



SECTION A: APPLICANT DETAILS

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83164
Name of proposed school:	Croxley Green School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	<Redacted>, St Clement Danes School, Chenies Road, Chorleywood, Hertfordshire, WD3 6EW
Email address of lead applicant:	Head@stclementdanes.herts.sch.uk
Telephone number of lead applicant:	01923 284169
How you would describe your group?	A single academy
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	St Clement Danes School
Company address:	Chenies Road, Chorleywood, Hertfordshire, WD3 6EW
Company registration number:	7671949
Date when company was incorporated:	16 June 2011
Please confirm the total number of company members (must be a minimum of 3):	6
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please list all company trustees, providing their name and the position they will hold when the school is open:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	Not known at this time
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	<Redacted>
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	St Clement Danes School
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	552268
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Outstanding
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	http://www.ofsted.gov.uk/provider/files/1983511/urn/136901.pdf
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?um=136901
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How many free schools are you seeking to open in this application round?	1
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Links to other organisations

<p>Through its members, trustees 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; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	<p>Holborn Estate Charity (Known as St Clement Danes Holborn Estate Charity - CC no. 206754 - Founders of original St Clement Danes School with some trustees among the Members of the Academy Trust. No direct involvement in the new Free School envisaged. St Clement Danes School Anchor Fund - CC no. 1084865 - Charitable Trust to receive voluntary financial support of St Clement Danes School Chorleywood parents. No involvement with new Croxley Green School envisaged. St Clement Danes Parents Association - CC no. 272125 - vehicle for charitable events to raise money for St Clement Danes School Chorleywood. No involvement with Croxley Green School envisaged. Herts & Bucks Teaching School Alliance Limited - Reg. no. 9160328 - Newly incorporated subsidiary company of St Clement Danes School - provides and organises Quality Assurance, Schools Direct training and CPD. This will benefit Croxley Green School directly. Challenge Partners - St Clement Danes Hub - provides Quality Assurance Review, CPD and Research & Deveklopement opportunities. This will benefit Croxley Green School directly.</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. 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>NA</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>NA</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Some help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<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>Hertfordshire County Council (HCC) + Herts Free School Company (HFSC) - initial consultations and guidance on bid preparation (HFSC); Data, reports and analysis of demographics - including identification of need (HCC); support in identifying and securing site (HCC); Bid review (HFSC). Envisaged that HFSC representative will be included on MAT Board.</p>



SECTION B: OUTLINE OF THE SCHOOL

1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. 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. You will also need to address these differences in more detail in the relevant sections of the application.	NA
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In which local authority is your preferred location?	Hertfordshire
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Proposed opening year:	2016
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Age Range:	11-18
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	1206
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	6 f.e. Secondary School with 900 (180*5) 11-16 places + 306 post-16 places
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Please say which year groups the school will have in first year and the PAN for each	Year 7 - with PAN of 180
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Date proposed school will reach expected capacity in all year groups:	2022
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	6-10
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Use of freedoms

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	Not sure
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Do you plan to make employ teachers without QTS?	No
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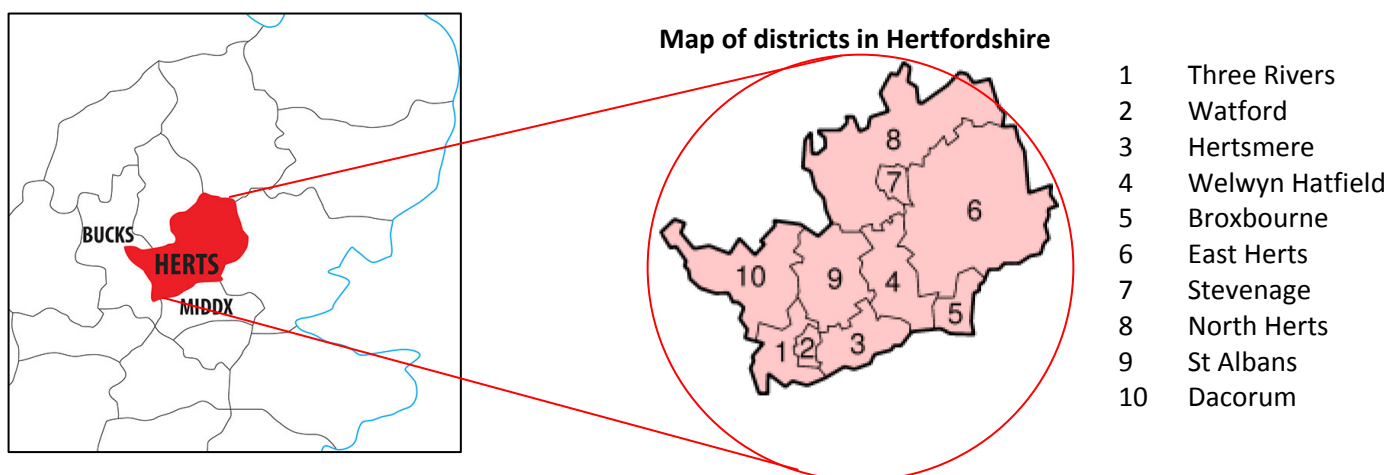
Please list any other freedoms you intend to use	Admission - 10% with Musical Aptitude
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Section C1.1 Rationale for Croxley Green School (CGS)

This proposal to establish Croxley Green School has been developed to meet four core objectives, each of which will have a positive impact on the provision of secondary education in South West Hertfordshire:

- To satisfy the current basic need for additional secondary school places in the area
- To provide a planned, year-on-year increase in local provision to meet the projected future shortfall of places
- To respond to parental demand for more children to secure a place at a local school of their choosing, so reducing the need for them to travel to schools at some distance from their homes
- To add to the choice, diversity and quality of local secondary provision, by utilising the excellence of the educational sponsor, St Clement Dames School, a proven National Support School, Teaching School and Challenge Partner Hub leader.

Facts and figures relating to the local context: The location of Croxley Green School



Three Rivers district is a sub-urban district of 88 square kilometres in South West Hertfordshire, to the north-west of the London Metropolitan Area. Three Rivers straddles the M25 motorway from Junctions 16 to 21. The main settlements are Rickmansworth, Croxley Green, South Oxhey, Abbots Langley, Maple Cross, Mill End and Chorleywood. The proposed location of Croxley Green School is [REDACTED], Croxley Green, on the eastern border of Three Rivers where it meets the borough of Watford. The intake for the school would, therefore, come from both the Three Rivers and Watford districts. The Croxley Green rail link, which will connect Watford Junction British Rail station to the Metropolitan underground line, is scheduled to open at the end of the decade. One of the new termini, New Cassiobridge Station, will be constructed across the road from the proposed school location, enhancing commuter links to the school.

[REDACTED]

The shortage of school places in the local area: The basic need for a new secondary school in Croxley Green was clearly communicated to all the parents and carers of students attending primary schools in the district of Three Rivers and the borough of Watford in February 2014 by the Hertfordshire County Council (HCC) Director of Education and Early Intervention in a letter which is reproduced below:

To: Parents and carers of pupils attending primary schools in Three Rivers, Bushey and Watford primary school planning area

Hertfordshire
County
Council
Room 138
County Hall
Pegs Lane
Hertford SG13 8DF



Tel: 01992 555 811
Fax: 01992 555 739
Date: 18 February 2014

Dear parent/carer

I am writing to advise you of a proposal to build a new secondary school in Croxley Green to satisfy the need for secondary school places in your area.

The role of the County Council is to ensure that there is a sufficient supply of school places. There is a legal presumption that any new school will be either an academy or free school. Therefore the County Council may liaise with sponsors to initiate the provision of a new school.

We are pleased to confirm that Hertfordshire County Council has asked St Clement Danes School to promote this new school on an identified site in Baldwins Lane, Croxley Green.

Historically, there has been a significant movement of secondary age pupils between the education planning areas (EPAs) of Watford, Rickmansworth and Bushey, collectively referred to as South West Herts. In recent years increasing concern has been expressed by the local community that pupils from Watford and Three Rivers have been unable to access their choice of local secondary schools and have been allocated an alternative school which is sometimes at some distance from their home. The significant increase in the primary age population in recent years and the growth in housing projected for the area, further emphasise the need to make provision for additional places.

Recent forecasts for the Watford and Rickmansworth EPA's project a deficit of secondary school places from 2016/17 of 1.51 form of entry (f.e.), increasing to 10.9 f.e. from 2019/20 without any surplus capacity.

Despite the ability to achieve some additional capacity for secondary school places in existing schools and the opening of The Reach Free School in September 2013, it has been concluded that two further secondary school sites should be reserved for education use to provide the flexibility required to provide school places in the short, medium and long term. As a result the County Council has been working with Three Rivers District Council (TRDC) to identify land for two potential new schools in order to meet the increasing demand. The location of land for these two potential new schools are as follows:

Information regarding the TRDC Site Allocations LDD can be found here:

<http://www.threerivers.gov.uk/Default.aspx/Web/Site-Allocations-Ldd-Supporting-Documents>

Given the need for a new secondary school in the area we would encourage all parents to familiarise themselves with the proposal. More information regarding the Croxley Green Secondary School proposal can be found at:

www.croxleygreenschool.org.uk

If you have any questions relating to school planning process or work done around the allocation of potential school sites please contact the School Planning Team at: Education.Planning@hertfordshire.gov.uk

Yours faithfully

1 f.e. equates to 30 children per year group, and including a 5% contingency.

The 'significant increase in the primary age population in recent years' mentioned in the letter is supported by underlying data from the HCC Strategy and Policy Manager. For example, applications to Reception within the areas of Three Rivers, Watford and Bushey (immediately east of Watford) have increased by 18.4% from 2,340 (2010) to 2,770 (2014). This increase of 430 places represents 14 forms of entry (14fe) in four years. In recent years, the majority of the expansion to accommodate this demand has occurred in Watford:

Table: Demand for additional temporary and permanent primary places 2009 - 2014

Year	Three Rivers		Watford		Bushey	
	Additional Temporary Places	Additional Permanent Places	Additional Temporary Places	Additional Permanent Places	Additional Temporary Places	Additional Permanent Places
2009	-	-	-	15	-	-
2010	-	-	90	-	-	-
2011	30	-	120	-	-	-
2012	30	-	150	120	9	-
2013	-	-	120	30	-	9
2014	-	30	30	180*	30	-

* =120 places provided through the opening of 2 Free Primary Schools

Source: HCC

As the majority of these pupils will ultimately feed through to the secondary schools in the area, there is a clear, basic need for a corresponding increase in secondary places to match this extra primary provision. The increasing deficit of secondary school places in Rickmansworth (Three Rivers) and Watford Educational Planning Areas cited in the February 2014 letter is outlined in the table below (data supplied by HCC). The projected shortfall of secondary places in the areas surrounding the proposed location of Croxley Green School will continue beyond 10.9fe in 2019/2020 and will peak at 14.4fe in 2022/2023. These figures assume the 4fe Reach Free School which opened in 2013 is operating at full capacity by 2019/2020.

Table: Projected shortfall of secondary places in Rickmansworth (Three Rivers) and Watford, including provision for planned and projected housing

Year	Rickmansworth				Watford				Total	
	Total available places	Total Forecast demand	Surplus (deficit)		Total available places	Total Forecast demand	Surplus (deficit)		Total Surplus (deficit)	Total f.e.
			places	f.e.			places	f.e.		
2013/14	723	683	40	1.3	1206	1201	5	0.2	45	1.5
2014/15	723	659	64	2.1	1206	1264	(58)	(1.9)	6	0.2
2015/16	723	672	51	1.7	1206	1293	(87)	(2.9)	(36)	(1.2)
2016/17	723	673	50	1.7	1206	1300	(94)	(3.1)	(44)	(1.5)
2017/18	723	697	26	0.9	1206	1383	(177)	(5.9)	(151)	(5.0)
2018/19	723	743	(20)	(0.7)	1206	1423	(217)	(7.2)	(237)	(7.9)
2019/20	723	743	(20)	(0.7)	1206	1512	(306)	(10.2)	(326)	(10.9)
2020/21	723	760	(37)	(1.2)	1206	1521	(315)	(10.5)	(352)	(11.7)
2021/22	723	760	(37)	(1.2)	1206	1541	(335)	(11.2)	(372)	(12.4)
2022/23	723	753	(30)	(1.0)	1206	1608	(402)	(13.4)	(432)	(14.4)
2023/24	723	727	(4)	(0.1)	1206	1550	(344)	(11.5)	(348)	(11.6)

Source: HCC

There is a relationship between Rickmansworth, Watford and Bushey in terms of school place provision, as parts are geographically close and pupils move between them to attend secondary school. A summary of the latest HCC student forecast for South West Herts is set out overleaf.

The demand currently peaks in 2022/2023 with a deficit of more than 19 forms of entry (fe). The forecast includes a student yield from new or planned housing developments from District Council and planning authorities.

Table: Herts CC pupil forecast for South West Hertfordshire, including provision for planned and projected housing

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Number of Yr7 places available	2609	2615	2585	2585	2585	2585	2585	2585	2585	2585	2585
Demand	2505	2563	2578	2724	2842	2955	2939	3035	3158	3063	3027
Surplus/Shortage	104	52	7	-139	-257	-370	-354	-450	-573	-478	-442
% Surplus/Shortage	4.0%	2.0%	0.3%	-5.4%	-9.9%	-14.3%	-13.7%	-17.4%	-22.2%	-18.5%	-17.1%
No of fe	3.5	1.7	0.2	-4.6	-8.6	-12.3	-11.8	-15.0	-19.1	-15.9	-14.7

To assess whether existing schools could be expanded to cope with future demand, HCC carried out an extensive Town Planning Appraisal and site search. This was carried out by specialist consultants Vincent and Goring in 2009/2010. The work involved identifying a search area, considering existing secondary schools and mapping a planning and environmental constraints analysis of the study area. The appraisal concluded that there was extremely limited scope to expand existing schools. As the area is densely populated and developed, finding suitable existing secondary school sites to expand presents a considerable challenge.

In response to the increased demand for secondary school places in South West Hertfordshire, the following expansion proposals have already taken place:

	Bushey	Watford	Rickmansworth
2013		Continued temporary expansion of Westfield Community College to 240; Parmiter's PAN increased by 20 places to 206	
2012		Continued temporary expansion of Westfield Community College. St Michael's Catholic PAN increased by 12 places Watford Grammar School for Boys PAN increased by 10 places.	
2011		Temporary expansion of Westfield Community College's by 1 f.e. to 8 f.e.	
2010	Bushey Hall School closed and Bushey Academy opened. Its PAN increased from 180 to 210.		

HCC concluded that the capacity in the area is insufficient to meet the rising demand for school places demonstrated in the latest forecast. The expansions of existing schools cannot address the predicted shortfall of secondary school places in South West Hertfordshire which is still predicted to be 4.6fe by 2017/18, rising to over 19fe by 2022/23. Given site sizes and town planning constraints, there are very few schools remaining in the South West Hertfordshire area that are either willing to expand or capable of expansion.

Student choice: The HCC letter also highlights increasing local concern that students from 'Watford and Three Rivers have been unable to access their choice of local secondary schools and have been allocated an alternative school'. This statement is supported by Non-Ranked Allocation (NRA) data for Three Rivers and Watford from 2011-12 to 2013-14 supplied by the HCC Strategy and Policy Manager:

Table: Three Rivers and Watford Non-Ranked Allocation Data, 2011 - 2014

Year	Three Rivers		Watford		Total	
	On-time NRA	Late NRA	On-time NRA	Late NRA	On-time NRA	Late NRA
2011-12	67	3	118	7	185	10
2012-13	79	5	136	5	215	10
2013-14	48	6	96	7	144	13
Total	194	14	350	19	544	33

Source: HCC

In this period, 544 students from Three Rivers and Watford who applied before the secondary transfer deadline did not receive a place at any of the schools ranked on their application forms.

Population projections: As demonstrated by HCC demographical statistics in previous tables, the population of Three Rivers and Watford is set to increase considerably over the next ten years. The need for a school to accommodate the increasing population of primary school pupils is further compounded by the positioning of the Three Rivers and Watford districts on the boundary where the county of Hertfordshire meets the counties of Buckinghamshire and the districts of Hillingdon and Harrow in Middlesex. Out-of-county students are currently allocated a significant percentage of places at secondary transfer, as detailed in the allocations table on Page 7. This part of Hertfordshire is traditionally an area of high inward migration both from other areas within the UK and also from outside the UK as its high levels of employment opportunities and proximity to London are attractive to job seekers and their families.

Planned housing developments: The housing target in Watford's Core Strategy 2006-2031 is for a minimum of 6,500 dwellings over 25 years, an average of 260 per annum (cf Watford Borough Council Statement of Intentions – Policy SS2: Urban Concentration). The Core Strategy for Three Rivers identifies the need for the provision of a further 4,500 dwellings between 2001 and 2026 (cf <http://www.threerivers.gov.uk/Default.aspx/Web/CoreStrategy>). Croxley Green School will play an important part in ensuring that these new housing developments are served with outstanding secondary school provision in the future.

Levels of deprivation:

The overall levels of deprivation for the Three Rivers and Watford areas are lower than the national average, as measured by the percentage of children aged under 5 living in poverty:

Table: Percentage of children aged under 5 living in poverty in 2011

Area	Percentage
Three Rivers	12.2%
Watford	14.4%
England	21.8%

Source: Hertfordshire Local Information System <http://atlas.hertsllis.org/IAS/>

There is, however, significant variation within the 2010 Index of Multiple Deprivation (IMD) scores for the Middle Layer Super Output Areas (MLSOAs) which fall within a 5km radius of the location of Croxley Green School. The scores range from 3.85 (Three Rivers 011) to 27.34 (Three Rivers 012). Further IMD details are provided with a map in the annex to section D1 (page Di).

Minority ethnic groups:

The proportion of the resident population in Three Rivers that were in a minority ethnic group was equal to the national average in 2001 but has since increased at a greater-than-national rate. The proportion of the similar resident population in Watford remains significantly above the national average, but has also increased at a slightly higher rate. The table below from the National Office of Statistics supports this analysis. This is further supported by data on the percentage of EAL students likely to attend Croxley Green School which is presented in section D1.2, page 14.

Table: Percentage of the total population in a minority ethnic group (i.e. not White-British)

Year	Three Rivers District	Watford Borough
2001	12.88%	20.88%
2011	20.35%	38.12%

Source: National Office of Statistics

Unemployment rates: Unemployment rates in both Three Rivers and Watford remain consistently below the national average. In January 2010, the unemployment claimant count rate was 2.5% in Three Rivers and 3.3% in Watford compared with 4.3% nationally. The claimant count rate in Watford is typically above the count rate for Hertfordshire. This supports the increasing population projections outlined previously and is indicative of the increasing migration into the area.

Links to the 'local profiles' for Three Rivers and Watford are included below. These include detailed breakdowns of the age, religion and ethnicity of residents.

<http://atlas.hertslis.org/IAS/profiles/profile?profileId=319&geoTypeId=15&geoids=26UK> (Watford)

<http://atlas.hertslis.org/IAS/profiles/profile?profileId=319&geoTypeId=15&geoids=26UJ> (Three Rivers)

Admissions criteria for existing secondary schools: The projected shortage of secondary school places is exacerbated by the fact that many of the existing secondary schools in the area which provide a high quality education, as judged by Ofsted, are partially selective. The admissions criteria for these schools allocate between 10% and 35% of the available places to pupils with high academic ability, as determined by an admissions test taken by the pupils in Year 6. These criteria provide an opportunity for non-local students to secure places ahead of local students because allocation of places based on academic ability is independent of where a prospective student lives. The lack of places for local children is further compounded in subsequent years by the sibling admission criteria. This means that many local children have to travel to schools outside the local area where parents perceive the quality of education to be lower:

‘Although there are plenty of good local selective schools, school selection processes are such that children living in the less socially mobile parts of Maple Cross, Mill End and Rickmansworth find it almost impossible to get into them. If they do not get in because of a specific academic, creative or sporting aptitude, they cannot get in on distance because they live too far away. Instead, because of the priority they give to aptitudes, these schools give precedence to children from as far away as Harrow...local children have to attend the three worst-performing schools in Hertfordshire.’

WD3 Parental School Action Group

(The WD3 Parental School Action Group was established to lobby for new LEA secondary schools to serve the increasing children's population of South West Hertfordshire - <http://www.wd3school.org/about-us>)

Two of the local secondary schools are denominational Roman Catholic Schools and therefore draw substantial numbers of non-local students. The table below summarises key admissions criteria for local secondary schools, alongside the Ofsted gradings and out-of-county allocations for 2012 and 2013.

Table: Local schools' admissions criteria, Ofsted gradings and out-of-county allocations

Secondary School	Ofsted grading	Planned Admission Number (PAN)	% allocations on academic ability	% allocations to out of county applicants	
				2013	2012
Bushey Academy	2	210	0%	8.74%	3.11%
Bushey Meads School	2	170	Banding Test	12.35%	8.82%
Francis Combe Academy	3	210	0%	Not listed	
Parmiter's School	1	206	25%	6.80%	6.31%
Queens' School	2	262	35%	6.04%	6.87%
Rickmansworth School	2	185	25%	4.84%	6.45%
St Clement Danes School	1	208	10%	14.90%*	11.06%*
St Joan of Arc RC School	2	210	Denominational - RC	43.33%	49.05%
St Michael's RC School	1	168	Denominational - RC	Not listed	
Watford Boys' Grammar School	1	190	25%	17.80%	14.21%
Watford Girls' Grammar School	1	180	25%	16.11%	12.78%
Westfield Academy	2	240	0%	Not listed	

Source: HCC

* The Bucks/Herts boundary runs alongside St Clement Danes School so many out-of-county students are allocated places through the distance criterion.

'The shortage of primary school places means South West Hertfordshire is also facing a potential secondary admissions crisis over the coming years. Council documents showed the Three Rivers area was due to be the worst affected as it is currently on course for a -3.6 per cent place deficit starting in 2014 if nothing is done. A shortage of places of -2 per cent would then hit Watford in the academic year starting 2015 and a shortage of -2.5 per cent will take hold in the Bushey area in year starting 2017. Politicians have agreed to start looking at ways to head off a secondary shortage over the coming months.'

Watford Observer, 5.2.13

Croxley Green School - a school for the local community

The opening of Croxley Green School will substantially ease the pressure that exists in Three Rivers and Watford at the point of secondary transfer. To ensure that Croxley Green School serves all students within the local community, there will not be any places allocated on the basis of academic ability.

In order to enable Croxley Green School to provide the highest quality of education from day one, St Clement Danes School has been asked by HCC to be the educational sponsor of Croxley Green School, as stated in the letter by the HCC Director of Education and Early Intervention of February 2014. As a National Support School (since 2008) and also the school leading the Herts & Bucks Teaching School Alliance (TSA) since 2013, St Clement Danes has a strong track record of providing successful school-to-school support. Furthermore, as the analysis on page 16 of Section D1.2 outlines, the KS2 Average Point Score (APS) of the Croxley Green School intake is projected to be similar to that of St Clement Danes. Of the non-denominational local secondary providers with a similar KS2 APS to St Clement Danes, only St Clement Danes has a track record of high achievement year-on-year as evidenced by KS2-KS4 Value Added (VA). (See table on page 8)

Table: Comparison of value added of local secondary schools with similar intake based on APS

Secondary School	KS2 APS for Year 11			KS2-KS4 VA		
	2013	2012	2011	2013	2012	2011
Bushey Meads School	28.3	28.0	28.7	993	1001	1009
Queens' School	29.4	29.1	29.3	994	1000	1001
Rickmansworth School	30.0	30.5	30.9	994	997	988
St Clement Danes School	30.3	30.4	30.1	1009	1001	1005
Mean APS of likely Croxley Green School Primary feeders	29.6	29.2	28.2	-	-	-

Source: DfE

Provisional school analysis indicates that the 2014 St Clement Danes KS2-KS4 VA will be 1015+.

The St Clement Danes approach and ethos will be transferable to CGS to enable students to replicate the success of their St Clement Danes peers - prospective parents welcome this, as evidenced in Section E (page 69). The Croxley Green Free School application is also fully supported by HCC who will provide a site for the school.

