediately tangible opportunities that the redevelopment aims to provide. The gym facility itself is approximately 2300m² (see **Appendix H: fig.7**), far larger than the suggested 1000m², and there is abundance of outside space for designated sports. Indeed, in only being a 8-9 minute walk or a 1

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minute coach/minibus ride away, the children of the Heyford Park Free School will have access to the following facilities, providing them with opportunities in sports that would not be conceivable at the majority of maintained schools:

- At the centre of the inside gym facility there is a fully sized basketball court accompanied by spectator grounds. This court has a sprung floor; we believe one of only three basketball courts with sprung floors within the entire UK.
- Inside the gym there are 4 racquetball/squash courts that can either remain for this purpose, or can be converted into a dance studio by knocking down one of the adjoining walls.
- The inside gym facility also has an additional aerobic/gymnastic gymnasium space, as well as a designated area for a fitness gym that will be equipped with various exercise machines.
- There is also additional space within the inside gym facility to house some additional classroom space. This would enable us to offer a more applied sports science at A level or a GCSE physical education or BTEC course if the demand for this was present in future years.
- The outdoor facilities at the Heyford Park Sports grounds are extensive. They include two full sized baseball diamonds, ten tennis courts, a fully sized football pitch and an athletic style running track. The additional opportunity this will provide for students evidences the further benefit of locating the school within the [REDACTED] with such facilities close by.

6. **ABILITY TO SUPPORT OUR EDUCATIONAL VISION:** It is our belief that the use of the [REDACTED] as the central site for the Heyford Park Free School is integral in delivering our specific educational vision. Whilst this has been described above, the ways in which we envisage this will happen can be summarised as follows:

- The unique heritage and architectural merit of the building will foster an educational environment that embeds both intellectual curiosity and aspiration into our students. Consequently, we hope such an environment will encourage our students to apply themselves, guaranteeing they finish their time at the Heyford Park Free School having obtained either a place at university or entry into a skilled industry or profession as our educational vision aims. Indeed, during a recent steering group meeting, [REDACTED], a [REDACTED] and [REDACTED] of The Heyfordian School Trust, stated that his first impression of the [REDACTED] was that it looked as though **“one of the buildings from an [REDACTED] had been rebuilt at**

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Heyford Park but with redbrick and not sandstone". Such associations can only benefit the attitude of students who would learn here, and encourage parents to select the provision we are offering. Parents clearly recognise buildings similar to the [REDACTED] are not often seen as school sites within the state sector. Consequently, the use of this building will ensure not just our educational vision, but an integral element of the Academies' and Free Schools' vision will be achieved at Heyford Park, as children will have access to an atmosphere normally reserved for the private sector.

- As the [REDACTED] is a building with some of the greatest associations with both the American and greater military past here, it will help us in our vision to reconnect students, and importantly parents, to Heyford Park. By being a physical representation of the site's unique and extraordinary heritage, the use of the [REDACTED] will aid our vision to design a school that is specific to this distinctive locality. This will provide an educational provision that is tailored to the needs of the students, parents and residents of the wider community here.
- The location of the [REDACTED] is essential in delivering our educational vision. By being located within Heyford Park itself, the [REDACTED] is in close proximity to many of the amenities and on site businesses that will come to benefit students' learning. This will ensure our plans to develop a living curriculum are feasible. This is perhaps most true for our modern history specialism throughout the secondary years due to the immediacy of the planned Heritage Centre, and the links to local this brings, to the [REDACTED]; we truly believe that by having access to military artefacts and sources at their fingertips throughout their school life, children at the Heyford Park Free School will have a true understanding of the unique military history of this site and will come to appreciate the benefits of intellectual pursuit through practical investigation. Similarly, the fact that the Cherwell Innovation Centre is located directly behind the [REDACTED] building guarantees the feasibility of our plans to make use of their lab space in order to teach certain elements of the science curriculum. There will be further possibilities from proximity to other on site businesses which together employ over 1000 people.
- Since the [REDACTED] building is, at maximum, only an 8-9 minute walk/ a couple of minutes' drive for all onsite families, this will enable us to deliver part of our promise to offer schooling solutions that are convenient for working parents from

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Heyford Park as well as those who come to work on Heyford Park. As most parents would have to use [REDACTED] in order to leave the site on the way to work, dropping their children off at school would undoubtedly be more convenient than the current situation where many parents must make a divergence in order to make the school run. Coupled with before and after school clubs for children with working parents, the use of this building will help us connect or reconnect parents to their children's schooling as well as making their lives slightly easier.

- The size of the [REDACTED] is ideal for our all-through model. Once refurbished and extended, the ability to fit both age groups into the [REDACTED] building will allow for us to create the communal environment and accompanying familial ethos detailed in our educational vision. This is particularly significant in terms of teaching as potential teachers will get to know all children and will have easy access to information on their development.
- The existing structure of the building provides an important framework upon which our all-through model can be provided with a range of possibilities to separate the youngest children from the oldest and different age groups when appropriate. This separation is achievable through flexible use of two floors and adjacent wings. Most importantly, the fact that the [REDACTED] is surrounded by plenty of green space will ensure we can have numerous play areas and outside dining areas designated for the separate age groups as this is essential for a safe and successful all-through school.

For these reasons all those involved in this application believe the [REDACTED] is the ideal site for the Heyford Park Free School. The combination of being practically suitable for what we are proposing, but also being an incredibly beautiful and impressive building with an exciting history, has ensured that the [REDACTED] is perceived as an ideal choice for a new school by those who have visited it. To see an artist's impression of what this building will look like in a school function, please refer to **Appendix H: fig 9**. Yet, the support for this choice of site is not only because the building has the facilities and traits one would need to support an educational vision such as ours, it is additionally because this building has been a central part of the vision for this school from its inception, and is now a central aspect to what we are offering. From our research, parents and families in the area associate a school in the [REDACTED] building with Heyford Park ensuring that use of the [REDACTED] is no longer an aid to our educational vision, rather it is a key part of the type of provision we envisage.

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Although our area schedule and floor plans demonstrate this appropriateness of the [REDACTED] as a school site, and although we have worked extensively with our architects to demonstrate how the space is workable as an all-through school, we are aware of the following problems concerning our site, and are endeavouring to find solutions to amend these:

- We are aware that our current plans do not indicate solutions for wheelchair accessibility- this is something our architects assure us is possible as they work on the detail.
- The current plans do not distribute staff offices evenly around departments- this is something we aim to design in accordance with the Leadership Team in order to establish whether the preference is for centralised office space or departmental office space.
- We acknowledge more work needs to be done in regards to fire access and this would be a priority at preopening stage.
- We have not indicated on the floor plans which toilet facilities will be fitted to be age appropriate- this is something we are aware of and can be easily decided upon further into the process.

Further, we also acknowledge that if we intend to share facilities with the wider community, we must find an appropriate and a suitable health and safety policy. As the Activity Centre allows its facilities to be used by many organisations, their help in this task will be invaluable and [REDACTED] may even become involved in the logistics of implementing such plans. Indeed, [REDACTED] have already utilised his experience in this field in the [REDACTED]. In this and his position at the Activity Centre, [REDACTED] is familiar with the safety precautions in a site with multiple use- he will be a great help in guaranteeing we can practically enact our extensive plans for facility sharing safely.

Despite the above points, we are confident there are workable solutions to all these problems and that these issues do not take away from the inherent potential and capability of the [REDACTED] building to be a strong and viable option for an all-through school site.

6.37 Capital investment

[REDACTED]

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