Section C1.2: Vision and ethos

Croxley Green School will be a forward-looking, inspirational and aspirational new secondary school for 11 to 18 year olds. The school will provide consistently high quality and effective teaching and learning for students of all abilities and backgrounds, underpinned by three core values:

- **Excellence:** Combining excellence in teaching and enjoyment in learning through a focus on core skills within the framework of a broad and balanced curriculum, planned to meet researched student need
- **Aspiration:** Ensuring that all students fulfil their potential by encouraging high aspirations and providing bespoke provision, valuing everyone as an individual with his or her own particular talents and abilities
- **Trust:** Providing a caring and supportive environment based on trust, tolerance and mutual respect

A focus on excellence in teaching and enjoyment in learning

Croxley Green School will draw upon the knowledge and experience of St Clement Danes School, recognised in 2011 by Ofsted as 'outstanding' in all thirty-one inspection categories, to establish a 'blueprint' for excellence in teaching and achievement in learning. Students will be nurtured and enriched in a vigorous and challenging academic environment, developing a love of learning through outstanding educational experiences which will go beyond maximising attainment to provide life enhancing opportunities for all.

Upon entry to the school, the first priority will be to ensure that all students develop a solid foundation in literacy and numeracy to give them the essential skills that they will need to achieve at school, go on to further education and succeed in the world of work. The school will achieve this by employing outstanding teachers who are enthusiastic and passionate about teaching and learning, who will encourage their students to become active and independent learners.

A school within walking distance that is the first choice for the local community

The student population will be drawn from families in and around the Croxley Green and Watford area to meet the growing demand for school places. In recent years, families have become increasingly concerned that their children have been unable to access their choice of secondary school with the result that they have been allocated a place at alternative schools, often at some distance from their homes. This shortage of places has had less impact upon the very able pupils who are well served by six partially-selective schools in the area. However, middle ability and less able pupils are struggling to secure a learning environment that will strengthen their grasp of

traditional core subjects whilst providing a rich and exciting curriculum.

Croxley Green School will address this need for challenging and rigorous teaching which will enrich their learning and lead to greater achievement, embedding a culture of success and a commitment to ensuring that all students fulfil their maximum potential. It will be the first choice both for parents who value a school that inspires their children to achieve the best possible outcomes and for students who want to attend a school that offers them a broad range of experiences and opportunities.

A safe, happy environment where confidence, achievement and a sense of belonging thrive

Croxley Green School will create an ethos where students are responsible, respectful and considerate of others, encouraging traditional values recognised by society. Within this secure but challenging setting, students will be treated with care and respect and there will be numerous opportunities within a framework of personal development where every student feels safe, secure, valued, and that they are able to make progress.

Our analysis of the Croxley Green School's expected intake has identified that 10% of students will be eligible for free school meals, English will be an additional language for 31.7%, and 5.2% of students will have special educational needs or disabilities. The school will foster the highest expectations of pastoral care to support every student to give of their best and achieve their full potential, irrespective of their social or economic circumstances. Progress will be monitored frequently and parents will be kept up to date with clear and relevant information which will enable them to engage fully with the school to support their children's learning.

A broad and balanced curriculum, underpinned by strong literacy and numeracy skills

Croxley Green School will offer a broad and balanced programme of study that follows the National Curriculum, ensuring strong standards of literacy and numeracy as a basis for wider learning and high achievement against Progress 8 measures. Students' learning will be personalised, enabling all students to progress, achieve and participate, developing their talents to the full with the confidence to follow their aspirations.

Students will also develop other essential skill sets to equip them for future success including teamwork, communication, leadership, creativity, entrepreneurial skills and the flexibility and adaptability to transfer these skills and to problem solve in a range of situations, challenges and contexts.

An exciting programme of extension and enrichment outside the classroom

Croxley Green School will offer opportunities for all students beyond the classroom with a range of extra-curricular, extension and enrichment activities. Students will benefit from St Clement Danes' highly-regarded music programme, including two orchestras, two choirs, the Jazz Band and many other musical ensembles, with expert tuition from the St Clement Danes Music Department and its large team of experienced peripatetic musical instrument teachers. St Clement Danes' Creative and Expressive Arts faculty will also provide ongoing support to Croxley Green School in art and drama and students will benefit from the stimulus of interaction with St Clement Danes students within and outside the timetabled day.

Enrichment activities will provide opportunities for students of all ages, ranging from debating and public speaking to technology and chess to develop the confidence and skills that they will need to succeed in higher education and employment. A full programme of sporting opportunities at the all-weather multi-use games area will focus on enjoyment, physical health and leadership skills, building upon St Clement Danes' outstanding record of sporting success.

A hub of the local community with an extended school day

Croxley Green School will provide extended care for students, from the pre-school breakfast club to the comprehensive range of after-school activities, including a supervised homework club and enrichment and extension programme to meet individual needs and interests.

The school will be at the very heart of the local community, playing an active and enthusiastic role in community affairs and fostering in the students a real sense of pride and belonging. Parents and other members of the community will be encouraged to be fully active in the life of the school, engaging in clubs, sport and service, and for school resources to be used by the community out of

hours, building good relationships with each family based on mutual trust and open communication. As a hub for local services and support, the school will make a positive contribution to the regeneration of the surrounding area which is already underway through planned changes to the transport infrastructure and prospective enhancements to the local environment and aesthetics.

Croxley Green School's Governing Body will have an appropriate mix of experience and expertise, including local stakeholder representation in addition to parent and teacher governors to ensure that the interests of the community are represented at the highest level.

A deliverable vision

Croxley Green School will be able to call upon the experience and expertise of St Clement Danes School both during the planning and set-up period and when the school is fully operational.

As a National Support School, St Clement Danes has been quality assured to support and develop other schools. St Clement Danes also leads the Herts & Bucks TSA and can call upon this collaboration of schools, universities and local authority trusts to provide the capacity and expertise for training excellent teachers, providing ongoing support for lesson delivery, enriching pastoral care and attaining both top level examination results and other measures of achievement for all. High quality practitioners at all levels within the Herts & Bucks TSA, from classroom teachers and aspiring middle leaders to the senior leadership teams, are keen to be involved in the development of Croxley Green School. They will provide long-term sustainable and specialist support at all stages of its development and make the vision of a high-achieving school serving the local community a secure and deliverable reality.

Section C1.3: Outcomes and aspirations - what success looks like

Aspiration/outcome	What success looks like	C1/D1/D2 Page ref
Outstanding teaching and learning		
90% or more of lessons good or outstanding and students give positive feedback about their lessons	83% of students achieve 5 or more A*-C GCSEs (or equivalent) including English and maths; 50% achieve English Baccalaureate	D2, p48
Underpinned by high quality CPD for all staff, providing a rich mix of learning opportunities to enable personalisation, choice and accreditation where appropriate;	Ongoing programme of personalised CPD provided by St Clement Danes and wider CPD links through the Herts & Bucks TSA and St Clement Danes' Challenge Partner Hub	D2.4, p53 C1.2, p8
	High levels of staff retention and internal promotion	D2.1, p48
All students make better than average progress	Levels of Progress (LoP) data for English and maths KS2-KS4 meet challenging targets	D2, p48 C1.1, p1
An inclusive and aspirational school		
A school where student talents will grow and flourish	CGS enrichment programme enthuses and engages students whilst broadening their horizons and contributing to students' personal and social development	D1.3.6 , p23 D1.8, p41
A school in which a student with an as-yet untapped talent will be nurtured and encouraged	Regular, varied and ongoing programme of enrichment activities enables students to widen their experience, discovering and developing new skills	
A school that meet the needs of all students and provides opportunities to succeed for all	Curriculum developed to respond to students' needs and interests	D1.3, p19
	Students with need each receive a timetable which maximises their chances of meeting key attainment measures in all subjects studied	D1.9.6, p46
	Key numeracy and literacy skills identified and mastered within each academic year so that all students make rapid and sustained progress	D1.6.4, p36 D1.6.5,p37

Aspiration/outcome	What success looks like	C1/D1/D2 Page ref
	Support and challenge programme for exceptional performers helps them to gain outstanding GCSE and A' level grades as outlined in the Personalised Curriculum model in section D	D1.3.7, p24
High student participation in extra-curricular activities, mirroring the provision at SCD	75% of students participate in extra-curricular activities	D2.1, p48
A school where a student arrives, starts something new, flourishes and develops a lifelong love of being open minded and 'having a go'	Positive attitude to learning engendered in and out of lessons; understanding others' needs and open mindedness enforced by taught personal development lessons and informally through a pervading positive ethos	D1.6.3, p34
The community hub for Croxley Green		
The 'physical heart' of the vibrant and aspirational Croxley Green community, providing a focus for events and activities beyond the school day	CGS makes a positive contribution to the regeneration of the surrounding area, providing pre- and post-school extended care for students Parents and other members of the community are fully active in the life of the school, engaging in clubs, sport and service; school resources are used by the community out of hours	
Providing a programme of relevant and active parental and community engagement activities that captures all sectors of the parental body including the hard to reach.	High levels of parental engagement in all school activities	D2.1, p48
A school that is linked into collaborations both locally and nationally		
<ul style="list-style-type: none"> Embracing regional, national and international best practice to ensure CGS provides Quality First Teaching for its students Benefiting from peer-to-peer support, coaching, mentoring, action-research, school-to-school enquiry and supported development internships in different schools/contexts both locally and nationally 	<p>Through its relationship with St Clement Danes, Croxley Green School has membership of:</p> <ul style="list-style-type: none"> Herts & Bucks TSA and, through them, access to local schools sharing good practice and R&D. the St Clement Danes Challenge Partner Hub which in turn links into the national Challenge Partners organisation. the Science Learning Partnership (for CPD) that is led by St Clement Danes and covers East England, Hertfordshire and Buckinghamshire a Maths Hub partnership led by Herts and Essex schools NCTL's Fellowship Research programme and the Gatsby Foundation's careers education programme 	<p>D2.4, p53</p> <p>C1.2, p14</p> <p>D2.1, p48</p>
Close collaboration with the educational sponsor, St Clement Danes School, to share best practice, deploy staff across both schools and take advantage of economies of scale to extend the breadth of the curriculum offer	The Multi-Academy Trust (MAT) that overarches Croxley Green School and St Clement Danes supports a 'Learning Community' with top quality support services.	<p>D1.4 p25</p> <p>D3.1, p56</p> <p>D3.3, p65</p>
A school that fully embraces Academy freedoms		
Freedom for curriculum innovation	Curriculum design facilitates personalisation of provision and encourages creativity, exploration and the confidence to take risks	Section A D1.1, p13
Freedom to target resources where needed to help raise student	Strong collaboration between CGS and SCD maximises opportunities for joint practice development	D1.4, p25

Aspiration/outcome	What success looks like	C1/D1/D2 Page ref
outcomes	and the sharing of staff and resources	
Freedom for increased autonomy to act in the interests of students	Students' learning is personalised, enabling all students to progress, achieve and participate, developing their talents to the full with the confidence to follow their aspirations.	D1.9.4, p45
Freedom regarding the length of terms and school days	Timings for CGS and SCD school days provides opportunities for a collaborative curriculum at Key Stages 4 and 5, allowing staff to be employed across both schools within the Multi-Academy Trust. Common timings enable staff to transfer between sites during the school day. CGS term times match those of other local primary and secondary providers to minimise any additional childcare requirements for parents with children across primary and secondary phases	D1.5.2, p27
Freedom to select 10% of students on aptitude	In response to parental feedback during the consultation process, CGS will exercise its freedom as an Academy to select 10% of the cohort by musical aptitude. The school will join the consortium of local schools that set a music aptitude test	E2.4, p77

Annex to Section C: A week in the life of Croxley Green School

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Section D1.1: Education Plan – Part 1

Table: Proposed numbers in each year group at the point of opening and an explanation of how student numbers will build up over time

	Current number of students	2016	2017	2018	2019	2020	2021	2022
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	n/a	180	180	180	180	180	180	180
Year 8	n/a		180	180	180	180	180	180
Year 9	n/a			180	180	180	180	180
Year 10	n/a				180	180	180	180
Year 11	n/a					180	180	180
Year 12	n/a						153	153
Year 13	n/a							153
Totals	0	180	360	540	720	900	1053	1206

Year 12 and 13 numbers have been calculated on an 85% retention rate from Year 11 to Year 12 in line with historical retention rates at St Clement Danes (SCD).

Section D1.1: Education Plan – Part 2

The timings of the school day and the curriculum structure are detailed in section D1.5, page 26.

Section D1.1 – Curriculum principles

The Croxley Green School (CGS) curriculum will constantly reinforce the school's core values of excellence, aspiration and trust, as outlined in Section C.1.2 (page 8). It will be designed to develop confidence, independence, a sense of belonging to the school community and the celebration of learning and achievement. Furthermore, the curriculum will:

- be underpinned by the rigorous interrogation of data combined with teacher assessment to ensure equality of access alongside the appropriate degree of challenge to drive students' progress;
- engage with parents to build good relationships based on mutual trust which support the development of each child;
- focus on rapidly narrowing the gaps in literacy and numeracy skills at secondary transfer to establish a core foundation for development for every student;
- raise aspirations with a target of 85% retention rate from Key Stage 4 to Key Stage 5 with no students classified as NEET at the point of post-16 transition;
- develop the students' physical, social, moral, spiritual, cultural and emotional well-being;
- make the most appropriate use of ICT to enhance the learning experience.

Curriculum delivery will build upon a number of essential cornerstones:

- Creating first class facilities suited to 21st Century learning;
- Curriculum design which facilitates personalisation of provision and encourages creativity, exploration and the confidence to take risks;
- Knowledge of each student's needs, partly through assessment but also through a pastoral support system which informs the curriculum provision. Relationships with parents will be such that they engender a collaborative approach to learning;
- The recruitment and development of outstanding teachers – supported through St Clement Danes' Herts & Bucks Teaching School Alliance (Herts & Bucks TSA) infrastructure.

The CGS leadership team will be responsible for establishing a culture that places teaching and learning both at the core of the school's strategic planning and as the first point of reference when judging the quality of the school's daily provision. To support the leadership team's vision, teaching staff will need to be both reflective practitioners and keen to utilise Continuing Professional Development (CPD) opportunities to enhance their curriculum delivery. Staff INSET will support this aim.

Teaching will be characterised by:

- detailed knowledge of every individual within a class
- high expectations of all
- very positive relationships with students and parents
- strong subject knowledge
- excellent use of assessment
- rapid and sustained progress by students
- engendering a love of learning in students
- delivering a creative curriculum which nourishes student enquiry.

Learning will be characterised by:

- the development of a love of learning in a safe and happy environment
- mastery of skills in literacy and numeracy at KS3
- being confident to be creative and to take calculated risks
- building resilience in students when faced with academic or personal adversity
- providing increasing opportunities for independent learning
- developing the ability of students to recognise when others need support and to make judgements about how to best provide such support
- developing a self-awareness of physical and emotional well-being.

Section D1.2 Expected student intake

To be outstanding, the curriculum must match the needs of all of the students. It needs to be accessible and engaging but also suitably challenging to ensure that all students make rapid and sustained progress.

A logical starting point is to compare the likely intake of CGS with that of the educational sponsor, SCD. This is appropriate for two reasons:

- Due to the proximity of the schools, they will draw students from a similar demographic profile. Some existing primary schools are likely to provide students to both schools.
- The curriculum at SCD has been judged to be 'outstanding' (Ofsted 2011) and adapting the SCD template for educational provision will, therefore, be a sensible starting point for future refinement.

SCD annually draws its intake from over 40 primary schools. However, an analysis of intake data over the last three academic years indicates that approximately three quarters of the students have transferred from the following 16 primary providers:

Table: Major feeder primary schools of St Clement Danes School

School	2013	2012	2011
Arnett Hills	13	13	12
Chorleywood Primary	24	21	23
Christchurch JMI	19	20	20
Eastbury Farm	5	4	8
Kings Langley JMI	2	5	3
Little Chalfont JMI	4	2	8
Little Green JMI	5	1	3
Rickmansworth Park School	6	5	7

School	2013	2012	2011
Russell JMI	26	25	24
Sarratt JMI	10	14	6
Shepherds JMI	4	11	2
St John's RC School	8	6	10
St Mary's Rickmansworth	7	9	12
St Paul's Chipperfield	7	2	2
St Peter's JMI	8	13	11
Whiteheath Junior	8	2	3

School	2013	2012	2011
Total	156	153	154
Year group total	207	209	209
% of Year Group	75%	73%	74%

Source: 2011 – 2013 SCD intake data

Table: Attainment and contextual data for SCD's 16 main feeder primary schools:

School	KS2 APS			%SENS or SENP			%EAL			%FSM		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Arnett Hills	30.5	30.2	28.7	7.2%	6.7%	4.3%	9.6%	7.9%	9.6%	6.7%	10.1%	5.8%
Chorleywood Primary	31.5	30.1	28.8	4.6%	4.9%	3.6%	9.9%	6.4%	6.6%	4.2%	6.4%	4.1%
Christchurch JMI	31.2	32.0	30.2	2.6%	4.2%	4.6%	4.0%	2.2%	2.8%	0.0%	0.0%	0.0%
Eastbury Farm	29.9	30.6	29.9	3.1%	3.6%	3.2%	25.4%	24.0%	27.8%	4.9%	7.1%	5.1%
Kings Langley JMI	29.0	28.9	27.4	10.0%	7.6%	5.8%	0.0%	1.4%	2.3%	6.6%	8.3%	6.2%
Little Chalfont JMI	31.7	31.0	29.9	2.6%	3.5%	3.9%	7.6%	7.7%	8.1%	1.8%	1.8%	2.2%
Little Green JMI	29.0	29.2	29.5	4.7%	3.2%	3.8%	8.3%	7.2%	6.6%	4.7%	3.7%	2.3%
Rickmansworth Park School	30.8	29.3	28.9	2.4%	5.1%	6.3%	19.3%	18.3%	17.0%	3.9%	3.0%	3.1%
Russell JMI	28.6	31.1	29.3	3.4%	3.0%	3.3%	5.2%	5.0%	5.0%	2.1%	0.0%	1.4%
Sarratt JMI	29.7	28.8	29.8	6.8%	6.3%	7.8%	4.6%	5.4%	4.6%	6.8%	9.8%	4.5%
Shepherds JMI	27.5	28.0	26.6	8.3%	7.0%	7.3%	18.7%	13.0%	10.4%	16.9%	22.8%	19.9%
St John's RC School	28.6	29.0	28.1	1.4%	1.9%	3.3%	10.0%	9.5%	8.3%	6.2%	6.7%	8.1%
St Mary's Rickmansworth	31.9	30.0	29.3	3.4%	4.3%	6.5%	6.3%	8.7%	8.1%	3.4%	5.9%	5.0%
St Paul's Chipperfield	30.6	30.7	29.6	9.5%	5.8%	5.6%	1.8%	2.4%	2.3%	4.6%	5.5%	6.4%
St Peter's JMI	30.3	29.5	27.2	4.7%	4.7%	5.7%	3.2%	4.4%	5.8%	12.8%	9.5%	9.8%
Whiteheath Junior	31.2	31.0	-	6.2%	6.4%	-	9.1%	7.8%	-	10.8%	10.1%	-
Mean APS	30.1	30.0	28.9	5.1%	4.9%	5.0%	8.9%	8.2%	8.4%	6.0%	6.9%	5.6%

School	KS2 APS			%SENS or SENP			%EAL			%FSM		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
St Clement Danes	30.8	30.6	29.9	2.4%	6.7%	9.7%	6.8%	7.2%	4.9%	1.9%	2.9%	1.5%

Source: 2011-2013 DfE Performance Tables

The mean Key Stage 2 Average Point Score (APS) for SCD is slightly higher than the mean APS of the 16 main feeder primary schools. However, this is explained by the fact that 10% of SCD's intake is selected by academic ability based on an admissions test and these students are likely both to raise the mean APS and be drawn from a greater distance due to SCD being heavily oversubscribed year-on-year. A similar hypothesis explains why, typically, the percentage of students with a statement of special educational needs or at school action plus is lower for SCD than the mean score for the 16 feeder primary schools. The percentage of students with English as an additional language (EAL) is marginally lower at SCD compared to the feeder primary schools and the percentage of students entitled to free school meals (FSM) is also lower.

Using 2011-2013 DfE Performance Tables, comparative attainment and contextual data can be estimated for the 22 most likely primary feeder schools for Croxley Green School:

Table: Attainment and contextual data for CGS's 22 most likely feeder primary schools:

School	KS2 APS			%SENS or SENP			%EAL			%FSM		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
Arnett Hills	30.5	30.2	28.7	7.2%	6.7%	4.3%	9.6%	7.9%	9.6%	6.7%	10.1%	5.8%
Beechfield	29.2	29.5	27.1	4.7%	3.8%	4.6%	63.9%	69.1%	76.9%	25.3%	26.7%	29.4%
Cassiobury JM	31.1	31.1	30.2	4.6%	4.6%	4.5%	26.6%	26.2%	26.3%	4.6%	2.9%	2.5%
Central Primary	25.9	28.3	26.8	12.2%	16.1%	17.5%	63.8%	60.7%	57.7%	14.3%	16.7%	18.4%
Chater Junior	29.4	28.3	27.2	5.8%	9.6%	7.6%	80.8%	75.3%	75.0%	11.3%	14.2%	15.3%
Cherry Tree Primary	28.2	27.7	26.4	1.7%	4.6%	5.7%	41.7%	39.9%	36.4%	15.1%	15.2%	17.2%
Harvey Road Primary	31.8	31.1	30.1	2.9%	3.3%	5.0%	13.7%	14.4%	14.9%	0.0%	0.0%	0.0%
Holy Rood Catholic Primary	29.5	30.0	27.8	4.7%	4.9%	5.6%	22.3%	20.9%	18.4%	7.1%	5.3%	6.9%
Holywell Primary	27.2	26.7	24.1	6.9%	8.4%	8.1%	57.2%	55.7%	52.1%	23.4%	26.0%	30.1%
Knutsford	29.7	30.2	28.2	4.2%	4.0%	3.8%	21.7%	18.1%	17.8%	4.3%	4.1%	4.0%
Laurence Haines	28.2	27.8	27.8	5.2%	6.9%	7.0%	64.3%	66.8%	69.2%	12.8%	15.4%	18.4%
Little Green JMI	29.0	29.2	29.5	4.7%	3.2%	3.8%	8.3%	7.2%	6.6%	4.7%	3.7%	2.3%
Nascot Wood JMI	32.5	31.5	30.6	5.4%	2.9%	1.3%	36.0%	28.9%	29.6%	8.4%	7.0%	4.6%
Orchard Primary (The)	30.6	29.1	29.9	7.6%	5.2%	5.5%	25.4%	18.8%	15.8%	14.1%	17.0%	13.0%
Parkgate Junior	28.9	28.4	26.9	7.5%	7.9%	7.5%	42.7%	37.5%	34.5%	12.0%	12.9%	13.7%
Rickmansworth Park School	30.8	29.3	28.9	2.4%	5.1%	6.3%	19.3%	18.3%	17.0%	3.9%	3.0%	3.1%
Shepherds JMI	27.5	28.0	26.6	8.3%	7.0%	7.3%	18.7%	13.0%	10.4%	16.9%	22.8%	19.9%
St Anthony's Catholic Primary	30.7	29.1	30.5	4.6%	4.3%	5.4%	49.5%	43.4%	41.1%	6.4%	5.9%	6.8%
St John's RC School	28.6	29.0	28.1	1.4%	1.9%	3.3%	10.0%	9.5%	8.3%	6.2%	6.7%	8.1%
St Mary's Rickmansworth	31.9	30.0	29.3	3.4%	4.3%	6.5%	6.3%	8.7%	8.1%	3.4%	5.9%	5.0%
St Peter's JMI	30.3	29.5	27.2	4.7%	4.7%	5.7%	3.2%	4.4%	5.8%	12.8%	9.5%	9.8%
Yorke Mead Primary	29.9	27.8	29.0	4.8%	6.3%	3.0%	12.9%	11.2%	8.4%	6.7%	9.2%	9.7%
Mean APS	29.6	29.2	28.2	5.2%	5.7%	5.9%	31.7%	29.8%	29.1%	10.0%	10.9%	11.1%

Source: 2011-2013 DfE Performance Tables

Table: Summary comparison of the attainment data and contextual data for SCD, the 16 main feeder primaries for SCD and the most likely feeder primaries to CGS:

	KS2 APS			%SENS or SENP			%EAL			%FSM		
	2013	2012	2011	2013	2012	2011	2013	2012	2011	2013	2012	2011
St Clement Danes	30.8	30.6	29.9	2.4%	6.7%	9.7%	6.8%	7.2%	4.9%	1.9%	2.9%	1.5%
SCD main feeder primaries (16)	30.1	30.0	28.9	5.1%	4.9%	5.0%	8.9%	8.2%	8.4%	6.0%	6.9%	5.6%
CGS most likely feeder primaries (22)	29.6	29.2	28.2	5.2%	5.7%	5.9%	31.7%	29.8%	29.1%	10.0%	10.9%	11.1%

The mean APS of the likely primary feeders for CGS is very similar to the mean APS of the primary schools that have provided 74% of the secondary transfer cohort to SCD, aggregated over the last three academic years. The difference in KS2 APS is marginally greater when comparing the likely CGS feeders with the actual values for SCD, although the estimated difference is decreasing.

The percentage of students with a statement of special educational needs or at school action plus is estimated to be very similar for the likely CGS feeder primary schools and the major feeders to SCD. The estimated values for CGS and the actual values for SCD are broadly comparable over three years.

There is likely to be a significant difference in the percentage of students with EAL at CGS compared to SCD. However, it is reasonable to suggest that the previously explained similarity in KS2 APS indicates that language barriers for these students may have mostly been overcome in terms of curriculum access by the end of KS2. The accuracy of this analysis has been confirmed by Hertfordshire for Learning (HfL) educational officers. SCD has taken advice from an outstanding primary provider catering for a high percentage of EAL students. CGS will need to be mindful of this factor when considering strategies to ensure the necessary parental engagement that will support student progression as parents' command of English may not be as extensive as that of their children.

The percentage of students entitled to free school meals is clearly estimated to be greater at CGS than at SCD. Should current policy remain in place, this difference will be recognised by targeted Pupil Premium funding which offers exciting opportunities to transform the educational outcomes of these students.

The substantially different percentage of students entitled to free school meals estimated for CGS compared to SCD indicates a demographic variance. We have investigated this variance further by mapping the postcode areas of current SCD students to Middle Layer Super Output Areas (MLSOA) to estimate a mean Index of Multiple Deprivation (IMD) score for the school and then comparing it to a similarly-calculated score for CGS. This analysis is attached as annex D1i.

The IMD comparison between SCD and CGS (estimated) supports the free school meal differential previously identified. This clearly indicates that a target for CGS will be to ensure that planned provision minimises the gap between pupil premium and non-pupil premium students.

Given that the likely intakes are not substantially dissimilar in terms of KS2 APS and the percentage of students with a statement of special needs or at school action plus, it is reasonable to adopt a similar curriculum structure between the two schools in the first instance. Analysis of KS2 performance for individuals prior to secondary transfer will yield such information as ability range which can then be used to anticipate how the broad structure should be personalised to maximise student achievement.

Section D1.2: Conclusion

As stated at the start of this section, an outstanding curriculum must match the needs of all students. Analysis of data and information about the likely intake of CGS demonstrates its similarity to the SCD intake in relation both to attainment and to contextual data. While the new school will almost certainly have a greater proportion of students with English as an Additional Language and those entitled to free school meals, it is estimated that the average point scores and the proportion of students with SEND will be very similar to those in SCD. As the SCD curriculum has been judged to be 'outstanding' by Ofsted, it makes considerable sense to adopt a similar curriculum structure across the two schools and to review the suitability of this over time.

Section D1.3 Assessing and meeting the needs of all students

The needs of all students at CGS will be met through carefully-planned and targeted assessment and intervention, ensuring that everyone at CGS, regardless of their needs, will be given opportunities to succeed and will be well prepared for the next stage of their education

Base-line assessment of students entering the school, together with information acquired at secondary transfer from primary schools, will determine targeted groups and those requiring additional support. Once assessed, students' learning will be personalised to their needs and interests, enabling them to progress, achieve and participate, to develop their talents to the full and to have the confidence to follow their aspirations

Our strategy, as outlined in the following section, has been informed by a careful analysis of local demographic data to establish key baseline data.

D1.3.1 Assessing students' needs

Assessment will be the bedrock of the CGS approach to personalising learning. The assessment of student progress by staff will initiate, where appropriate, either additional support by the Special Educational Needs Co-ordinator (SENCO) or by subject specialists. However, most often intervention in the classroom has the greatest impact and Assessment for Learning (AfL) and effective feedback (Reflection and Improvement Time) will be embedded in lessons to maximise this.

The following strategies will be put into place to assess students' needs:

a) On entry into school:

- Information relating to prior attainment will be collected for all students transferring to CGS
- All students will complete the Pupil Attitude to School and Self (PASS) test to provide a robust, standardised measurement of their attitudes to learning, school and self to inform targeted intervention
- All students will also take a base-line Cognitive Ability Test (CAT) to identify their strengths, weaknesses and learning preferences
- In addition to the CAT results, KS2 data will be used to inform the SENCO and subject teachers of the appropriate level of challenge needed for each student
- An individual audit for those students qualifying for the Pupil Premium and bespoke packages will be put into place from year 7, identifying gaps in literacy and numeracy
- There will be an immediate focus on those students qualifying for the KS3 numeracy and literacy catch-up funding. Students who do not achieve mastery of these key skills, as outlined on section D1.6.4, page 36, will also be included in this intervention. This programme will be overseen by literacy and numeracy co-ordinators.

b) Ongoing

The SLT member with responsibility for Assessment and Monitoring & Intervention will put the appropriate systems into place to identify and monitor underachievement and to ensure progress is being made by all:

- At KS3, the literacy baseline will be used to determine intervention and ongoing assessment will measure further need/intervention
- End-of-KS4 targets will be based on students making greater-than-expected progress from their KS2 starting points

- Periodic testing and annual examinations will be used as a basis for predicting end-of- year/key stage performance which will be monitored through academic targets based on previous performance with the aim of adding challenge
- Ongoing assessment by classroom teachers will also include appraisal of student performance in class and marking of written tasks, both homework and classwork
- Classroom teachers will monitor ongoing student performance and progress, escalating any concerns to Heads of Faculty
- Heads of Faculty will take responsibility to ensure that overall performance and progress of students within teaching groups is substantial and sustained
- Rigorous monitoring of projected end-of-year/key stage performance in the context of individual student progress towards academic targets will be shared with Pastoral Leaders. This information will enable celebration of student successes and positive intervention where necessary in the form of one-to-one mentoring.

D1.3.2 Special Educational Needs

Croxley Green School will recognise that all students are individuals with particular needs, strengths and weaknesses and will offer an inclusive education to ensure the best possible progress for all students, whatever their needs or abilities may be. At CGS, students will be considered to have a special educational need if they have a learning difficulty which calls for any special educational provision to be made for them. These may include:

SEN Category (Area of Need)	Description of Need
Cognition and Learning Difficulties	Specific Learning Difficulties (e.g. Dyslexia, dyscalculia, dyspraxia)
	Moderate Learning Difficulties; which includes children who have difficulty with some of the work in school, and with keeping up with other children their age
Behaviour, Emotional and Social Development Needs	Behavioural, Emotional & Social Difficulty
	Attention Deficit Hyperactivity Disorder
Communication and Interaction Needs	Speech, Language and Communication Needs, including expressing themselves or understanding what others are saying and EAL
	Autistic Spectrum Disorder, difficulties with social communication, making friends or relating to adults
Sensory and/or Physical Needs	Visual Impairment
	Hearing Impairment
	Physical Disability

Gifted & Talented requirements will be met through CGS' Exceptional Performance programme.

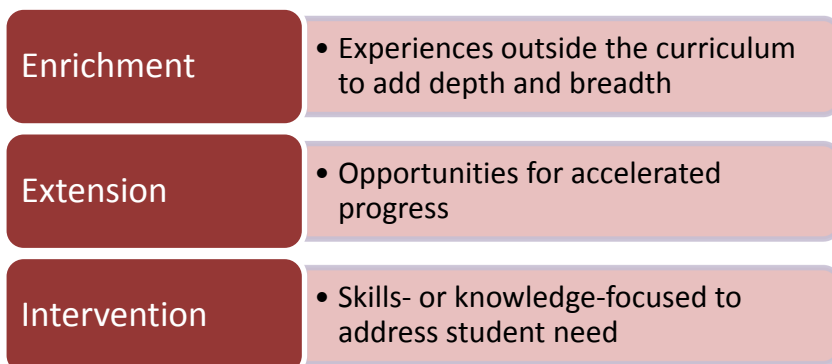
D1.3.3 Approaches to meeting different needs

In addition to the core curriculum, a wide-ranging programme of extension and enrichment activities will also be provided for CGS students. Please see Section D1.6 on page 32 for further detail on curriculum content and how the curriculum will meet the likely needs of the student intake.

Additional learning activities

Additional learning activities will be provided for CGS students, supervised by teaching and support staff. These will comprise a blend of extension, intervention and enrichment activities, as illustrated diagrammatically overleaf, which will help students to develop important key skills such

as team work, confidence and self-discipline whilst supporting them to become mature and effective learners.



Additional learning activities will also take place at the weekends and during school holidays. A breakfast club and after-school homework club will also be provided.

Pupil Premium funding will be used in a variety of ways to enable students to access teaching and learning effectively, to tackle the barriers which face students from deprived communities and to introduce strategies to improve their chances of success. Teaching and learning will be personalised to each student's needs through their personal Bespoke Education Plan which will be developed following the initial audit of need and updated after regular reviews.

Examples of resources and intervention that the Pupil Premium funding will be used to support include:

- booster classes in literacy and numeracy where appropriate
- high impact classroom approaches – for example, effective feedback, meta-cognition strategies, peer tutoring and early intervention
- specialist hardware and software to support specific needs
- alternative curricula
- one-to-one mentoring
- study skills
- revision lessons
- counselling
- music lessons
- funding for school visits to broaden students' horizons and raise aspirations
- text books
- other resources for lessons, e.g. food ingredients

In-school strategies for developing good behaviours for learning

Students learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable. Croxley Green School will provide a working environment where all students can realise their full potential in an undisruptive, happy and stimulating environment. The CGS Behaviour for Learning policy will be predicated upon the following ten aspects of school practice which will help students to develop good behaviours for learning:

1. A consistent approach to behaviour management
2. Strong school leadership
3. Professional classroom management
4. Appropriate rewards and sanctions
5. Behaviour strategies and the teaching of good behaviour
6. Staff development and support
7. Student support systems
8. Liaison with parents and other agencies
9. Managing students' transitions
10. Clear organisation and facilities

D1.3.4 The role of the Special Educational Needs Coordinator (SENCO):

The role of the SENCO will be to ensure that barriers to learning are sharply identified upon student entry to the school and then removed through targeted personalised provision. Students with special needs, students with literacy issues and students with numeracy issues will all be intensively boosted to accelerate their progress at KS3 and to narrow any attainment gaps.

The SENCO will:

- provide leadership, direction and efficient management for special needs education that ensures the provision meets the aims and objectives of the school and clearly meets the statutory requirements
- lead a team of Teaching Assistants (TAs) and Higher Learning Teaching Assistants (HLTAs) and organise in-class and out-of-class support
- disseminate excellent practice for effective SEND teaching and learning across the curriculum – for example, by contributing to differentiation within subject schemes of work and advising on student management within discrete subject lessons
- contribute to the effective management of the budget allocated to SEND within the school
- contribute to school decisions and delivery in relation to the provision of a differentiated curriculum in Key Stages 3 and 4 – for example, withdrawal groups in Key Stage 3 and alternative curriculum in Key Stage 4
- maintain effective contact with all external agencies relevant to SEND provision.

D1.3.5 The role and/or responsibilities of other staff:

CGS will be committed to ensuring that all teaching and support staff are appropriately trained and that teaching practice/strategies are inclusive. All teaching staff will be made aware of their responsibilities so that they fully understand how to work with learning support staff and can integrate inclusive learning into their own delivery. The SENCO will provide information for staff in a range of media and will ensure that training is available on a regular basis to embed support strategies within classroom teaching and learning.

Examples of support strategies include:

- ensuring that teaching is differentiated in terms of times and delivery methods
- designing inclusive learning materials
- provision of learning support assistance in the classroom
- provision of additional learning curriculum support on a discrete basis
- implementing a rolling programme of study skill support
- provision of assistive equipment or adaptations and/or physical support, where appropriate

i) Subject Teachers

The curriculum structure of CGS will be designed to support personalised learning to the greatest possible degree. However, it will be the responsibility of the classroom teachers to provide the refinement in the classroom that will build on this structure. Our outstanding practitioners will know their students and plan accordingly to ensure that all students with need will feel included, challenged and stimulated by the learning opportunities presented to them.

Learning objectives will provide suitable coverage for the abilities of all students within a teaching group and will be translated into clear and measurable learning outcomes. Subject staff will establish and adopt the most effective teaching and learning approaches for students with specific needs, as identified through the assessment process. They will monitor teaching and learning activities to ensure these are responsive to the needs of students, enabling them to access the curriculum and make maximum progress. This will mean incorporating an appropriate balance of whole class teaching, small group teaching and individual tuition.

The SENCO will put into place an ongoing monitoring and recording system that will enable staff to share feedback on students with special educational needs to ensure coherence of approach and continuity in learning momentum across the curriculum. Both newly-qualified and in-service teachers will also receive a comprehensive grounding in the necessary skills and preparation to help them manage the support staff with whom they work in order to facilitate joint planning and maximise formative feedback and to model ways in which TAs can be most effectively deployed.

ii) Higher Learning Teaching Assistants (HLTAs) and Teaching Assistants (TAs)

Teachers will take responsibility for the lesson-by-lesson curriculum and pedagogical planning for all students in the class, including those being supported by TAs and HLTAs, but will involve the support staff in the planning process to prepare them for their role in the classroom. TAs and HLTAs will also be prepared and trained by subject staff for specific curricular interventions so that they are able to play an increasingly positive role in supporting students' academic progress.

HLTAs and TAs will provide targeted personalised provision which will enable focussed intervention for students with special educational needs, students with literacy issues and students with numeracy issues in order to accelerate their progress at KS3 and narrow any attainment gaps.

TAs will work predominantly in the classroom, supporting students with specific learning difficulties. They will work alongside subject teachers to ensure they are aware of the objectives for each lesson and are equipped to make the curriculum fully accessible for all learners – for example, by preparing differentiated worksheets or other resources. HLTAs will also work in the classroom like TAs but will focus more on teaching withdrawal groups and supporting the development of specific literacy, numeracy and other skills that will enable students fully to access all curriculum areas.

iii) Pastoral teams

The CGS pastoral teams will play a key role in fostering the personal development of students with need and will:

- provide additional support for students whose need relates to behavioural, emotional and/or social development to help them to develop effective behaviour management strategies, relationships with others, and self-reliance
- provide a point of central liaison with parents, the SENCO, the Exceptional Performance Coordinator (EPCO), who has responsibility for gifted and talented students who will be identified as Exceptional Performers (EP), and outside agencies, when appropriate
- Should the need arise, students with more challenging behavioural, emotional or social issues will have dedicated provision, with senior staff centrally involved in providing pastoral support. Supported behaviour management will be viewed as everyone's concern. Leadership development training will be provided to support senior and middle leaders in developing the appropriate skills and expertise.

D1.3.6 Looked-After Children

Overall responsibility for Looked After Children at CGS will initially be within the remit of the member of the Senior Leadership Team (SLT) who will also be the Designated Senior Person (DSP) for Child Protection. As the CGS staffing builds to capacity over the first three years of operation, a member of the Pastoral Team will be designated as the Co-ordinator for Looked After Children. This responsibility will be within the remit of the Head of either KS3 or KS4.

The responsibilities of the CGS Lead and Coordinator for Looked After Children will include:

- acting as an advocate for children and young people in public care
- supervising the smooth induction of a new looked-after child into the school
- implementing a personal education plan for each child and reviewing it as required in the notes of guidance as this will contribute to the educational component of their care plan
- informing members of staff of the general educational needs of children who are in public care and promoting the involvement of these children in school homework clubs, extra curricular activities, home reading schemes, school councils, etc
- monitoring the educational progress of all children who are looked after
- intervening if there is evidence of individual underachievement, absence from school or internal truancy
- ensuring the speedy transfer of information between agencies and individuals and reporting on the

progress of all children in care on the school roll to the Corporate Parenting Officer

D1.3.7 Responsibility for other named groups of students

i) Exceptional Performance Co-ordinator (EPCO)

The role of the EPCO will be to identify students with exceptional potential and then ensure that long term aspirations are supported through curriculum provision and a mentoring programme which both supports and challenges the student throughout their time at CGS.

The EPCO will oversee the provision for gifted and talented students. These students, who will be identified as those with exceptional potential, will only be formally enrolled on a support and challenge programme once a reliable quantity of assessment evidence indicates that they are exceptional. Cognitive Ability Testing, performance data, teacher feedback and student interviews will be collated by the EPCO to provide such evidence.

Once a student (and his/her parents) has agreed to be enrolled on a Support and Challenge Programme, an expert mentor will be assigned who will oversee the development of that student throughout their time at the school. Aspirational targets will be considered and refined over time. The student will receive one-to-one sessions with their expert mentor as well as experiencing challenge activities which will be delivered to mixed year groups, some being delivered jointly with St Clement Danes School.

ii) Intervention/Pupil Premium Coordinator

An Intervention Co-ordinator will be appointed who will oversee and monitor the support both for Pupil Premium students and for students in receipt of KS2 catch-up funding. This role will be undertaken by a member of the CGS Senior Leadership Team. This member of staff will provide overall guidance and support to these students and will draw up personalised action plans targeting specific areas for improvement. Areas of intervention will include: one-to-one support, in-class support, liaison with other staff and other agencies as appropriate.

D1.3.8 Other Agencies

CGS will recognise that some of its students will have special needs at some time during their school life and will ensure that all students are supported to overcome their difficulties so that they can fully participate, enjoy and achieve in everything that they do. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together and by the input of professional support. To this end, we envisage working with the following professional colleagues and organisations:

Specific learning needs

- Speech and language therapists
- Occupational therapists
- Educational psychologists

Specialist input will be obtained from speech and language therapists in cases where a student's communication difficulties prevent them from accessing their learning fully, in order to remove this particular barrier to achievement. Similarly, occupational therapists will be called upon to help those with physical disabilities to achieve a high level of functionality and independence.

CGS will work with educational psychologists to help our teachers in the assessment of a student's academic, social and emotional development and make recommendations on how the school and/or parents can best meet the student's needs. We will also call upon support from educational psychologists in designing the process for drawing up individual education plans and reviewing the progress of students, particularly those with a statutory statement of special educational needs.

Emotional wellbeing and mental health needs

- Welfare Officer
- School Nurse
- Child and Adolescent Mental Health Services (CAMHS)

- Signpost (counselling)

Counsellors will provide weekly one-to-one sessions with students to maximise their potential through structured discussion, reflection and planning. Parents may be invited to join these sessions, where appropriate. Students with emotional and mental health concerns will be supported, monitored and referrals made as appropriate. Parents will be fully involved and signposted to other agencies.

Behaviour for Learning needs

Chessbrook Education Centre

CGS teachers will work with Chessbrook Education Centre, a Pupil Referral Unit (PRU) in Watford that was rated 'outstanding' by Ofsted in 2014, to provide a different outlook on how behaviour for learning is managed within the PRU context. CGS and Chessbrook will also work together on a number of in-centre and outreach projects to support students who require intervention with regard to their behaviour for learning in the classroom. Support will be provided at three stages:

- **Stage 1:** Weekly one-to-one sessions provided by Chessbrook outreach workers for identified students with behaviour for learning needs
- **Stage 2:** 'Reflect and Relaunch' and 'Thinking Matters' for students who have been through Stage 1 support and require further intervention with their parents at Chessbrook
- **Stage 3:** 'Chessbrook Targeted Support' – for students who have received support at Stages 1 and 2 and need further input at school.

This staged strategy of support and intervention for behaviour has supported SCD's students highly effectively. In the last three Ofsted Inspections (2002, 2007, 2011) for SCD, behaviour has been described as exemplary.

Section D1.4 – Type of curriculum

1. Defining the curriculum

As fully explained in Section D1.2, page 14 which considers student intake, our detailed research has clearly established that there will be significant performance similarities between the student populations of SCD, and CGS in terms of KS2 APS and the percentage of students with a statement of special needs or at school action plus, although CGS will be likely to receive more students for whom English will be an additional language. In view of these performance similarities, the CGS curriculum will be based on that of SCD which has been judged by Ofsted to be 'outstanding', adapting and refining this where necessary. As such, the National Curriculum will be followed at Key Stages 3 and 4 and students will sit GCSE examinations at the end of their Key Stage 4 studies in the summer term of Year 11. At Key Stage 5, students will study for A level qualifications.

2. Establishing valuable links with the educational sponsor, St Clement Danes School

In addition to establishing these useful parallels between the curricula of the two schools, we will also ensure that the structure of the timetable and the annual calendar dovetail together to maximise opportunities for valuable curriculum collaboration. For example, during the period of time whilst the CGS student population is building to capacity, collaboration with SCD will help manage the recruitment of staff against changing curriculum requirements. This will be achieved by employing staff through the Multi-Academy Trust (MAT), hence facilitating their deployment across the two schools. This approach introduces financial efficiencies across the MAT, makes available highly experienced and proven SCD teaching staff to CGS from day one of operation and could be further developed through the shared services of support staff.

Although comparison of the intake data of both CGS and SCD suggests that the KS4 & KS5 curricula would be similar, a small number of significant variations are to be expected - for example, in take-up of subject options. Within one institution, a small number of variations are more difficult to accommodate within the most appropriate curriculum. However, across two

schools with a similar intake and similar variations in ability, there is the potential to develop and deliver courses which would not be financially viable if only delivered by one school.

3. Supporting transition between Key Stages

i) KS3 to KS4: Every Year 9 student will receive an individual guidance meeting with a senior member of staff at the beginning of the spring term. Parents will be invited to attend these meetings to triangulate the discussion and support the subsequent decisions made by the student. Students and parents will also be expected to attend an evening event focused on making the best decisions in the transition to KS4. This event will be attended by members of the CGS senior leadership team and curriculum leaders so that experienced staff can directly advise parents and students.

In advising students on their KS4 choices, members of staff will take into account all appropriate performance data and combine this with their detailed knowledge of the individual student to ensure that they have all the information necessary to make the best decisions. When choosing their KS4 'options subjects', Year 9 students will have the opportunity of meeting both with subject leaders and KS4 students in the school to provide any points of clarification. This will be particularly important for GCSE subjects which are not studied in the KS3 curriculum – for example, Business Studies.

CGS will ensure that the qualifications made available as KS4 options will be commensurate with the needs and abilities of all students. Student data will be individually compared with relevant national data, such as transition matrices, to guide this process.

ii) KS4 to KS5: The underpinning expectation of transition between KS4 and KS5 will be that every student remains in education, employment or training. The CGS target will be a minimum retention rate of 85% of the Year 11 cohort. To achieve this target, the school will ensure that the range of qualifications made available as KS5 options will meet the needs, aspirations and abilities of all students. Where a minority of students require additional curriculum breadth, collaboration with vocational providers will be arranged to enable students to continue their studies at Croxley Green School. The potential for delivering KS5 courses across both CGS and St Clement Danes School will also provide the necessary added flexibility and breadth of offer to support a retention rate in excess of 85%.

As with KS3/KS4 transition, performance data combined with detailed knowledge of the individual student will be applied by key staff to advise students in making the best choices and every Year 11 student will receive an individual guidance meeting with a senior member of staff. These meetings will also factor in the latest information on employment or study beyond KS5 to ensure that the most appropriate choices are made to allow for future progression. Again, parents will be invited to attend these meetings. Students and parents will also be expected to attend an evening event at which they will have the opportunity of discussing KS5 study options with members of the senior leadership team and curriculum leaders.

CGS students considering further study at another educational provider or taking up employment with training at the end of Year 11 will be expected to be accompanied by their parents to a meeting with the member of staff responsible for Careers Education Information and Guidance. In line with SCD, CGS will have a target of 0% of students at the end of Key Stage 4 being classified as 'NEET'. This is well below the most recently released value for Hertfordshire which is 4.3% (Source: Herts CC, June 2013).

Section D1.5 – Curriculum models

D1.5.1 Structure of the academic year

- 190 days for student attendance; 5 INSET days for professional development.
- Three terms. One week half-term holidays.
- Start/end dates in line with Hertfordshire County Council published dates, allowing for minor adjustment by the Headteacher.

- We will ensure that CGS holidays match those of other local primary and secondary providers to minimise any additional childcare for parents with children across primary and secondary phases. This will also allow parents to identify suitable windows of time for family holidays.
- Enrichment activities and bespoke provision designed to maximise student outcomes may be timetabled for holidays – for example, educational visits and booster classes.

D1.5.2 Structure of the school day:

Education Plan – Part 2: Details about each subject and any enrichment/out-of-hours activities in the planned curriculum:

Designated activity	Start time	Finish time	Mandatory	Voluntary
Breakfast club	8.00am	8.40am		✓
Registration	8.40am	8.50am	✓	
Period 1	8.50am	9.50am	✓	
Period 2	9.50am	10.50am	✓	
Assembly/ Tutor Period / Break	10.50am	11.35am	✓	
Period 3	11.35am	12.35pm	✓	
Lunch	12.35pm	1.25pm	✓	
Registration	1.25pm	1.30pm	✓	
Period 4	1.35pm	2.35pm	✓	
Period 5	2.35pm	3.35pm	✓	
Enrichment activities	4.00pm	5.00pm		✓

- Two week timetable cycle of 50 periods; 5 periods per day over ten days per fortnight.
- School day starting at 8.40am for students and ending at 3.35pm.
- No compulsory curriculum delivery at the weekends. Enrichment activities may occur at the weekends and during school holidays – for example, educational visits, sports fixtures, additional classes to assist EP provision.
- Full details of the voluntary enrichment activities are provided in Section D1.8 on page 41
- Timings for CGS and SCD school days will provide opportunities for a collaborative curriculum at Key Stages 4 and 5. This will also allow staff to be employed across both schools within the MAT. Common timings will allow opportunities during the school day for staff to transfer between sites. This will be facilitated through joint timetabling with SCD.
- CGS will provide wrap-around care to assist parents in full-time employment including a breakfast club before school and an after-school homework club and enrichment activities, supervised by teaching staff, support staff or contracted providers (for specialist activities). FSM data for likely primary CGS feeder schools suggests that a substantial number of students may be accompanied by Pupil Premium funding.

D1.5.3 Key Stage 3 curriculum

Given the similarities between St Clement Danes and Croxley Green Schools in terms of KS2 APS and the percentage of students with a statement of special needs or at school action plus for students received at secondary transfer, a similar curriculum is a logical projection.

Education Plan – Part 2 cont: Curriculum model tables completed for KS3 where the subjects or proportion of time allocated to each subject are different.

KS3: Year 7

Subject/other activity (e.g. enrichment)	Hours/ 2 week t/table	Mandatory /Voluntary	Comments	%age of compulsory curriculum
English	7: 00	Mandatory		14%
Maths	7: 00	Mandatory		14%
Science	6: 00	Mandatory		12%
Art & Photography	2: 00	Mandatory		4%
Drama	2: 00	Mandatory		4%
Music	2: 00	Mandatory		4%
Spanish	0: 00	Mandatory		8%
French	4: 00	Mandatory		0%
Geography	3: 00	Mandatory		6%
History	3: 00	Mandatory		6%
RE & Philosophy	2: 00	Mandatory		4%
Technology	4: 00	Mandatory		8%
Computer Science	2: 00	Mandatory		4%
PE & Dance	4 :00	Mandatory		8%
Personal Development	2: 00	Mandatory		4%
Enrichment activities	5:00max	Voluntary	A range of enrichment activities - D1.8 (page 41) - will be available to all students from 15.45 to 17.00 daily	

KS3:Year 8

Subject/other activity (e.g. enrichment)	Hours/ 2 week t/table	Mandatory /Voluntary	Comments	%age of compulsory curriculum
English	7: 00	Mandatory		14%
Maths	6: 00	Mandatory		12%
Science	6: 00	Mandatory		12%
Art & Photography	2: 00	Mandatory		4%
Drama	2: 00	Mandatory		4%
Music	2: 00	Mandatory		4%
Majority of students: French & Spanish	3:00 & 3.00	Mandatory	Most students will take up a second language	12%
Most able students: French/Spanish/German	2.00/ 2.00/ 2.00	Mandatory	Most able students will take up a second language plus Latin	12%
Geography	3: 00	Mandatory		6%

History	3: 00	Mandatory		6%
RE & Philosophy	2: 00	Mandatory		4%
Technology	3: 00	Mandatory		6%
Computer Science	2: 00	Mandatory		4%
PE & Dance	4 :00	Mandatory		8%
Personal Development	2: 00	Mandatory		4%
Enrichment activities	5:00 max	Voluntary	A range of enrichment activities - D1.8 (page 41) - will be available to all students from 15.45 to 17.00 daily	

KS3: Year 9

Subject/other activity (e.g. enrichment)	Hours/ 2 week t/table	Mandatory /Voluntary	Comments	%age of compulsory curriculum
English	7: 00	Mandatory		14%
Maths	6: 00	Mandatory		12%
Science	6: 00	Mandatory		12%
Art & Photography	2: 00	Mandatory		4%
Drama	2: 00	Mandatory		4%
Music	2: 00	Mandatory		4%
Majority of students: French & Spanish	3: 00 & 3: 00	Mandatory		12%
Most able students: French/Spanish/German	2: 00/ 2:00/2:00	Mandatory		12%
Geography	3: 00	Mandatory		6%
History	3: 00	Mandatory		6%
RE & Philosophy	2: 00	Mandatory		4%
Technology	3: 00	Mandatory		6%
Computer Science	2: 00	Mandatory		4%
PE & Dance	4 :00	Mandatory		8%
Personal Development	2: 00	Mandatory		4%
Enrichment activities	5:00 max	Voluntary	A range of enrichment activities - D1.8 (page 41) - will be available to all students from 15.45 to 17.00 daily	

D1.5.4 Key Stage 4 curriculum - Education Plan – Part 2 cont. Curriculum model tables completed for KS4 where the subjects or proportion of time allocated to each subject are different.

KS4: Year 10

Subject/other activity (e.g. enrichment)	Hours/ 2 week t/table	Mandatory /Voluntary	Comments	Leads to qualification
Core subjects				
English Lang & Lit	9: 00	Mandatory		✓ ✓
Maths	8: 00	Mandatory		✓
Double Science	9: 00	Mandatory		✓ ✓
Personal Development	1: 00	Mandatory		
Games	3: 00	Mandatory		
Option subjects				
Option 1	5: 00	Mandatory		✓
Option 2	5: 00	Mandatory		✓
Option 3	5: 00	Mandatory		✓
Option 4	5: 00	Mandatory		✓
Enrichment activities	5:00 max	Voluntary	A range of enrichment activities - D1.8 (page 41) - will be available to all students from 15.45 to 17.00 daily	

KS4: Year 11

Subject/other activity (e.g. enrichment)	Hours/ 2 week t/table	Mandatory /Voluntary	Comments	Leads to qualification
Core subjects				
English Lang & Lit	9: 00	Mandatory		✓ ✓
Maths	8: 00	Mandatory		✓
Double Science	9: 00	Mandatory		✓ ✓
Personal Development	1: 00	Mandatory		
Games	4: 00	Mandatory		
Religious Education	2: 00	Mandatory		
Study Skills	1: 00	Mandatory		
Option subjects				
Option 1	4: 00	Mandatory		✓
Option 2	4: 00	Mandatory		✓
Option 3	4: 00	Mandatory		✓
Option 4	4: 00	Mandatory		✓
Enrichment activities	5:00 max	Voluntary	A range of enrichment activities - D1.8 (page 41) will be available to all students from 15.45 to 17.00 daily	

- The final composition of the KS4 curriculum will be informed by the progress and developing needs of the students
- GCSE option subjects offered alongside the educational sponsor will therefore be: Computing, French, Spanish, German, Geography, History, RE, Art, Drama, Music, Business Studies, Food Technology, Graphic Products, Product Design, Textiles, PE and Dance.
- In particular, the inclusion of GCSE Dance will be a natural progression from the KS3 CGS curriculum and could extend the breadth of the St Clement Danes KS4 offer, demonstrating the value to both schools of working in collaboration
- The allocation of nine hours per option subject delivered over Key Stage 4 is split with the majority of time being allocated in Year 10 (5 hours). This is because Year 11 is abbreviated by GCSE examinations in May/June and so a model with more teaching time in Year 10 maximises the number of lessons delivered
- The vast majority of students will be expected to choose four option subjects, which, together with their compulsory core subjects, would fulfil the Progress 8 performance measure. Students at risk of not attaining a good grade in the key qualifications of English or maths will choose only three GCSE option subjects to allow support lessons in literacy and numeracy to feature in their timetable.

D1.5.5 Key Stage 5 curriculum - Education Plan – Part 2 cont.

Years 12 and 13

Subject/other activity (e.g. enrichment)	Hours/ 2 week t/table	Mandatory /Voluntary	Comments	Leads to qualification
Option subjects				
Option 1	9: 00	Mandatory for students to study three or four option subjects		✓
Option 2	9: 00			✓
Option 3	9: 00			✓
Option 4	9: 00			✓
Option 5	9: 00			✓
Core subjects				
Enrichment	2: 00	Mandatory		
Physical Education	2:00	Mandatory		
Personal Development	1.00	Mandatory		

- The final composition of the KS5 curriculum will be informed by the progress and developing needs of the students.
- At this stage, the analysis of data from likely feeder primary schools indicates that CGS will deliver a similar portfolio of subjects at KS5 to that offered by St Clement Danes. As with Key Stages 3 and 4, the construction of the timetable will be co-ordinated between both schools to maximise flexibility and breadth of provision. A Level option subjects offered across both schools will therefore be: English Language, English Literature, Maths, Further Maths, Biology, Chemistry, Physics, Computing, French, Spanish, German, Geography, History, RE/Philosophy, Travel and Tourism, Art, Drama, Music, Business Studies, Economics, Psychology, Sociology, Food Technology, Product Design, Textiles and PE.
- A number of A Level subjects which traditionally have a lower level of take-up will become more viable as a result of the proposed collaboration between the two schools - for example: French, Spanish, German, Music, and Dance.
- The enrichment programme will provide many opportunities. All students will benefit from Careers Education, Information and Guidance (CEIG) and advice on applying to Higher Education. However, students will also be able to choose between options such as the Duke

of Edinburgh Award scheme, the Extended Project Qualification (EPQ), and the CSLA sports leaders' award.

Section D1.6 Content of curriculum & how it will meet the likely needs of the student intake

As outlined in Section D1.5 (page 26), CGS will offer a broad and balanced programme of study that follows the National Curriculum, ensuring strong standards of literacy and numeracy as a basis for wider learning and high achievement. There will be strong collaboration between CGS and SCD to maximise opportunities for joint practice development and the sharing of staff and resources. Students' learning will be personalised, enabling all students to progress, achieve and participate, developing their talents to the full with the confidence to follow their aspirations.

D1.6.1 Key Stage 3 curriculum

Beyond the opening phase of the school, students will be placed into six mixed-ability form groups of 30 students. The curriculum will be delivered in either mixed-ability form groups, half-year blocks (sets 1-3), quarter-year blocks or whole-year blocks (sets 1-6). This provision will be supplemented in the core subjects of English and maths with students set by ability into four teaching groups per half-year block. This will provide an additional teaching group per half-year block.

Students entering the school with a KS2 attainment below the national average in English and/or maths will be assessed by the SENCO. Assessments will also be made of students' reading age, spelling age and cognitive ability. The combination of these assessments will determine progression through the KS3 curriculum for some students. For example, students requiring the most support will receive additional small group tuition in maths and/or English from subject specialists. Narrowing the attainment gap is a priority and mastery of the key skills of literacy and numeracy will be the key to success. Significant progress for these students will also be supported through reading programmes in which younger students will be paired with older students. The progress of these students will be closely monitored by the SENCO. Challenge and independent exploration will also be a key feature of the KS3 curriculum, encouraging students to build upon the skills they have developed at KS2.

In the core subjects of English, maths and science, the National Curriculum Programmes of Study will be covered completely and the organisation of the learning modules will be designed to increase the level of challenge as students progress through the key stage. The curriculum content will spiral as subjects visited earlier in Year 7 are developed and progressed in Years 8 and 9. This progression is illustrated below in the high-level outline of the key topic areas that these three core subjects will cover at KS3:

D1.6.2 High level overview of core subject delivery

KS3 English Curriculum

	Year 7	Year 8	Year 9
Units of work	Fiction Poetry Drama Media Non-Fiction Writing Speaking and Listening	Fiction Poetry Drama Media Non-Fiction Writing Speaking and Listening	Fiction Poetry Drama Media Non-Fiction Writing Speaking and Listening
Spiralling curriculum Example 1: Writing	Fictional narrative writing. Non-Fiction personal account. Marketing Presentation Speech	Descriptive writing Character Dramatic Monologue Persuasive essay Analytical essay Non-Fiction Magazine Article	Imaginative writing Writing from personal experience GCSE Writing CA Task: Persuade / Argue

	Year 7	Year 8	Year 9
	Challenge of task and requirements of forms and conventions increases across Yr7 -8. Yr9 begins to draw these conventions together to deliver against GCSE criteria for variety of audiences, purposes and text types.		
Spiralling curriculum Example 2: Poetry	<p>Thematic grouping of poems: Animal Poetry or People Poetry.</p> <p>Development of analytical skills in considering writers' craft – form, language and structure.</p> <p>Commenting on effect of linguistic and literary features in shaping meaning.</p> <p>Analysis essay skills</p>	<p>Poems by one author.</p> <p>Securing analysis of one writer's craft, considering literary and linguistic techniques.</p> <p>Exploring the effect of social, historical and cultural context on writer's viewpoint and the shaping of meaning.</p> <p>Comparative analysis skills</p>	<p>Poetry from different cultures.</p> <p>Exploring language variation according to time, place, culture and society.</p> <p>Analysis of wider viewpoints and purposes in texts, delivered through writers' choice of linguistic and literary features.</p> <p>'Unseen' analysis skills</p>

KS3 Maths Curriculum

	Year 7	Year 8	Year 9
Units of work	Decimal arithmetic Directed numbers Sequences Perimeter, Area, Volume, Nets Circles Fractions, decimals and percentages Algebra manipulation Linear Equations Angles – measuring and calculating Transformations Probability Statistical measures and diagrams	Fractions, decimals and percentages Factors, multiples and primes Ratio and proportion Laws of indices Angles in polygons and parallel lines Logic and Proof Algebra – factorising Rearranging formulae Straight line and real life graphs Compound units Volume and surface area of prisms Pythagoras Theorem Probability Statistical measures and diagrams	Sequences – limits and quadratic Fractions, decimals and percentages Standard Form Estimates and Bounds Simultaneous equations Inequalities Algebraic proof Quadratic equations and graphs Pythagoras and Trigonometry Congruency and Similarity Arcs and sectors of circles Volume and Surface area Probability Statistical measures and diagrams
Spiralling curriculum Example 1: Fractions, decimals and percentages	Fraction addition and subtraction. Simple decimal arithmetic. Converting between decimals, fractions and percentages	Complex fraction arithmetic. Complex decimal arithmetic. Calculating percentage profit	Simplifying algebraic fractions. Converting recurring decimals to vulgar fractions. Calculating compound interest

	Year 7	Year 8	Year 9
Spiralling curriculum Example 2: Statistics	Ability to construct a pie chart from frequency data.	Ability to construct a frequency diagram from grouped frequency data.	Ability to construct a cumulative frequency curve from grouped frequency data and use it to estimate the median and interquartile range.

KS3 Science Curriculum

	Year 7	Year 8	Year 9
Units of work	Cells Reproduction Variation and Classification	Microbes and disease Respiration Digestion Ecology	Skeletal and muscular system Photosynthesis Organs and organ systems
	Acids and alkalis Particles Elements and compounds Physical and Chemical Reactions	Periodic Table Using elements Metal reactions Rocks	Energetics Materials
	Electricity and magnetism Energy Forces Space	Heating and cooling Light Sound Forces 2	Electrostatics Pressure
Spiralling curriculum Example 1: Biology	Structure of animal and plant cells.	Cell processes (digestion/respiration) and cells/tissues/organs	Organs and organ systems
Spiralling curriculum Example 2: Chemistry	Distinction between elements and compounds at the atomic level.	Word equations for compounds formed from reacting elements.	Symbol equations for chemical reactions and conservation of mass in chemical reactions.
Spiralling curriculum Example 3: Physics	Identifying balanced and unbalanced forces	Calculating resultant forces	Calculating pressure as force/area. Understanding pressure in fluids.

D1.6.3 High level overview of key vision subjects

Subject: Personal Development

Personal Development will be an important feature of the school curriculum. The programme of learning, which will include the development and application of core resilience skills, will help students to develop mature and responsible attitudes and recognise how to make a positive contribution to the community. The programme will support the academic progress of the students and help them to remain healthy, happy and well equipped to overcome the various challenges that they will meet both at school and in their future lives. An important aspect of this will be to establish and maintain an ethos within the school community that recognises, respects and celebrates the successes, cultures, opinions and attitudes of all students and adults.

At Key Stage 3 pupils will build on the skills, attitudes, values, knowledge and understanding they have acquired and developed in primary school. Personal Development will acknowledge and address the changes that learners are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It will teach the skills which will equip them for the opportunities and challenges of life.

Students will be encouraged to manage diverse relationships and the increasing influence of peers and the media. Personal Development will allow them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society.

At Key Stage 4 students will extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. The Personal Development programme will reflect the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

THEME	KEY STAGE 3	KEY STAGE 4
Units of Work	Development Areas Transition and induction Positive emotional health eSafety/ Bullying	Development Areas Identifying and accessing help, advice and support Role and influence of the media on lifestyle
Units of Work	Resilience – learning and applying the skills <ul style="list-style-type: none"> Thoughts and feelings Putting it in perspective Assertiveness Negotiation Coping strategies Solving dilemmas Relaxation/Mindfulness Time Management Overcoming procrastination Decision making Problem solving 	
Spiralling Curriculum Example 1: Time Management	<ul style="list-style-type: none"> Learning to plan time Learning to prioritise How to revise How to focus 	<ul style="list-style-type: none"> Effective time management Different tasks, different approaches Revision for exams Identifying and dealing with procrastination
Example 2: Mindfulness	<ul style="list-style-type: none"> Learning the skill Basic breathing and relaxation Visualisation 	<ul style="list-style-type: none"> Extended exercises Application to other areas and exams Development of skills as coping mechanism

Additional areas that will be covered by Themed Days will include:

Being Healthy and Safe

- Assessing and managing risks to health & staying safe and keeping others safe
- Making informed choices about health and wellbeing matters, including drugs, alcohol and tobacco
- Maintaining a balanced diet; physical activity; sexual health
- Parenthood and the consequences of teenage pregnancy
- How to respond in an emergency, including administering first aid

Areas that will be covered through other curriculum areas include:

Living in the Wider World (Citizenship/Careers)

- Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- Developing employability, team working and leadership skills
- Learning about the economic and business environment
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

D1.6.4 Development of key skills across the curriculum

As outlined in our vision and ethos, CGS will offer a broad and balanced programme of study that follows the National Curriculum, ensuring strong standards of literacy and numeracy as a basis for wider learning and high achievement. Key numeracy and literacy skills will be identified to be mastered within each academic year. Where mastery of these skills proves to be a challenge to an individual, additional support will be provided to boost progress. Such support may be co-ordinated by classroom teachers, Heads of Faculty, Subject Leaders, Pastoral Leaders, the SENCO, or a combination of these staff.

The following table provides an example of how the key skills could be mapped across Key Stage 3 within the core subjects of English and maths:

Mastery of skills – minimum requirement to ensure ongoing curriculum access			
	Year 7	Year 8	Year 9
English	<p>All students make clear and relevant contributions to group discussion, responding to the contributions of others.</p> <p>All students identify and understand the main ideas in texts and recognise that writers' choices have an effect on readers.</p> <p>All students produce written texts which draw on standard conventions to develop viewpoint and voice.</p>	<p>All students make sustained contributions to discussion, making appropriate selections from a range of conventions in speech.</p> <p>All students use inference and deduction to explore meaning within a range of texts, tracing the development of writers' ideas.</p> <p>All students plan writing and develop ideas to suit a specific audience, purpose and task by adapting familiar forms and convention.</p>	<p>All students use and adapt a range of conventions and forms of spoken texts in different contexts for different purposes.</p> <p>All students use a repertoire of strategies to analyse and explore different layers of meaning generated by writers' choices.</p> <p>All students plan writing and develop detailed ideas drawing on the ways in which conventions can contribute to the effectiveness of a text.</p>
Maths	<p>By the end of the autumn term all students have mastered their times tables up to 12x12.</p> <p>All students have the ability to confidently manipulate directed numbers.</p>	<p>All students can add, subtract, multiply and divide fractions.</p> <p>All students can manipulate mixed numbers.</p> <p>All students can translate their understanding of fractions to decimals, percentages and using ratios.</p>	<p>All students can manipulate linear equations.</p>

The curriculum diagram on page 38 overleaf illustrates how, in instances where the students are set in half-year blocks a supplementary fourth set will be provided in English and maths. It also illustrates how the EP programme will provide enrichment for the most able. The provision of more able linguists studying three languages is an example of curriculum extension. The literacy support and removal for small class teaching to boost the key skills of literacy and/or numeracy exemplifies how intervention will be delivered. This approach is also illustrated on page 23 in section D1.3.6.

D1.6.5 Key Stage 4 curriculum

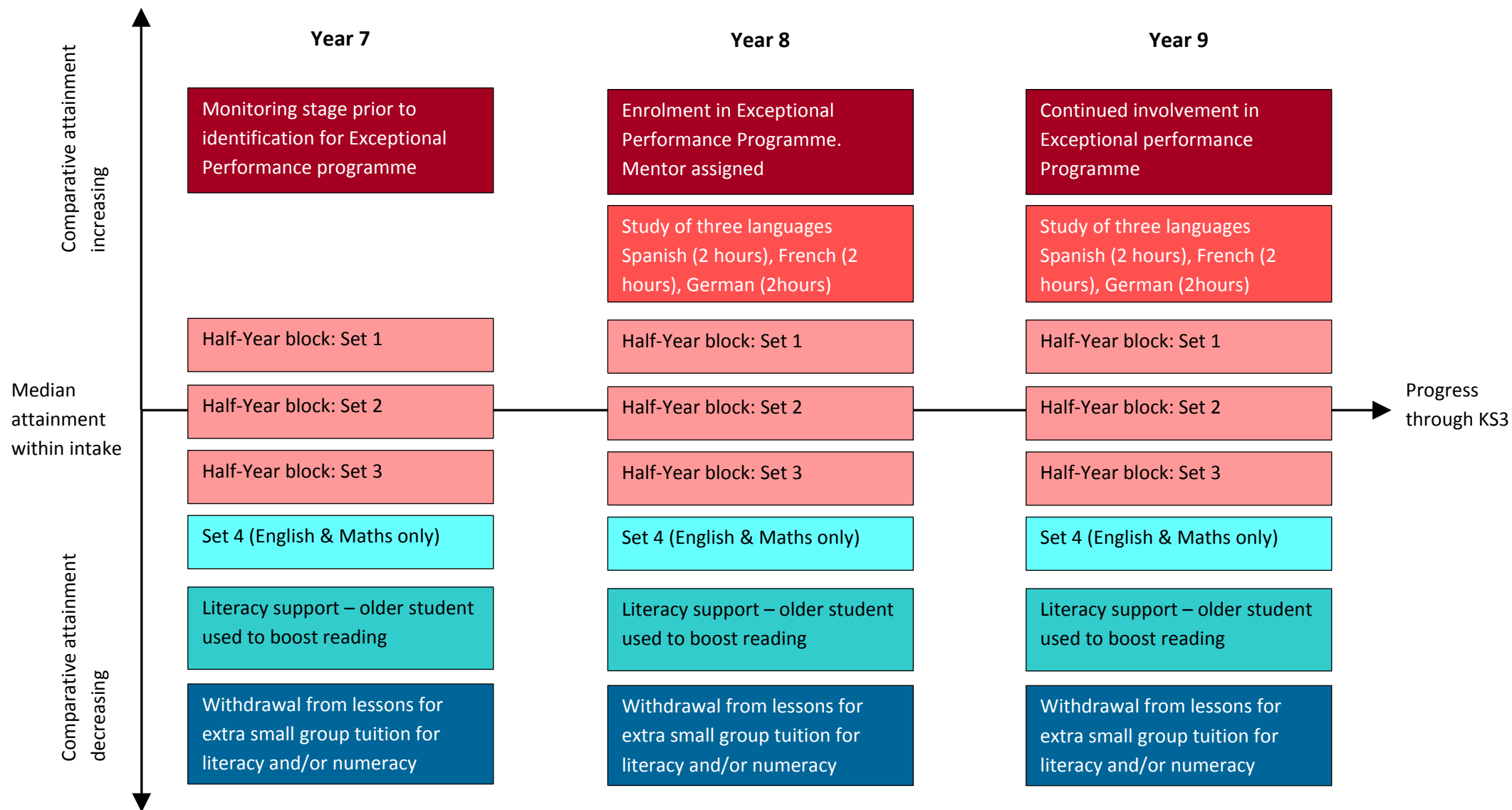
At Key Stage 4, the content, or 'coverage' of the examinable subjects will ensure:

- that the transition from Key Stage 3 is suitably bridged
- that the expectations of the chosen GCSE specifications are met
- that Key Stage 4 study equips students with both the skills and the knowledge to transition seamlessly to Key Stage 5

Building on lessons learnt at SCD, the core subjects of English and maths will receive a curriculum time allocation which is generous when compared to the average provision within Hertfordshire. The development of this strategy over time has contributed to outstanding achievement in the core subjects by SCD students. This provision in the core subjects will be further supplemented by providing eight teaching sets. For a six-form entry school, this will give the curriculum leaders of core subjects considerable flexibility when setting the students by ability. In the 'options' subjects, there will be eight to ten sets per block which will deliver similar flexibility.

A crucial factor in the planning process will be to develop a curriculum which responds to students' needs and students' interests. In addition, collaborating with SCD on constructing the curriculum would mean that subjects can be delivered across both providers which would not be financially viable by either provider were they to offer the qualification alone.

Curriculum Diagram – Personalisation at Key Stage 3



Students with Special Educational Needs will benefit from a personalised curriculum that will be determined by the SENCO. Provision will focus on each student receiving a timetable which maximises their chances of meeting key attainment measures in all subjects studied. Success in GCSE English and maths will be a key target to ensure students can access further education, either at CGS or with other local providers.

By the end of KS4, students identified as exceptional performers will be expected to attain outstanding GCSE grades which will support their long-term aspirations. The quality of grades awarded will, therefore, be an important assessment point in determining the success of the support and challenge programme.

Personal Development will be an important feature of the KS4 curriculum. The programme of learning will help students to develop mature and responsible attitudes and recognise how to make a positive contribution to the community. The programme will also support the academic progress of the students and help them to remain healthy, happy and well equipped to overcome the academic and social challenges of Key Stage 4 study.

As outlined in our vision and ethos, CGS will be able to call upon the experience and expertise of SCD both during the planning and set-up period and when the school is fully operational. An example of this invaluable advice and guidance will be the inclusion of a timetabled study skills period for all CGS Year 11 students which will be supervised by a member of the Senior Leadership Team, a strategy which has proved highly successful at SCD in:

- encouraging students to balance the demands of their KS4 studies by prioritising their learning needs
- assisting in the development of independent learning skills
- empowering the students to learn
- contributing to student wellbeing by giving them time within the curriculum in a well-resourced space to manage their own learning
- addressing individual student needs by providing an opportunity for personalised mentoring from an experienced member of the SLT

D1.6.6 Key Stage 5 curriculum

At this stage, the analysis of data from likely feeder primary schools indicates that CGS will deliver a similar portfolio of subjects at KS5 to that offered by SCD. As with Key Stages 3 and 4, the construction of the timetable will be co-ordinated between both schools to maximise flexibility and breadth of provision. As such, the A level qualifications outlined in section D1.5, page 26, will be offered to CGS students.

As in the case with the KS4 curriculum, working in collaboration on constructing the KS5 curriculum will mean that qualifications can be delivered across both schools which would not be financially viable by either school were they to offer the qualification alone. In addition, the employment of a curriculum structure with five option blocks of nine lessons per block provides significantly more subject permutations than a four option block structure with ten lessons per block. The attainment and achievement of SCD students at Key Stage 5 over many years validates this as a transferable curriculum structure and we will build on this experience when designing the CGS curriculum offer.

D1.7 – Qualifications

1. List of qualifications to be studied at Key Stage 4

As outlined in Sections D1.5 (page 26) and D 1.6 (page 32), a detailed analysis of data from likely feeder primary schools indicates that a similar portfolio of subjects to those offered by SCD would be delivered at KS4. Therefore, examinations for the following qualifications will be taken at the end of Year 11, in line with the highly successful practice of SCD and following the same exam board syllabuses.

GCSE Qualification	Compulsory	Optional	May change in response to interests and needs of students
English Language	✓		
English Literature	✓		
Mathematics	✓		
Science (Double Award)	✓		
Science (Triple Award in Biology, Chemistry and Physics)		✓ (One option choice; supplements compulsory Double Award)	
Computing		✓	
Art		✓	
Drama		✓	
Music		✓	
French		✓	
Spanish		✓	
German		✓	✓
Geography		✓	
History		✓	
RE		✓	
Business Studies		✓	
Food Technology		✓	
Graphic Products		✓	
Product Design		✓	
Textiles		✓	
PE		✓	
Dance		✓	✓

2. List of qualifications to be studied at Key Stage 5

As with Key Stages 3 and 4, the construction of the timetable will be co-ordinated between both schools to maximise flexibility and breadth of provision. Hence, the following qualifications will be offered at KS5, in line with SCD's practice and following the same exam board syllabuses:

A Level Qualification	Compulsory	Optional	May change in response to the interests and needs of students
English Language		✓	
English Literature		✓	
Mathematics		✓	
Further Mathematics		✓	
Biology		✓	
Chemistry		✓	
Physics		✓	
Psychology		✓	
Sociology		✓	✓
Computing		✓	
Art		✓	
Drama		✓	

A Level Qualification	Compulsory	Optional	May change in response to the interests and needs of students
Music		✓	
Photography		✓	✓
French		✓	
Spanish		✓	
German		✓	✓
Geography		✓	
History		✓	
RE		✓	
Business Studies		✓	
Economics		✓	
Travel & Tourism		✓	✓
Food Technology		✓	
Product Design		✓	
Textiles		✓	
PE		✓	
Dance		✓	✓

- Students will be expected to study for three or four A Level qualifications, depending upon their attainment at GCSE
- The decision as to whether to study for stand-alone AS qualifications will be made once specifications are finalised and HEI providers consulted
- Feedback from the maths Level 3 pilot at KS5 will inform thinking on the maths A level curriculum.

Section D1.8 – Enrichment activities

D1.8.1 Enrichment Programme: Why have an enrichment programme?

CGS will provide wrap-around care for students including a breakfast club before school and an after-school homework club plus a wide range of enrichment activities, supervised by teaching staff, support staff or contracted providers (for specialist activities). The enrichment programme will support the curriculum in enthusing and engaging the students whilst broadening their horizons, developing new skills and contributing to students' personal and social development. The programme will also extend the opportunities for students to access a safe and happy environment.

The enrichment programme will be open to all CGS students, irrespective of academic ability, sporting prowess and family circumstances, giving every student the opportunity to discover and exploit new talents and interests that provide balance and richness, promoting both happiness and motivation.

A range of enrichment activities will be available to all CGS students each day. These will complement the CGS extension and intervention programmes that will support their academic programmes of study, as previously illustrated diagrammatically in section D1.3, page 19.

The regular, varied and ongoing programme of enrichment activities will enable students to widen their experience and develop specific skills. Some of these opportunities will be linked to the curriculum whilst others will be 'one-off' events and visits. Our proposed programme will include:

- competitions
- visits
- drama productions
- field trips
- visiting experts
- interest groups – art, drama, dance etc.
- sports training

- book club; maths investigations; chess; philosophy group
- language classes after school
- enrichment days – temporary suspension of timetable for special activities;
- business and/or community projects
- mini-enterprises and
- enterprise days and events.

Some subject-focused examples of these activities are included in the following table:

Curriculum area	Examples
English	Carnegie reading group, theatre and film visits, debating society, public speaking
Maths	Masterclasses, STEM club, Maths Challenge
Science	Science club, STEM club, Girls into Physics
Creative Arts	Orchestra, choir, instrumental ensembles, art masterclasses, gallery visits, drama productions, media studies society, performance competitions
Languages	International exchanges, masterclasses, lessons in Mandarin, German and Russian.
Humanities	Field trips, history debating society, historical films' club, politics society
Technology	STEM club, Museum visits, London fashion week
PE	Clubs and fixtures in a variety of sports such as football, netball, hockey, rugby, gymnastics, dance, table tennis, athletics, tennis, rounders, and cricket

The enrichment 'offer' will be collated into a booklet which will be updated each term.

All students aged fourteen and over will also have the opportunity of taking part in the Duke of Edinburgh (DoE) Award programmes to inspire, guide and support them in their self-development. Assisted by a DoE Leader, the Award will enable students to set personal objectives and recognise their achievements.

Students in Key Stages 4 and 5 will also be offered the opportunity to participate in the World Challenge Expedition. In so doing, they will be expected to raise the funds they will require for participation through a combination of a reasonable level of employment and by organising activities for younger students at the school.

During the early years of CGS, students will access enrichment activities at the educational sponsor, SCD, and transport will be made available for travel between the two schools. In this way, students of both schools will be able to undertake activities together. These will include the EP Programme of vertical activities which will bring together EP students from across the year groups at both schools – for example:

- EP musicians from both schools will form a single group that could participate in a master class both in school and with external providers. CGS students will also be able to join the well-established orchestras or musical ensembles at SCD
- EP students in engineering and science will be invited to participate in University of Hertfordshire 'stretch and challenge' days. (This option has been outlined by a member of the CGS Free School Reference Group who is a Senior Lecturer at the University)
- EP students in sport will take part in joint training sessions for sports teams, building strong links between the two schools

A range of enrichment activities will be available to all CGS students between 4.00 and 5.00pm each day. Enrichment activities may also occur at the weekends and in holidays – for example, educational visits, sports fixtures, additional classes to assist EP provision or booster classes to enhance progress of lower attaining students.

The enrichment activities will be delivered and supervised by teaching staff and support staff from CGS and the educational sponsor, SCD. Contracted providers will deliver specialist activities, drawing upon SCD's existing links with local and national organisations such as the World Challenge Organisation, the National Youth Orchestra, and the Royal Opera House Bridge which SCD has used very effectively to develop creative learning and foster relationships with the local cultural sector.

D1.8.2 School assemblies

Although not, strictly speaking, part of the enrichment programme, school assemblies will allow the school community to join together for a number of important reasons and will, therefore, be a very important part of CGS' routine provision and vital in establishing the school's ethos. They will also link closely with the Personal Development curriculum, allowing valuable time for personal reflection.

The final design and construction of the school buildings will provide accommodation where the school will meet as a whole community at least once every week of term. As such, a school hall with the capacity to accommodate the entire school will be a priority to support the establishment of a cohesive school community which recognises, respects and celebrates the successes, cultures, opinions and attitudes of all members.

Assemblies will also support the spiritual, moral, social and cultural dimension of the students' education by introducing the student body to stimuli which will help them to develop values which will make a positive contribution to the wider community. A range of leaders within the community - political, charitable, religious, business and others - will be invited to deliver assemblies to develop students' awareness of current affairs and to introduce them to challenges beyond those taught in the curriculum.

In designing the school accommodation, we will ensure that space is readily convertible for different activities. Such a facility will allow the majority of the student body to meet together and therefore would reinforce the values and ethos of the school, as well as strengthening the community.

D1.9 Pupil Transition

D1.9.1 Outline your plans for pupil transition on entry to your school and when they leave

On entry into school:

In order to ensure that pupils benefit from a smooth transition to CGS from their primary schools, we will put into place a comprehensive programme of activities to support the transition process for Year 6 pupils. These will include:

a) For school staff:

- A planned programme of cross-phase curricular events for primary and CGS staff to facilitate a two-way dialogue and discussion between about similarities and differences in the curriculum and a shared understanding on the quality of work expected from Year 6 and Year 7 pupils across the core subjects
- Joint CPD for primary and CGS staff on supporting KS2 to KS3 transition
- Cross-phase teaching on common curriculum topics that span Year 6 and Year 7, particularly those in which CGS can offer specialist support and teaching and learning resources – for example, languages
- Discussion of individual pupils' learning needs that will support CGS' planning of intervention programmes
- Identification of more vulnerable pupils who will need extra support during transition
- Fostering an appreciation of the differences and similarities in Primary and Secondary schools' approach to teaching and learning

b) For students:

- Opportunities to meet with Year 7 pupils to raise issues that are of concern and help them to develop their emotional well-being – for example:
 - Making friends
 - Organising homework
 - 'What would I do if.....' (problem solving)
 - Using the Homework Diary

c) For parents

- Open days and evenings – we will maximise the chances for prospective parents to attend by providing an open day on Saturday in addition to open evenings. We will supplement open evenings with open mornings in the second year of the school, to allow parents to witness the learning environment and positive staff-student relationships. We will establish joint local collaborative arrangements to ensure that the designated open day does not clash with that of other local secondary providers.
- At the open days, information will be provided to parents about the transition process, including:
 - What they need to do as parents and carers
 - What their child's primary school will do
 - What CGS will do
 - What the key dates are for each event or stage of the process
- The curriculum, showing what will be taught and how continuity with the primary school curriculum is ensured
- Teaching and classroom practice
- Pastoral support

When they leave:

- There will be a clear expectation that every student remains in education, employment or training (i.e. a target of 0% NEET)
- The KS5 non-qualification curriculum will include units of study focused upon education, employment and training options beyond KS5
- Similar to the transition to KS5, performance data combined with detailed knowledge of the individual student will be applied by key staff to advise students in making the best choices for education or employment beyond Year 13
- To assist Year 13 students in completing UCAS applications, the members of staff responsible for KS5 provision will provide individual guidance. Year 13 students intending to undertake employment or training will be expected to attend a meeting with a member of staff responsible for CEIG
- By the culmination of KS5, students identified as exceptional performers will be expected to attain outstanding A' level grades and secure places on courses at the best universities. The stretch and challenge programme will equip them with the skills and work ethic required to successfully complete a demanding degree

D1.9.2. How will you ensure a balance between students' academic progress and their emotional well-being, ensuring that all proposed approaches are age appropriate?

On entry to school:

- Students' academic progress will be assessed on entry to CGS by a variety of measures – for example, the PASS, CAT and analysis of KS2 data (see Section D1.3, page 19 for further details)
- Additional individual audits will be conducted for those students qualifying for the pupil premium and bespoke packages will be put into place from Year 7, identifying gaps in literacy and numeracy

Information regarding pupils' emotional well-being will be collated by the member of staff with responsibility for pastoral care of Year 7 students who will visit all Year 6 pupils in the summer term prior to secondary transfer. In order to ensure effective transfer of information, every individual student will be discussed with primary colleagues including teachers, Headteachers and DSPs. This approach will be of particular importance and value for vulnerable students

Ongoing:

The Personal Development programme will ensure that there is a balance between academic achievement and positive emotional well-being which will enable all students to succeed.

D1.9.3 How you will give pupil transition the status it needs to work well. For example, which members of the senior leadership team will be involved?

Student transition will be carefully planned with the needs of all students clearly identified. Senior Leaders will oversee all transition arrangements and will liaise with key staff in terms of arrangements for visiting primary schools and welcoming new students and parents to the school.

On entry into school:

- Members of the CGS leadership team responsible for transition will visit local feeder primary schools to make presentations to parents and answer questions about the ethos and vision of the school. In the first instance this will be the Headteacher and/or Executive Headteacher.

When they leave:

- Students and parents will be expected to attend an evening event focused on making the best decisions for moving beyond KS5. As with other events focusing upon successful transition, the evening will be led by SLT members and attended by curriculum leaders so that experienced staff can directly advise parents and students.

D1.9.4 Over how long a period will transition activities take place either side of the point of transfer once your school is up and running?

The programme of formal transition activities for the primary to secondary transfer will start in the second half of the term before the students arrive; further transition activities will take place in their first term at Croxley Green School.

All students will be visited in their primary school by a Senior Leader and the Head of Year 7. The SENCO will also visit primary schools where students with special educational needs or disabilities have been identified. Information will be gleaned from class teachers and students will be spoken to in groups and individually. The transition process will be explained and details given of what will happen when they start at CGS.

In July, there will be an Induction Evening for pupils and parents at CGS during which there will be opportunities for all pupils to meet their Form Tutors and key information will be presented by Head of Year 7 and the SLT.

Different areas of the school and the various routines will be explained via podcasts for new students entering the school to give them a flavour of what to expect and to allay any fears.

The First Term

- Students in Year 7 will start one day earlier than the rest of the school in September to allow them time to settle in and find their way around.
- The Personal Development programme will focus on transition and managing the move to secondary school.
- Baseline testing of students will inform curriculum planning and a personalised/bespoke package for individual students will be put in place and communicated to parents.

D1.9.5 How you will ensure on-going collaboration before and after transfer so that there is an equal partnership for all stakeholders.

Before transfer:

- Curriculum leaders of core subjects will collaborate with primary colleagues to establish detailed information on entry points of individual students and ensure continuity of learning.

After transfer:

- A member of the CGS Governing Body will have designated responsibility for transition, with the brief to review and challenge transition processes and outcomes on a termly basis. This will ensure that a rigorous approach is adopted and maintained and that lessons learnt are used to inform the ongoing development of the transition process.

D1.9.6 How you will ensure learning does not dip at the point of transition, especially for the most vulnerable.

Following the final allocation of secondary transfer places, CGS staff will make the best use of all data on the prospective cohort to finalise the Year 7 curriculum, personalising provision to narrow gaps in attainment and support students, particularly those with Pupil Premium funding. This will involve collating information on vulnerable pupils from feeder primary schools and liaising with primary colleagues, as required. Information regarding ability levels and areas of vulnerability of students entering the school will be fundamental in providing a personalised curriculum for each student which will:

- ensure that students with need follow a timetable which maximises their chances of meeting key attainment measures in all subjects studied
- give stretch and challenge to the more able within the context of positive well-being

In addition to the personalised KS3 curriculum structure outlined in section D1.6 (page 32), the progress of students with weaker literacy skills will be supported through the Franklin Scholar programme which will train KS4 students from SCD as peer mentors for KS3 students at CGS, particularly those with emotional well-being issues and/or vulnerable learners. The ongoing performance of these students will be closely monitored by the SENCO to ensure an appropriate balance between support and challenge. More able students will be monitored for possible enrolment on the Exceptional Performance programme, previously outlined in section D1.3.

The personal development curriculum, outlined in Section D1.6 (page 32), will cover key areas relating to personal development and resilience.

D1.9.7 How to involve pupils and parents as actively as possible in the transition process.

Students: Planning for the transition process will start early in Year 6 when Year 7 CGS students will visit local primary schools to speak about transition. Following these visits, primary pupils will undertake a programme of activities to ensure that they are fully prepared for transition, including a secondary orientation day during which they will experience a carousel of activities comprising:

- KS3 lessons
- sports and creative arts activities led by older students and staff
- a selection of activities from the enrichment programme
- meetings with key staff such as form tutors, pastoral leaders and senior leaders

During the orientation day, students will also be able to acquaint themselves with the school site and facilities with guidance from Year 7 students.

Parents: As part of a rolling programme of open evenings and open days, prospective parents will be invited to the school on the evening preceding the orientation day for a general presentation to reinforce the ethos, expectations and vision of the school, as well as the anticipated outcomes for their children. The orientation day will culminate in a parents' evening during which form tutors will meet the parents of the students in their form as a first step towards encouraging parental engagement and to establish a relationship with each family based on open communication.

During this evening, parents who wish to share additional information with the Year 7 pastoral leader will be able to arrange future appointments for private consultations.

Information and Curriculum Evenings will be held for parents to help them understand the new routines of secondary school. Parent Workshops will cover how they can best support their children at CGS in areas such as:

- how to support your child to achieve in key subject areas
- how to support your child in homework and revising
- how to support your child in managing their time and prioritising

Please see section D1.9.1 (page 43) at the beginning of this section for additional information on the information and open evenings for parents.

D1.9.8 How the most vulnerable learners will be supported through any transitions.

Vulnerable learners will be identified through communication with feeder schools and will receive specific transition support through extra visits to CGS in the term before starting. This group will be closely monitored during the first term and extra support provided where appropriate. Staff will be made aware of this group so that they can plan to meet their individual needs and learning preferences.

Annex to Section D1: Middle Layer Super Output Area (MLSOA) boundaries and codes within area of St Clement Danes and Croxley Green Schools



D2: Measuring pupil performance effectively and setting challenging targets

D2.1 Measuring performance and setting targets

Identified areas in which **Key Performance Indicators (KPIs)** will be set:

Area	Key Performance Indicator
Academic achievement	All students make expected progress; most make better than average progress
Attendance	95% <ul style="list-style-type: none"> CGS will provide effective and engaging learning opportunities for all. Therefore, students will want to come to school Attendance for students in vulnerable groups will be higher than the group nationally
Quality of teaching	<ul style="list-style-type: none"> 90% of lessons will be good or outstanding and students will give positive feedback about their lessons
Parental engagement	<ul style="list-style-type: none"> High levels of parental engagement in all school activities. For example 95%+ attendance at Parents' Evenings
Take-up of extra-curricular activities	<ul style="list-style-type: none"> High levels of student participation in extra-curricular activities. This is based on the SCD model where 79% of students participate in extra-curricular activities
Staff take-up of CPD opportunities	<ul style="list-style-type: none"> High levels of staff retention and internal promotion. Again, this will mirror the model at SCD
Behaviour	<ul style="list-style-type: none"> Positive behaviour with few or low numbers of exclusions. The number of rewards will outstrip the number of sanctions

D2.1.1 Rationale and approach for the setting of ambitious and realistic targets

The prospective intake of CGS has been estimated by looking at the KS2 data of potential feeder primary schools. The targets set will be based on schools with similar intakes across the country by analysing and extrapolating data from the DfE School Performance tables.

SCD has a proven track record of high attainment and high achievement for all groups of students. As a result of this expertise, all targets have been based on similar schools nationally and have been adjusted upwards to be more challenging.

As CGS is predicted to have a higher than national intake based on KS2 APS (see section D1.2, page 14), groups of students such as FSM/SEN/CLA will be set targets that are higher than their group nationally.

D2.1.2: Pupil performance targets

KS4 targets

All data is taken from the DfE performance tables. The predicted KS2 APS of the prospective intake is in the range of 29.4 to 29.6. The targets have been based on comparative data and have been adjusted upwards, based on the excellence in practice of the educational sponsor, SCD.

Pupil Performance Target	KS2 APS average	CGS Target	Comments
Percentage achieving 5 or more A*-C GCSEs (or equivalent) including English and maths	77%	83%	
Percentage achieving the English Baccalaureate	39%	50%	Based on curriculum in Section D1.5 (page 26)/D1.7 (page 39)
Percentage making at least Expected Progress in English from KS2-KS4 (expected progress is 3 levels)	79%	84%	
Percentage making at least Expected Progress in maths from KS2-KS4 (expected progress is 3 levels)	83%	88%	

Post 16 targets

Academic Target	CGS Target	SCD Actual	Herts Actual
Percentage of Key Stage 5 students achieving 3 or more A levels at A*-E	90%	93%	82%
Percentage of Key Stage 5 students achieving 2 or more A levels at A*-E	100%	100%	94%
Percentage of Key Stage 5 students achieving 1 or more A levels at A*-E	100%	100%	99%
Percentage of Key Stage 5 students who get 3 A levels AAB in "facilitating" subjects	10%	13%	17%
Average point score per A level student	790	798	782
Average point score per A level entry	226	231	222

Targets will be set for the following student groupings:

Target: Percentage of students achieving 5+ A* - C including English and maths

Group	National	Target	Comments
EAL (English as an additional language)	57%	83%	As for whole cohort
CLA (Children looked after)		83%	As for whole cohort
LA (Low prior attainment on some measures)	7%	20%	As for SCD
MA (Medium prior attainment on some measures)	57%	70%	As for SCD
HA (High prior attainment on some measures)	95%	100%	
FSM (Free school meals)	n/a	83%	As for whole cohort
SEND (Special educational needs and disabilities)	n/a	n/a	

The CGS targets for SEND, LA, MA and HA students will be higher than national averages. Targets for EAL and FSM students will be the same as those set for the whole cohort.

Target: Levels of Progress – English

Group	National	Target	Comments
EAL	77%	84%	As for whole cohort
LA	44%	50%	
MA	68%	75%	
HA	86%	100%	
FSM/CLA	56%	84%	As for whole cohort
SEND	50%	70%	

Target: Levels of Progress – Maths

Group	National	Target	Comments
EAL	78%	88%	As for whole cohort
LA	29%	50%	
MA	72%	80%	
HA	87%	100%	
FSM/CLA	54%	88%	As for whole cohort
SEND	46%	70%	

Target: Percentage of students attaining EBacc

Group	National	Target	Comments
EAL	24%	88%	As for whole cohort
FSM/CLA	10%	50%	As for whole cohort
LA	0%	0%	
MA	12%	25%	
HA	52%	70%	

SEND	5%	25%	
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Strategies: St Clement Danes has an excellent track record of high achievement and attainment with students in vulnerable groupings and will share its proven intervention strategies for best practice with CGS – as outlined in detail in Section D1, page 13. DfE performance tables comparing student groupings and comparative SCD data has been used to set challenging targets.

D2.1.3: Behaviour and attendance targets

Exemplary behaviour will be the expected outcome which will underpin the ethos and environment necessary for all students to achieve and flourish at CGS. Students will display responsible levels of behaviour and show respect and consideration towards others. Ensuring that all students feel safe, secure and valued will be at the core of the positive behaviour measures and targets.

Target	Expectation/Strategy	Evaluation 'tool'
Good behaviour in and around school	Low incidence of behavioural issues that are dealt with promptly, fairly and with very low rates of reoccurrence	Lesson observation data Feedback from students, parents and other stakeholders Incident analysis
Respect and acceptance of others	Understanding others' needs enforced by taught personal development lessons and informally through a pervading positive ethos	Feedback from student and staff questionnaires Feedback from visitors and observations
Avoidance of bullying, racist and all discriminatory behaviour	Zero tolerance	Incident analysis Exclusion analysis Equality statistics
Maximising students' own potential to learn	Positive attitude to learning engendered in and out of lessons	Progress reports Attitude to Learning (AtL) data Popularity of enrichment and extension programmes Rewards analysis Staff and student questionnaires Student conversation
Homework and coursework tasks completed on time. Deadlines adhered to	All students achieving and making progress	Feedback from staff Progress reports Attitude to Learning (AtL) data
Regular attendance and punctuality to school and lessons	At least 95% attendance	Data on attendance and punctuality to registrations and lessons
Pride in self and appearance	Uniform worn appropriately; students appear smart	Uniform cards Sanctions' data
Adherence to drugs policy	Zero tolerance of all drugs	Incident analysis Exclusion analysis

The CGS target for pupil attendance will be 95%, compared with the national average of 94.1%. This target will also apply to SEND and FSM/CLA students – attendance from these groups will be equally high as the curriculum and learning opportunities that CGS will provide for them will remove potential barriers to attendance and fully engage students.

Strategies: Staff will exemplify the highest standards of behaviour and form tutors, pastoral leaders and senior leaders will be instrumental in securing this aspect of the students' education. Acceptable standards of behaviour will feature explicitly in the Personal Development programme and support will be provided by Chessbrook Pupil Referral Unit for any students who struggle to meet the school's expectations.

D2.2 Assessment and data tracking

D2.2.1 Assessment

The method of assessment will clearly follow the effective protocols already embedded in the outstanding practice of SCD:

- Periodic assessment will take place every half term
- This will be a combination of formative and summative assessment
- Teachers will assess formatively the progress in lessons to inform future teaching

We will establish regular common summative assessments across SCD and CGS cohorts and subjects to inform and compare the levels of progress over time of students at both schools. This methodology will enable a learning profile to be developed for each student, mapped against their targets, which will allow teachers to make changes to medium-term curriculum planning and will also inform teaching staff of any necessary in-class interventions that may be required.

Teachers will assess students' learning during the course of each lesson and will modify future planning accordingly. This assessment will inform faculty strategy and curriculum plans and schemes of work will be altered accordingly.

In line with the successful SCD model of collecting assessment data during whole school assessment windows, assessments will be collected regularly. Regular half term assessments will be formally recorded on the school's Management Information System (MIS).

Colleagues from SCD will work alongside CGS staff to moderate assessments and students' work. The Herts & Bucks TSA will also be involved in the moderation over a range of schools. This will deliver a robustness to early assessment and will ensure uniformity across all schools in the Herts & Bucks TSA. CGS' membership of the Challenge Partner hub led by SCD will provide further opportunities for moderation through another educational community.

External moderation will be conducted by Herts & Bucks TSA Specialist Leaders in Education (SLEs) who have vast experience of moderating assessment across schools. This will take place half termly during the early life of the school and subsequently once a year.

D2.2.2 Data tracking to inform teaching and drive progression and attainment

At KS4 and KS5, end of key stage predicted grades will be collected half termly. Each student will have one predicted grade recorded per subject.

At KS3, current progress will be recorded in all subjects. Initially, this will be collected in the form of levels. In future years, a cross-Herts & Bucks TSA approach to KS3 teacher assessment will be used.

SCD has pioneered a highly effective Attitude to Learning (AtL) teacher assessment which is based on four levels of behaviour categorisation which are addressed by four corresponding levels of action. This AtL assessment has been used by schools in the county as a model of good practice and will be extended to all students in all key stages at CGS.

Assessment data will be recorded on the CGS MIS. SCD has significant experience in the use of the SIMS MIS product to store and interrogate assessment data and will support CGS in setting up a similar system based on the same model.

Using the SCD approach to assessment data, CGS will benefit from a robust tracking system from day one.

- At KS3, one assessment will be recorded per student for each subject, RAG rated (red-amber-green) to indicate below/above/on target performance. This will be presented as whole cohort data and then drilled down into targeted groups/classes/individual students. Current tracking data will be compared to previous assessments to identify emerging trends.
- At KS4 and KS5, end of key stage predicted grades will be used to assess the progress of subjects/classes/groups/individual students. Again, this will be RAG rated to show below/above/on target.

All attainment and progress data will be collected alongside an AtL teacher assessment and attendance data. This will give a clearer view of student progress. All data will be shared with heads of faculty/pastoral teams.

The following principles will underpin the CGS tracking system:

- The system will be led by the Senior Leadership Team (SLT)
- The assessment data inputted by teachers will have been moderated across classes/cohorts and also moderated by SCD staff
- The tracking data will be interrogated immediately after input. RAG rating will make progress towards targets easy to identify
- Identified vulnerable students will be tracked individually and any necessary interventions actioned by the pastoral team.

D2.3 Monitoring and evaluation systems

D2.3.1 Monitoring and evaluation systems

The processes and systems for the collection, monitoring and evaluation of data will be based on the highly successful SCD model of good practice which has already been cascaded to other schools in the county. This is based on the following principles:

At KS3:

- Baseline data for all students will be stored on the MIS. This will include KS2 data, CAT scores, SEND, FSM and emotional well-being through the PASS test
- Individual targets will be set for the core subjects of English, maths and science at KS3
- These targets will be set using an expected/greater-than-expected progress model based on KS2 attainment
- Subject assessments will be recorded on SIMS and half-termly, cohort-wide assessments will be collected. This data will be used to evaluate the current progress of students in subjects/classes/groups and at individual student level, using a RAG-rated model.

At KS4:

- Targets will be set from KS2 data using an expected/greater than expected progress model from KS2 attainment
- Students' emotional well-being will be re-tested through the PASS test
- Each student will be assigned an end-of-KS4 target in each subject studied
- Half-termly assessments will be recorded on SIMS and this data will be used to identify progress of students in subjects/classes/groups and at individual student level, using a RAG- rated model.

At KS5:

A similar model will be used at KS5. The targets will be set using the A Level Information System (ALIS) value added model provided by the University of Durham, which uses KS4 attainment as a baseline to generate AS and A2 targets. Whole-school data collections will be scheduled on the school calendar. For all students, an AtL assessment will be made alongside attendance data which will enable leaders to investigate any barriers to learning which may be inhibiting individual students' progress.

D2.3.2 Monitoring pupil performance data

The following table illustrates the data that will be monitored at each key stage:

Monitored data	KS3	KS4	KS5
Attendance	✓	✓	✓
AtL in all subjects	✓	✓	✓
Current working level in all subjects*	✓		
Current predicted grade/progress in all subjects referenced to end-of key-stage-target		✓	✓
Progress towards targets in the core subjects	✓		
Percentage of students making expected progress in core subjects	✓		
Percentage of students making expected progress in English and maths		✓	
Data drilled down to from cohort level to subject/student groupings/individual	✓	✓	✓

* = KS3 levels will initially be recorded pending a new assessment framework which will be adopted by both SCD and CGS.

- The SLT member with responsibility for student attainment/progress will generate/analyse the half-termly reports. The SLT then will initiate any intervention deemed appropriate.
- Subject leaders will pick up progress-related issues in their subject via robust line management and action plans.
- Pastoral team/form tutors will pick up issues related to attendance/behaviour and poor attitude across subjects and poor progress across a range of subjects.
- Vulnerable students such as FSM/CLA will be monitored by the SLT member with responsibility for vulnerable groups and the SENCO will monitor SEND students.
- Governors will be issued with termly reports of pupil progress/attendance/behaviour and parents will receive attainment/progress/attendance data via the school's online reporting system.

CGS' progress will be assessed against the targets set for each cohort, which will be based on better-than-national standards, as outlined in section D2.1 (page 48). This will be the reference point for whether the school is enabling

students to make the challenging level of progress that will be the CGS norm. This data will also inform intervention at a cohort/subject/class/student grouping level.

SCD, along with the Herts & Bucks TSA, will be used as a benchmark to monitor the progress of 'similar' students to the CGS cohorts in terms of KS2 APS. As previously outlined in Section D2.2.1 on page 51, we will establish regular common summative assessments across SCD and CGS cohorts and subjects to inform and compare levels of progress over time.

To benchmark the performance of students, CGS will make use of the sharing practices that exist within the SCD Challenge Partners hub and the Herts & Bucks TSA to access the RAISEonline reports for statistically similar schools.

D2.3.3. Identifying and communicating priorities for improvement

Through a process of rigorous self-evaluation, all outcomes will be assessed against the targets set and actions will be put into place to address any shortcomings in student outcome. This will be predominantly through the school development plan, which will detail actions, timelines and the staff responsible and robust success criteria.

The school's self-evaluation processes will involve:

- participation of all staff and clear accountability for outcomes at all levels.
- a clear focus on the use of performance data including assessment/attendance/ exclusion.
- benchmarking against SCD and statistical neighbours from the TSA/Challenge Partners.
- information about student progress from lesson observation and student voice surveys.
- detailed information about the quality of teaching collated from lesson observations and learning walks.

D2.4 Monitoring and improving the quality of teaching

The SLT will take responsibility for monitoring the quality of teaching and for putting into place any measures that may be necessary to improve standards. As the school grows, an Assistant Headteacher will be appointed with specific responsibility for teaching and learning. Heads of Faculty (HoF) and Subject Leaders (SL) will also be responsible for ensuring the highest quality of teaching and learning in their subject areas.

Initially, formal lesson observations will be conducted half termly. These will be supplemented by:

- termly peer-to-peer support programmes, including SCD and CGS colleagues working collaboratively
- informal learning walks, conducted routinely
- student voice surveys
- work scrutiny
- monitoring and evaluation of assessment data.

In the initial stages of the school's life, monitoring and evaluation of teaching will be carried out centrally and led by SLT. Specialist Leaders in Education from the Herts & Bucks TSA will also be involved in this process which will help to benchmark Ofsted gradings.

With the guidance and support of SCD, CGS will put into place a range of strategies to monitor strengths and areas for improvement on an ongoing basis. These will include:

- student voice surveys
 - student conversation 'focus groups' (facilitated by a pastoral leader) – SCD has used these very successfully to gain formative feedback on individual issues.
 - Kirkland-Rowell surveys for summative feedback.
 - on-line feedback via 'Survey Monkey'.
- school audit of judgement of observed lesson: SCD commissions an annual Quality Assurance Review (QAR) as a member of Challenge Partners. CGS will be involved in the QAR process as a member of SCD's Challenge Partner Hub. CGS staff will be fully trained as QAR reviewers, providing in-school access to observation skills and strategies.
- External moderation through the Challenge Partner QAR and SLE support accessed through the Herts & Bucks TSA.

All monitoring information will be recorded centrally and reported formally to the whole staff and to governors termly. The information will be shared with individual teachers routinely to enable any areas for improvement to be addressed at cohort/grouping/individual student level.

The monitoring and evaluation of teaching will provide valuable information to inform the wider school

improvement process. Follow-up actions will include:

- personalised CPD for staff with particular need via line management
- a whole-school focus via INSET days on areas for general development, as identified by evidence of monitoring the quality of teaching and learning
- individual staff teaching and learning targets, linked to appraisal based on the Teachers' Standards and an audit of needs for current staff
- the use of SCD SLEs to model and share good practice
- NQT+1 and NQT+2 staff to be given opportunities for CPD via the Herts & Bucks TSA

D2.5 Liaising with and reporting to parents/carers

Parents of vulnerable students, including Pupil Premium students, will meet with school staff once per term and all parents will attend a parents' consultation evening once a year. These meetings will be supplemented by parents' information evenings which will be held to address specific issues, such as study skills.

CGS will report to parents five times per year via an online platform which will clearly detail their child's progress, attainment, behaviour and attendance. In addition, parents will receive a more detailed report once a year, again via the online platform. All information will be made available in hard copy to those parents who do not have online access.

Overall responsibility for liaison with and reporting to parents will be held by the member of SLT in charge of parental engagement. Each form of communication to parents will benefit from the input of teachers, curriculum leaders and pastoral leaders to ensure that a complete assessment is made of each student's progress, both academically and with respect to their wider participation in the life of the school.

CGS will be at the very heart of the local community, playing an active and enthusiastic role in community affairs and fostering in the students a real sense of pride and belonging. Parents and other members of the community will be encouraged to be fully active in the life of the school, engaging in clubs, sport and service.

Other strategies to maximise engagement and support will include:

- a dedicated section for parents on the school website, incorporating the online portal which will enable them to track their children's progress on an ongoing basis.
- a rolling programme of themed parent information evenings (on topics such as literacy, numeracy, French and Spanish) for parents to equip them with the knowledge and skills they will need to support their child's studies. SCD already holds parents' information evenings to familiarise parents with strategies for helping their children to develop effective study skills, to facilitate their transition into Year 7 and to support their language learning. SCD will share the benefit of this experience with CGS colleagues to maximise opportunities for parental engagement.
- liaison with primary feeder schools to identify families resistant to contact with school and the services of the welfare officer (accessed via the MAT) to forge links.

Section D3 – Staffing

Section D3.1 Development of staffing structure whilst building to full capacity

	Sept 2016	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022
Students on Roll	180	360	540	720	900	1053	1206
Senior Leadership Team							
Executive Headteacher	1	1	1	1	1	1	1
Headteacher	1	1	1	1	1	1	1
Deputy Headteacher	0.5	1	1	1	1	1	1
Business Manager	0	0	0	0	0	0	0
Assistant Headteachers	0	0	0.5	2	3	3	3
Curriculum Middle Leaders HoF = Head of Faculty SL = Subject Leader within a faculty							
Head of Faculty (HoF) – English	0	1	1	1	1	1	1
Subject Leader (SL) – English	0	0	1	1	2	2	2
HoF – Maths	0	1	1	1	1	1	1
SL – Maths	0	0	1	1	2	2	2
HoF - Science	0	1	1	1	1	1	1
SL - Science	0	0	1	1	2	3	3
HoF – Creative Arts	0	1	1	1	1	1	1
SL – Creative Arts	0	0	1	1	2	2	2
HoF – Languages	0	1	1	1	1	1	1
SL – Languages	0	0	1	1	1	1	1
HoF - Humanities	0	1	1	1	1	1	1
SL - Humanities	0	0	1	1	2	2	2
HoF – Technology & Computing	0	1	1	1	1	1	1
SL – Technology & Computing	0	0	1	1	2	2	2
HoF – Social Sciences	0	0	0	1	1	1	1
SL – Social Sciences	0	0	0	0	0	1	2
HoF - PE	0	1	1	1	1	1	1
SL - PE	0	0	1	1	1	1	1
SENCO	1	1	1	1	1	1	1
Pastoral Middle Leaders							
Head of Year 7 (inc. transition)	1	1	1	1	1	1	1
Head of KS3	0	1	1	1	1	1	1
Head of KS4	0	0	0	1	1	1	1
Head of KS5	0	0	0	0	Assistant Headteacher		
Staff without leadership responsibilities							
Mainscale teachers (total)	8	11	10	19	23	28.5	36
Mainscale teachers (- Pastoral Leaders)	7	9	8	16	20	25.5	33
HLTAs/TAs	2.6	7.0	7.0	8.7	8.7	8.7	8.7

The relationship between faculty areas and subjects attached in Annex D3 on page D3i.

The total mainscale teacher calculation based on the projected curriculum plan will be affected by the contribution to teaching by members of the Senior Leadership Team and Pastoral Leaders, the reduction in teaching allocation of those staff appointed as Pastoral Leaders and the number of option groups required at KS4 and KS5 in response to meet student demand. For purposes of recruitment, where the FTE calculated need is 0.01-0.50, a 0.5FTE mainscale teacher will be appointed. Where the calculated need is 0.51-1.0, a 1.0FTE mainscale teacher will be appointed. Business Management will be provided through the MAT central services.

Detailed Staffing Calculations – Curriculum totals

Subject	2016 onwards		2017 onwards		2018 onwards		2019 onwards		2020 onwards		2021 onwards		2022 onwards		Curriculum Totals						
	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		2016 onwards	2017 onwards	2018 onwards	2019 onwards	2020 onwards	2021 onwards	2022 onwards
	Grp	Per	Grp	Per	Grp	Per	Grp	Per	Grp	Per	Grp	Per	Grp	Per							
English	8	7	8	7	8	7	8	9	8	9	3	9	3	9	56	112	168	240	312	339	366
	56		56		56		72		72		27		27								
Maths	8	7	8	6	8	6	8	8	8	8	4	9	4	9	56	104	152	216	280	316	352
	56		48		48		64		64		36		36								
Science	6	6	6	6	6	6	6/2	9/14	6/2	9/13	6	9	6	9	36	72	108	190	270	324	378
	36		36		36		82		80		54		54								
Art & Photo.	6	2	6	2	6	2	2	5	2	4	2	9	2	9	12	24	36	46	54	72	90
	12		12		12		10		8		18		18								
Drama	6	2	6	2	6	2	2	5	2	4	1	9	1	9	12	24	36	46	54	63	72
	12		12		12		10		8		9		9								
Music	6	2	6	2	6	2	2	5	2	4	1	9	1	9	12	24	36	46	54	63	72
	12		12		12		10		8		9		9								
French	6	4	4/2	3/2	4/2	3/2	3	5	3	4	1	9	1	9	24	40	56	71	83	92	101
	24		16		16		15		12		9		9								
Spanish	0	0	4/2	3/2	4/2	3/2	2	5	2	4	1	9	1	9	0	16	32	42	50	59	68
	0		16		16		10		8		9		9								
German	0	0	2	2	2	2	1	5	1	4	1	9	1	9	0	4	8	13	17	26	35
	0		4		4		5		4		9		9								
Geography	6	3	6	3	6	3	3	5	3	4	2	9	2	9	18	36	54	69	81	99	117
	18		18		18		15		12		18		18								
History	6	3	6	3	6	3	3	5	3	4	2	9	2	9	18	36	54	69	81	99	117
	18		18		18		15		12		18		18								
RE & Phil.	6	2	6	2	6	2	1	5	6/1	2/4	1	9	1	9	12	24	36	41	57	66	75
	12		12		12		5		16		9		9								
Technology	8	4	8	3	8	3	6	5	6	4	3	9	3	9	32	56	80	110	134	161	188
	32		24		24		30		24		27		27								
Computing	6	2	6	2	6	2	1	5	1	4	1	9	1	9	12	24	36	41	45	54	63
	12		12		12		5		4		9		9								
Business St.	0	0	0	0	0	0	2	5	2	4	2	9	2	9	0	0	0	10	18	36	54
	0		0		0		10		8		18		18								
Economics	0	0	0	0	0	0	0	0	0	0	2	9	2	9	0	0	0	0	0	18	36
	0		0		0		0		0		18		18								
Psychology	0	0	0	0	0	0	0	0	0	0	2	9	2	9	0	0	0	0	0	18	36
	0		0		0		0		0		18		18								
Sociology	0	0	0	0	0	0	0	0	0	0	1	9	1	9	0	0	0	0	0	9	18
	0		0		0		0		0		9		9								
PE & Dance	6	4	6	4	6	4	6/3	3/5	6/3	4/4	4/1	2/9	1	9	24	48	72	105	141	158	167
	24		24		24		33		36		17		9								
Personal Dev.	6	2	6	2	6	2	6	1	6	1	6	1	6	1	12	24	36	42	48	54	60
	12		12		12		6		6		6		6								
Study Skills	0	0	0	0	0	0	0	0	8	1	0	0	0	0	0	0	0	0	8	8	8
	0		0		0		0		8		0		0								
Total	336		332		332		397		390		347		339		336	668	1000	1397	1787	2134	2473

Detailed Staffing Calculations – Staffing totals

Subject	Curriculum Totals							2016 onwards				2017 onwards				2018 onwards				2019 onwards				2020 onwards				2021 onwards				2022 onwards						
	2016 onwards	2017 onwards	2018 onwards	2019 onwards	2020 onwards	2021 onwards	2022 onwards	SCD Secondment	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale
English	56	112	168	240	312	339	366	28	0	28	0.67	36	0	76	1.81	36	39	93	2.21	36	39	165	3.93	36	78	198	4.71	36	78	225	5.36	36	78	252	6.00			
Maths	56	104	152	216	280	316	352	28	0	28	0.67	36	0	68	1.62	36	39	77	1.83	36	39	141	3.36	36	78	166	3.95	36	78	202	4.81	36	78	238	5.67			
Science	36	72	108	190	270	324	378	18	0	18	0.43	36	0	36	0.86	36	39	33	0.79	36	39	115	2.74	36	78	156	3.71	36	117	171	4.07	36	117	225	5.36			
Art & Photo.	12	24	36	46	54	72	90	12	0	0	0	36	0	36	0.86	36	36	36	0.86	36	39	63	1.50	36	78	48	1.14	36	78	84	2.00	36	78	120	2.86			
Drama	12	24	36	46	54	63	72	0	0	12	0.29																											
Music	12	24	36	46	54	63	72	12	0	0	0																											
French	24	40	56	71	83	92	101	24	0	0	0	36	0	24	0.57	36	39	21	0.50	36	39	51	1.21	36	39	75	1.79	36	39	102	2.43	36	39	129	3.07			
Spanish	0	16	32	42	50	59	68																															
German	0	4	8	13	17	26	35																															
Geography	18	36	54	69	81	99	117	18	0	30	0.71	36	0	60	1.43	36	39	69	1.64	36	39	104	2.48	36	78	105	2.50	36	78	150	3.57	36	78	195	4.64			
History	18	36	54	69	81	99	117																															
RE & Phil.	12	24	36	41	57	66	75																															
Technology	32	56	80	110	134	161	188	16	0	16	0.38	36	0	44	1.05	36	39	41	0.98	36	39	76	1.81	36	78	65	1.55	36	78	101	2.40	36	78	137	3.26			
Computing	12	24	36	41	45	54	63	12	0	0	0																											
Business Studies	0	0	0	10	18	36	54	0	0	0	0																									0	0	0
Economics	0	0	0	0	0	18	36																															
Psychology	0	0	0	0	0	18	36																															
Sociology	0	0	0	0	0	9	18																															
PE & Dance	24	48	72	105	141	158	167	24	0	0	0	24	0	24	0.57	36	36	0	0	36	39	30	0.71	36	39	66	1.57	36	39	83	1.98	36	39	92	2.19			
Personal Dev.	12	24	36	42	48	54	60	6 by HoY7; 6 by Form Tutors				6 by HoY7; 6 by HoKS3; 12 by Form Tutors				6 by Hoy7; 6 by HoKS3; 6 by SLT; 18 by Form Tutors				6 by Hoy7; 6 by HoKS3; 6 by SLT; 24 by Form Tutors				6 by Hoy7; 6 by HoKS3; 6 by SLT; 30 by Form Tutors				6 by Hoy7; 6 by HoKS3; 6 by SLT; 36 by Form Tutors				6 by Hoy7; 6 by HoKS3; 6 by SLT; 42 by Form Tutors						
Study skills	0	0	0	0	8	8	8	0				0				0				8 by SLT or HoKS4				8 by SLT or HoKS4				8 by SLT or HoKS4										
Mainscale FTE Total – actual							3.15				8.77				8.81				17.74				20.92				27.05				33.76							
Mainscale FTE Total – recruitment (inc. SCD back-filling in Year 1)							8.0				11.0				10.0				19.0				23.0				28.5				36.0							

Staffing commentary: 2016

- Middle leadership will be provided by SCD through the MAT in the first year of operation. Pay enhancements will be provided to SCD middle leaders for undertaking the additional responsibility at CGS. Schemes of work will be provided by SCD as a basis for first delivery with refinement to meet the needs of the first cohort of students
- In the core subjects of English and maths, quarter-year blocking will be employed in the first year. This could facilitate 45 students being split 30:15 if necessary to allow a smaller group to receive more intensive support. This approach would be taken because in the first year it would not be financially viable to employ the four subject teachers required to provide half-year block teaching. Quarter-year block teaching will also be employed in Technology
- PE teaching will be in mixed gender tutor groups in the first year of operation
- Three HLTAs will be appointed. At least one of the HLTAs will be bi-lingual to provide specialist support to those EAL students with the most significant literacy needs
- Mainscale teachers will be provided by appointment or secondment from SCD. Seconded middle leaders will be back-filled at SCD via mainscale appointments
- A Head of Year 7 will be appointed. This member of staff will oversee the transition from KS2 during the Summer Term 2016 in addition to having responsibility for the pastoral leadership of Year 7 students
- The MAT will provide key central services such as Business Management, Premises Management etc., as illustrated diagrammatically on page 68

Staffing commentary: 2017

- Heads of Faculty will be appointed in KS3 core and foundation subject areas. These middle leaders will be integral in assisting the senior leaders in shaping the ethos of the school
- The delivery of the core subjects of English and maths is likely to continue to be delivered in quarter-year blocks as the school builds to capacity
- A second PE/Dance teacher will be appointed to facilitate single gender grouping for PE/Dance lessons
- HLTA numbers will be increased so that, in Year 7, there will be a dedicated HLTA for each tutor group. The HLTA will be designated co-Form Tutor alongside a mainscale teacher. THE HLTA will accompany the tutor group to lessons across the curriculum to provide continuity and support as students transition from the single teacher Key Stage 2 delivery model to the typical Key Stage 3 multiple teacher approach
- Mainscale teachers will be provided by appointment or secondment from SCD
- A Head of KS3 will be appointed to oversee the pastoral leadership of Key Stage 3 students
- Projections indicate that 2 additional HLTAs will be appointed to support students in Year 8. Current projections (Section D1.2, page 14) indicate that approximately 5-6% of students will be at SENP or SENS and approximately 30% will be EAL. If more substantial support is still required in Year 8, then a greater number of HLTAs will be appointed

Staffing commentary: 2018

- An Assistant Headteacher will be appointed to increase the capacity of the Senior Leadership Team as the school expands
- The core subjects of English and maths will have sufficient staffing to facilitate the desired delivery of four teaching sets per half-year block

- Subject Leaders will be appointed to support Heads of Faculty. This addition to the middle leadership will ensure that the vast majority of Key Stage 3 lessons are delivered by first subject specialists. In addition, the middle leaders will be in place to assist students in making the transition to KS4
- Mainscale teachers will be provided by appointment or secondment from SCD

Staffing commentary: 2019

- A further Assistant Headteacher will be appointed to increase the capacity of the Senior Leadership Team as the school expands
- A Head of KS4 will be appointed to oversee the pastoral leadership of Key Stage 4 students
- Mainscale teachers will be provided by appointment or secondment from SCD
- Curriculum planning is partly dependent upon student option choices at point of transition to KS4. The curriculum planning model proposed is informed by historical take-up at SCD for GCSE option subjects
- Projections indicate 2 additional HLTAs will be appointed to support students in Year 10. Current projections (Section D1.2, page 14) indicate that approximately 5-6% of students will be at SENP or SENS and approximately 30% will be EAL. If more substantial support is still required in Year 10, then a greater number of HLTAs will be appointed

Staffing commentary: 2020

- Additional Subject Leaders will be appointed to support Heads of Faculty. This addition to the middle leadership will assist the preparations for specialist delivery at Key Stage 5.
- Mainscale teachers will be provided by appointment or secondment from SCD
- A third Assistant Headteacher will be appointed to oversee the transition of students from Key Stage 4 and will take responsibility for post-16 provision as Head of Key Stage 5
- Curriculum planning continues to be dependent upon student uptake at point of transition to KS4

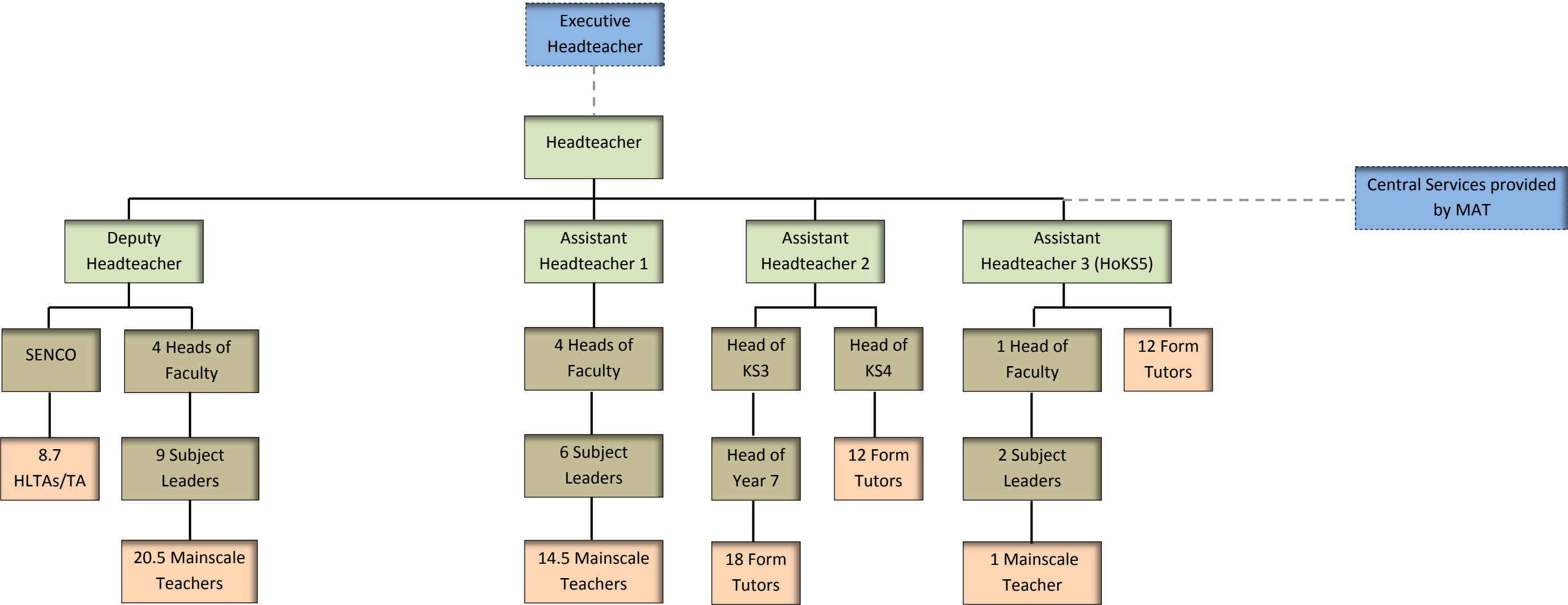
Staffing commentary: 2021

- An additional Subject Leader will be appointed to the science faculty to ensure the Head of Faculty is supported by a Subject Leader in each A-level subject.
- Mainscale teachers will be provided by appointment or secondment from SCD
- Curriculum planning is dependent upon student option choices at points of transition from Key Stage 3 to 4 and from Key Stage 4 to 5. The curriculum planning model proposed is informed by historical take-up at SCD for GCSE option subjects and A level subjects

Staffing commentary: 2022

- Mainscale teachers will be provided by appointment or secondment from SCD
- Curriculum planning continues to be dependent upon student option choices at points of transition from Key Stages 3 to 4 and from Key Stages 4 to 5

Section D3.2 The final staffing structure in 2022 when the school is established



Key

MAT Staff and Services

CGS Senior Leadership

CGS Middle Leadership

Detailed Staffing Calculations – Curriculum totals – 70% intake contingency

Subject	2016 onwards		2017 onwards		2018 onwards		2019 onwards		2020 onwards		2021 onwards		2022 onwards		Curriculum Totals						
	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Year 13		2016 onwards	2017 onwards	2018 onwards	2019 onwards	2020 onwards	2021 onwards	2022 onwards
	Grp	Per	Grp	Per	Grp	Per	Grp	Per	Grp	Per	Grp	Per	Grp	Per							
English	6	7	6	7	6	7	6	9	6	9	2	9	2	9	42	84	126	180	234	252	270
	42		42		42		54		54		18		18								
Maths	6	7	6	6	6	6	6	8	6	8	3	9	3	9	42	78	114	162	210	237	264
	42		36		36		48		48		27		27								
Science	4	6	4	6	4	6	3/1	9/14	3/1	9/13	4	9	4	9	24	48	72	113	153	189	225
	24		24		24		41		40		36		36								
Art & Photo.	4	2	4	2	4	2	1	5	1	4	1	9	1	9	8	16	24	29	33	42	51
	8		8		8		5		4		9		9								
Drama	4	2	4	2	4	2	2	5	2	4	1	9	1	9	8	16	24	34	42	51	60
	8		8		8		10		8		9		9								
Music	4	2	4	2	4	2	1	5	1	4	1	9	1	9	8	16	24	29	33	42	51
	8		8		8		5		4		9		9								
French	4	4	4	3	4	3	2	5	2	4	1	9	1	9	16	28	40	50	58	67	76
	16		12		12		10		8		9		9								
Spanish	0	0	4	3	4	3	2	5	2	4	1	9	1	9	0	12	24	34	42	51	60
	0		12		12		10		8		9		9								
German	0	0	0	2	0	2	0	5	0	4	0	9	0	9	0	0	0	0	0	0	0
	0		0		0		0		0		0		0								
Geography	4	3	4	3	4	3	2	5	2	4	2	9	2	9	12	24	36	46	54	72	90
	12		12		12		10		8		18		18								
History	4	3	4	3	4	3	2	5	2	4	1	9	1	9	12	24	36	46	54	63	72
	12		12		12		10		8		9		9								
RE & Phil.	4	2	4	2	4	2	1	5	4/1	2/4	1	9	1	9	8	16	24	29	41	50	59
	8		8		8		5		12		9		9								
Technology	6	4	6	3	6	3	4	5	4	4	3	9	3	9	24	42	60	80	96	123	150
	24		18		18		20		16		27		27								
Computing	4	2	4	2	4	2	1	5	1	4	1	9	1	9	8	16	24	29	33	42	51
	8		8		8		5		4		9		9								
Business St.	0	0	0	0	0	0	2	5	2	4	1	9	1	9	0	0	0	10	18	27	36
	0		0		0		10		8		9		9								
Economics	0	0	0	0	0	0	0	0	0	0	1	9	1	9	0	0	0	0	0	9	18
	0		0		0		0		0		9		9								
Psychology	0	0	0	0	0	0	0	0	0	0	2	9	2	9	0	0	0	0	0	18	36
	0		0		0		0		0		18		18								
Sociology	0	0	0	0	0	0	0	0	0	0	1	9	1	9	0	0	0	0	0	9	18
	0		0		0		0		0		9		9								
PE & Dance	4	4	4	4	4	4	4/2	3/5	4/2	4/4	3/1	2/9	1	9	16	32	48	70	94	109	118
	16		16		16		22		24		15		9								
Personal Dev.	4	2	4	2	4	2	4	1	4	1	4	1	4	1	8	16	24	28	32	36	40
	8		8		8		4		4		4		4								
Study Skills	0	0	0	0	0	0	0	0	6	1	0	0	0	0	0	0	0	0	6	6	6
	0		0		0		0		6		0		0								
Total	236		232		232		269		264		262		256		236	468	700	969	1233	1495	1751

Detailed Staffing Calculations – Staffing totals – 70% intake contingency

Subject	Curriculum Totals							2016 onwards				2017 onwards				2018 onwards				2019 onwards				2020 onwards				2021 onwards				2022 onwards			
	2016 onwards	2017 onwards	2018 onwards	2019 onwards	2020 onwards	2021 onwards	2022 onwards	SCD Secondment	SL	Mainscale	Mainscale FTE	SCD Secondment	SL	Mainscale	Mainscale FTE	SCD Secondment	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale	Mainscale FTE	HoF	SL	Mainscale	Mainscale FTE
English	42	84	126	180	234	252	270	21	0	21	0.5	0	35	49	1.17	0	39	87	2.07	36	39	105	2.50	36	78	120	2.86	36	78	138	3.29	36	78	156	3.71
Maths	42	78	114	162	210	237	264	21	0	21	0.5	0	39	39	0.93	0	38	76	1.81	36	39	87	2.07	36	78	96	2.29	36	78	123	2.93	36	78	150	3.57
Science	24	48	72	113	153	189	225	24	0	0	0	24	0	24	0.57	24	0	48	1.14	36	39	38	0.90	36	78	39	0.93	36	117	36	0.86	36	117	72	1.71
Art & Photo.	8	16	24	29	33	42	51	8	0	0	0	16	0	0	0	0	39	33	0.79	36	39	17	0.40	36	39	33	0.79	36	78	21	0.50	36	78	48	1.14
Drama	8	16	24	34	42	51	60	0	0	8	0.19	0	0	16	0.31																				
Music	8	16	24	29	33	42	51	8	0	0	0	0	0	16	0.31																				
French	16	28	40	50	58	67	76	16	0	0	0	0	40	0	0	0	39	25	0.60	36	39	9	0.21	36	39	25	0.60	36	40	42	1.00	36	39	61	1.45
Spanish	0	12	24	34	42	51	60																												
German	0	0	0	0	0	0	0																												
Geography	12	24	36	46	54	72	90	12	0	20	0.48	0	40	24	0.57	0	39	57	1.36	36	39	46	1.10	36	78	35	0.83	36	78	71	1.69	36	78	107	2.55
History	12	24	36	46	54	63	72																												
RE & Phil.	8	16	24	29	41	50	59																												
Technology	24	42	60	80	96	123	150	12	0	12	0.29	0	39	19	0.45	0	39	45	1.07	36	39	34	0.81	36	39	54	1.29	36	78	51	1.21	36	78	87	2.07
Computing	8	16	24	29	33	42	51	8	0	0	0																								
Business St.	0	0	0	10	18	27	36	0	0	0	0	0	0	0	0	0	0	0	0	10	0	0	0	18	0	0	0	36	27	0	0	36	39	33	0.79
Economics	0	0	0	0	0	9	18																												
Psychology	0	0	0	0	0	18	36																												
Sociology	0	0	0	0	0	9	18																												
PE & Dance	16	32	48	70	94	109	118	16	0	0	0	16	0	16	0.38	0	24	24	0.57	35	35	0	0	36	39	19	0.45	36	39	34	0.81	36	39	43	1.03
Personal Dev.	8	16	24	28	32	36	40	4 by HoY7; 4 by Form Tutors				4 by HoY7; 4 by HoKS3; 8 by Form Tutors				4 by HoY7; 4 by HoKS3; 4 by SLT; 12 by Form Tutors				4 by HoY7; 4 by HoKS3; 4 by SLT; 16 by Form Tutors				4 by HoY7; 4 by HoKS3; 4 by SLT; 20 by Form Tutors				4 by HoY7; 4 by HoKS3; 4 by SLT; 24 by Form Tutors				4 by HoY7; 4 by HoKS3; 4 by SLT; 28 by Form Tutors			
Study Skills	0	0	0	0	6	6	6	0				0				0				0				6 by SLT or HoKS4				6 by SLT or HoKS4				6 by SLT or HoKS4			
Mainscale FTE Total – actual							1.96				4.69				9.41				7.99				10.04				12.29				18.02				
Mainscale FTE Total – recruitment (inc. SCD back-filling in Years 1-3)							5.5				8.0				12.5				9.0				11.5				13.5				21.0				

Development of staffing structure whilst building to full capacity – 70% contingency

	Sept 2016	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022
Students on Roll	120	240	360	480	600	702	804
Senior Leadership Team							
Executive Headteacher	1	1	1	1	1	1	1
Headteacher	0	0	0	0	0	0	0
Deputy Headteacher	1	1	1	1	1	1	1
Business Manager	0	0	0	0	0	0	0
Assistant Headteachers	0	0	0	1	1.5	2	3
Curriculum Middle Leaders	HoF = Head of Faculty		SL = Subject Leader within a faculty				
Head of Faculty (HoF) – English	0	0	0	1	1	1	1
Subject Leader (SL) – English	0	1	1	1	2	2	2
HoF – Maths	0	0	0	1	1	1	1
SL – Maths	0	1	1	1	2	2	2
HoF - Science	0	0	0	1	1	1	1
SL - Science	0	0	0	1	2	3	3
HoF – Creative Arts	0	0	0	1	1	1	1
SL – Creative Arts	0	0	1	1	1	2	2
HoF – Languages	0	0	0	1	1	1	1
SL – Languages	0	1	1	1	1	1	1
HoF - Humanities	0	0	0	1	1	1	1
SL - Humanities	0	1	1	1	2	2	2
HoF – Technology & Computing	0	0	0	1	1	1	1
SL – Technology & Computing	0	1	1	1	1	2	2
HoF – Social Sciences	0	0	0	0	0	1	1
SL – Social Sciences	0	0	1	0	0	1	1
HoF - PE	0	0	0	1	1	1	1
SL - PE	0	0	1	1	1	1	1
SENCO	1	1	1	1	1	1	1
Pastoral Middle Leaders							
Head of Year 7 (inc. transition)	1	1	1	1	1	1	1
Head of KS3	0	1	1	1	1	1	1
Head of KS4	0	0	0	1	1	1	1
Head of KS5	0	0	0	0	Assistant Headteacher		
Staff without leadership responsibilities							
Mainscale teachers (total)	5.5	8.0	12.5	9.0	11.5	13.5	21.0
Mainscale teachers (- Pastoral Leaders)	4.5	6.0	10.5	6.0	8.5	10.5	18.0
TAs	1.7	5.2	5.2	7.0	7.0	7.0	7.0

Staffing Commentary – 70% contingency

The following measures will be put into place in order to enable CGS to deliver the planned high quality teaching and learning if constrained by a reduction of income resulting from a 30% reduction in pupil numbers:

- The Executive Headteacher will be provided by the MAT
- English, maths and technology will be blocked in year thirds (40 students) in the first two years of the school. This yields appropriately-sized technology groups of 20 students as well as facilitating paired teaching groups in English and maths, split 25:15 to allow a smaller group to receive more intensive support
- SCD middle leaders will be seconded beyond the first year of opening. They will receive pay enhancements for assuming additional responsibility with mainscale appointments across the MAT back-filling at SCD. This significantly reduces middle leadership costs beyond Year 1 of opening
- Middle leadership appointments to CGS will initially be at Subject Leader level rather than Head of Faculty level to reduce TLR costs
- The SLT will be fewer in number compared to the fully funded model to reflect a smaller cohort of students and staff.

Section D3.3 Staff roles, experience and expertise

D3.3 a) How the school's staffing structure will be organised

Executive Headteacher

- Strategic direction and leadership of:
 - Strategic vision
 - Teaching & learning
 - Student performance
 - Pastoral care and Inclusion
 - Staff appraisal
 - HR
 - Finance
 - Premises
 - Health & Safety
- Professional advisor: Strategic development planning
- Governor of Croxley Green School
- [REDACTED]
- Recruitment: Secondments between schools in the MAT
- Line Management: [REDACTED]
- Director of Finance & Resources
- [REDACTED]

Headteacher of Croxley Green School

- Lead Professional for:
 - GCS vision and ethos
 - Teaching & learning
 - Student performance
 - Pastoral care and inclusion
 - Curriculum
 - Behaviour for learning
 - Community and parental engagement
 - School self-evaluation
 - Staff recruitment to CGS
 - Admissions

- Marketing and communications policy of Croxley Green School
- Staff appraisal and HR
- Finance
- Premises
- Health & safety
- Liaison with outside agencies: DfE, EFA, Hertfordshire for Learning etc
- Lead Professional: Strategic Development Planning CGS
- Governor of Croxley Green School
- [REDACTED] Line Management: Deputy Head, Assistant Head x 3

Deputy Headteacher of Croxley Green School

- Operational lead for:
 - Student performance
 - Curriculum
 - Community and parental engagement
 - School self-evaluation (with Headteacher of CGS)
 - Staff recruitment (with Headteacher of CGS)
 - CPD
 - Link for ITT and NQT induction and training with Herts & Bucks TSA
 - Significant school events, e.g. Open Days, Parents' Evenings, presentation events
- Lead Professional: Collaboration with SCD re student provision and staff CPD
- Croxley Green School representative on the St Clement Danes Challenge Partner Hub
- Line Management: Head of Faculty x 4, SENCO

Central services provided by the MAT

- Strategic and operational leadership of Finance, Premises, Administration and IT systems at CGS
- Monitoring of short, medium and long-term financial strategy at CGS
- Development and management of the school's accountancy systems and systems of internal control
- Submission of financial returns to the MAT, EFA and Local Authority etc
- Generating and co-ordinating income streams which are supportive of the ethos of CGS and the MAT
- HR provision
- Support for staff appraisal

Assistant Headteacher: Teaching and Learning

- Operational lead for:
 - Teaching & learning
 - Assessment, reporting and monitoring
 - Academic intervention at KS3 and KS4
- Line Management: Heads of Faculty x 4

Assistant Headteacher: Pastoral

- Operational Lead for:
 - Pastoral care and inclusion
 - Behaviour for learning
 - Student well-being programme
 - Student leadership and student voice
 - Parental engagement activities and workshops
 - Overview and deployment of Pupil Premium

- Designated Senior person (DSP)
- Line Management: Head of Year 7 and Transition
Head of Key Stage 3
Head of Key Stage 4

Assistant Headteacher: Sixth Form

- Head of Key Stage 5
- Operational lead for:
 - Student performance at KS5
 - Academic intervention at KS5
 - Post-18: UCAS, Careers, Higher Education, Apprenticeships
 - Post-16 links with business, the community and Further Education
 - Exceptional Performance KS3, KS4 & KS5
 - SMSC
- Line Management: Sixth Form tutors, Careers Co-ordination, Head of Faculty x 1

Special Needs Coordinator (SENCO)

- To provide leadership, direction and efficient management for special needs education that ensures the provision meets both the aims and objectives of CGS and statutory requirements.
- Line Management: HTLAs, TAs

Head of Year 7 and Transition

- To have overall responsibility for the pastoral care and academic progress of a cohort of students in Year 7 and to facilitate their effective transfer from primary to secondary school.
- Line Management: Form Tutors

Head of Key Stage 3 and Key Stage 4 (2 posts)

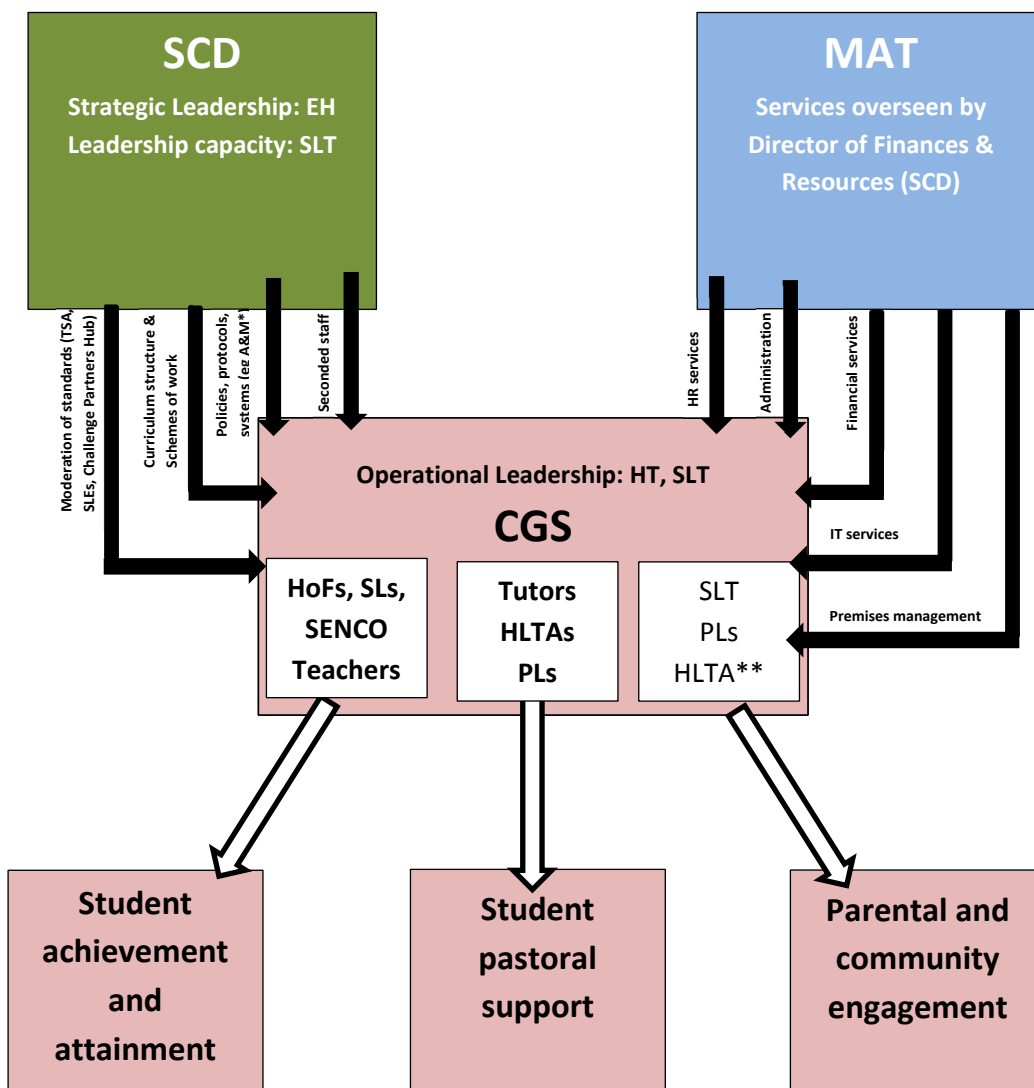
- Overall responsibility for the welfare, both pastoral and academic, of all students in Key Stages 3 and 4
- Work with Assistant Head proactively to monitor academic progress and target all necessary Intervention Programmes
- Line Management: Form Tutors, Pastoral Admin Welfare Officer

Head of Faculty (9 posts)

- To provide leadership and direction for the faculty and ensure it is managed and organised to meet the aims of the school
- To be responsible for securing high standards of teaching and learning as well as playing a major role in the development of school policy and practice
- Line Management: Subject Co-ordinators or Subject Key Stage Co-ordinators (English & maths)

D3.3 (b): How the staffing structure will enable you to deliver the curriculum and pastoral care that you have described elsewhere in Section D.

The inter-relationship between the staffing structure at CGS and key staff operating within the MAT and at SCD is illustrated below. The diagram also identifies the key staff at CGS who will deliver the curriculum and pastoral care as well as parental and community engagement. The CGS staff listed in this diagram are consistent with the staff listed in Sections D2 (page 48), D3.1 (page 56) and D3.2 (page 61) of this application.



Key

* A & M = Assessment & Monitoring

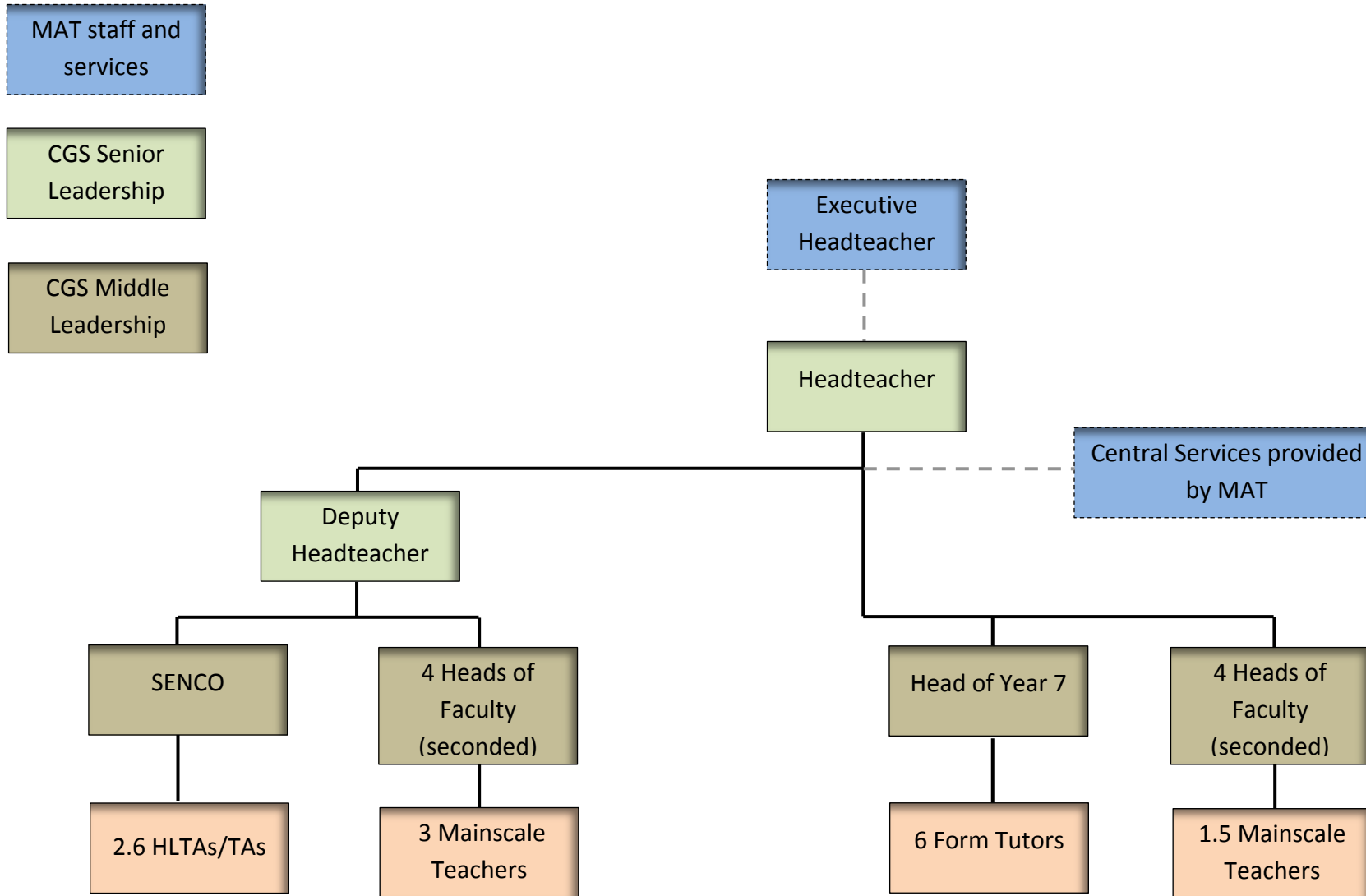
HTLA**= Bilingual HLTA to support hard-to -reach parents of some EAL students

**Annex to Section D3 Relationship between faculty areas and subjects & Interim organisation charts
2016 – 2021**

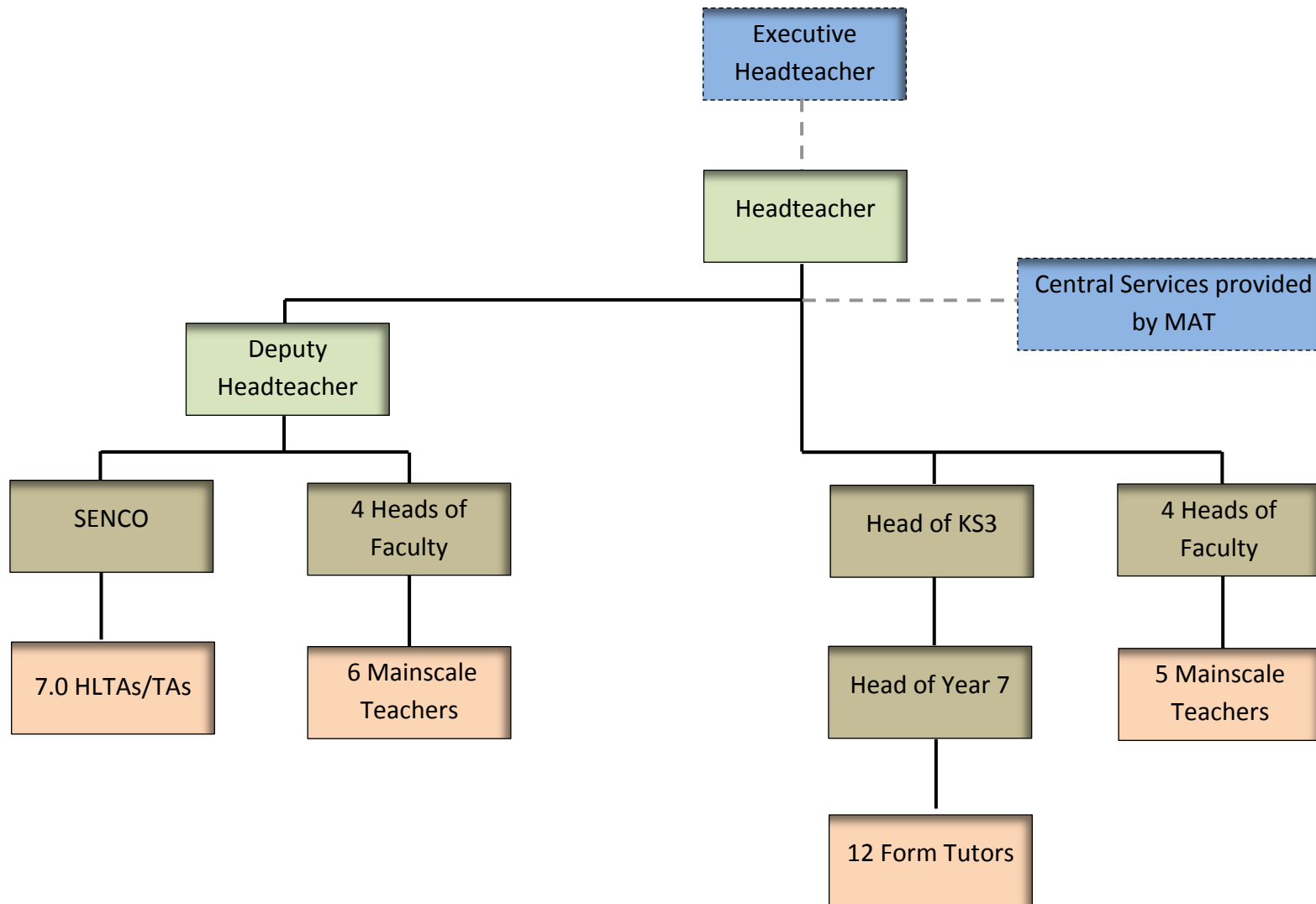
The relationship between faculty areas and subjects is summarised below:

Faculty Area	Subjects within Faculty
English	English
Maths	Maths
Science	Science
Creative Arts	Art & Photography, Drama, Music
Languages	French, Spanish, Latin
Humanities	Geography, History, Religious Education
Technology & Computing	Technology, Computing
Social Sciences	Business Studies, Economics, Psychology, Sociology
PE & Dance	PE, Dance

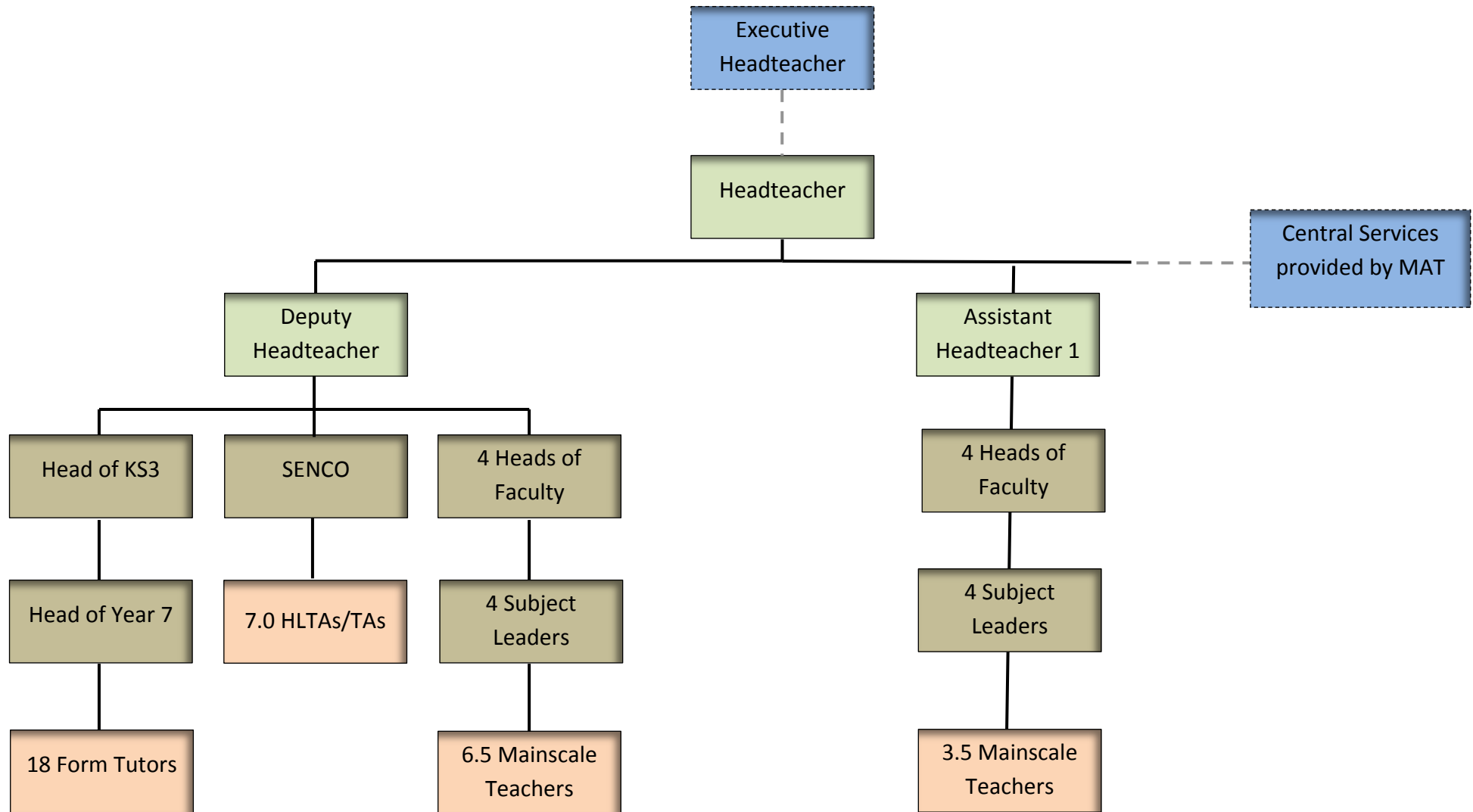
Interim organisational chart – 2016



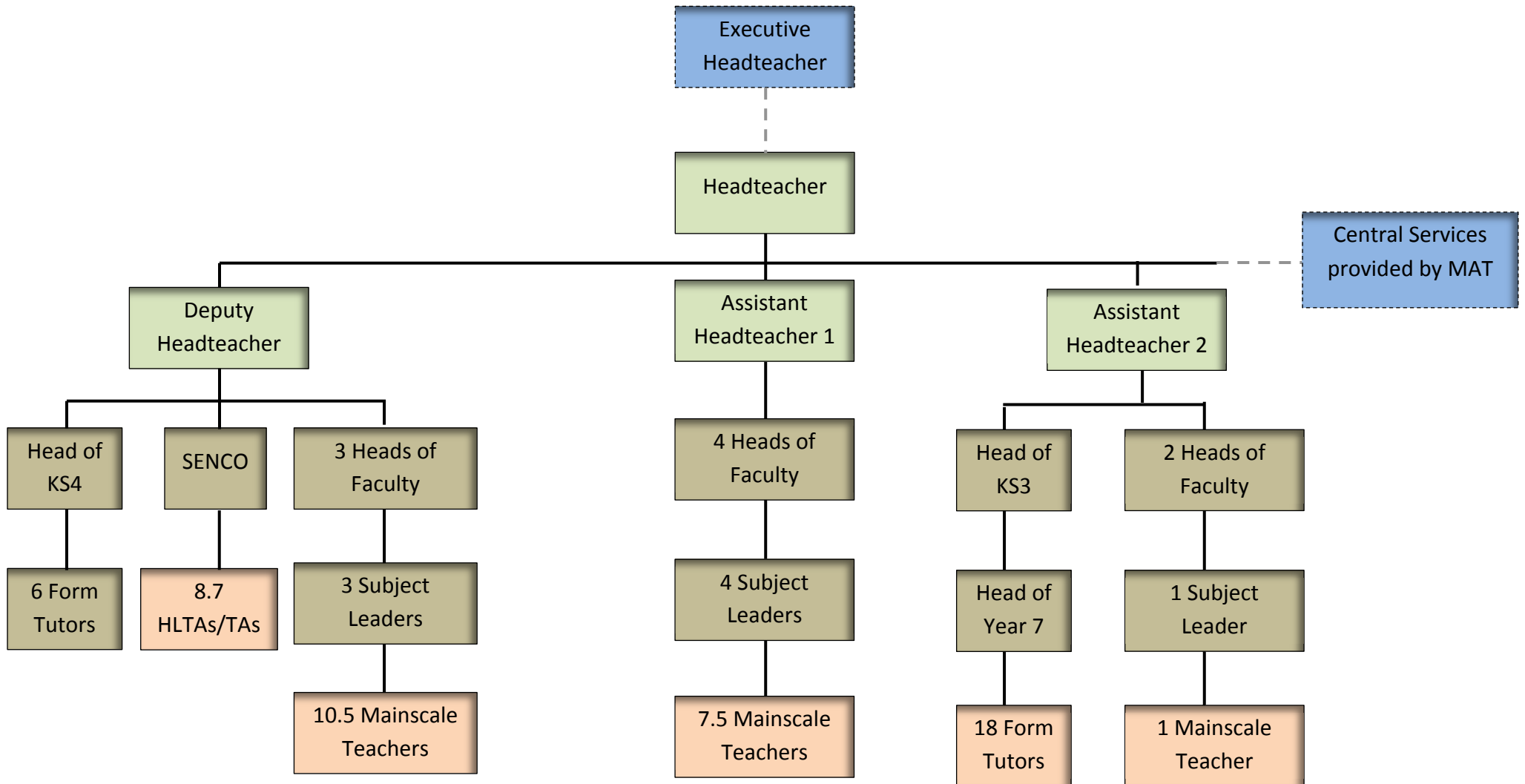
Interim organisational chart – 2017



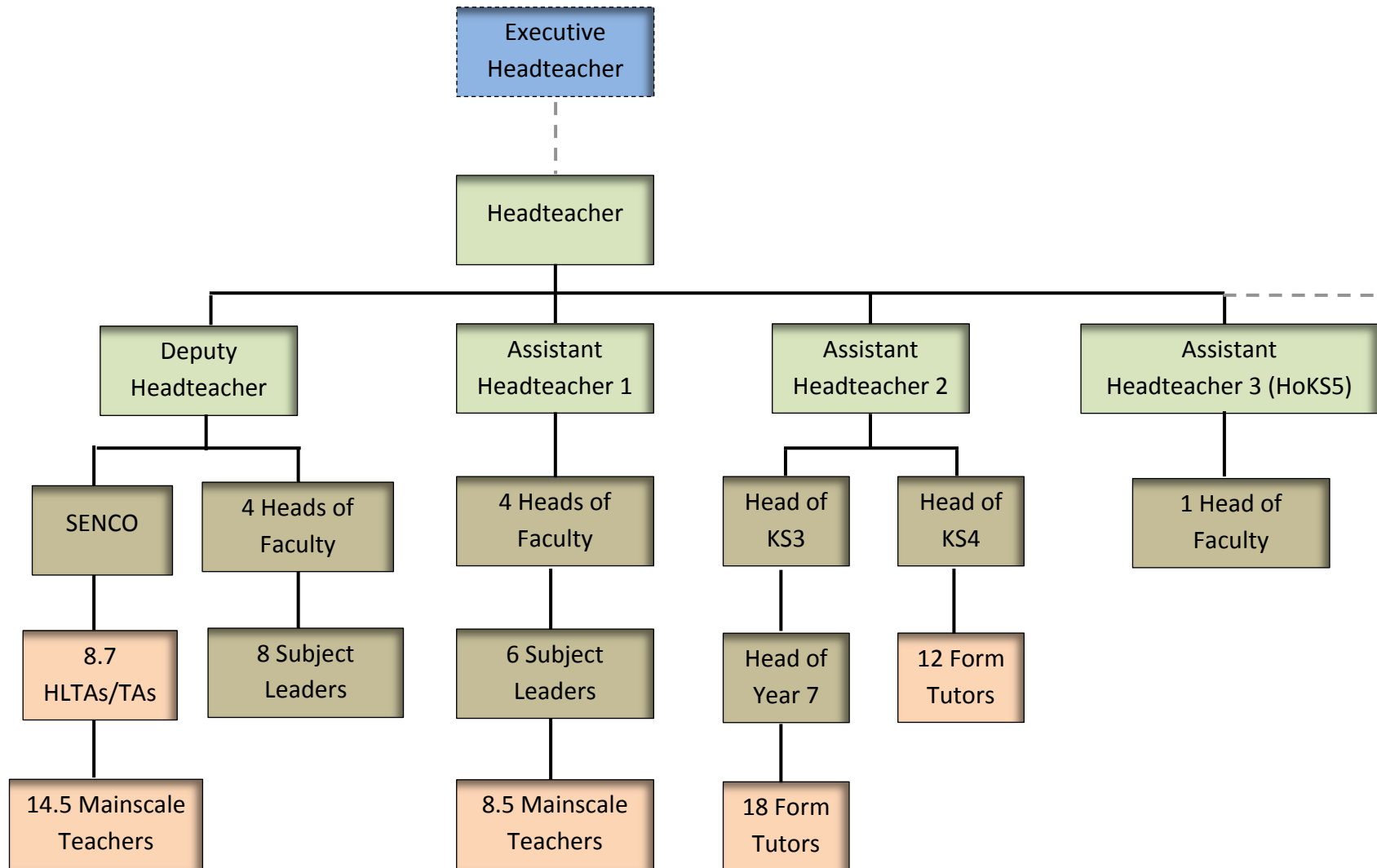
Interim organisational chart – 2018



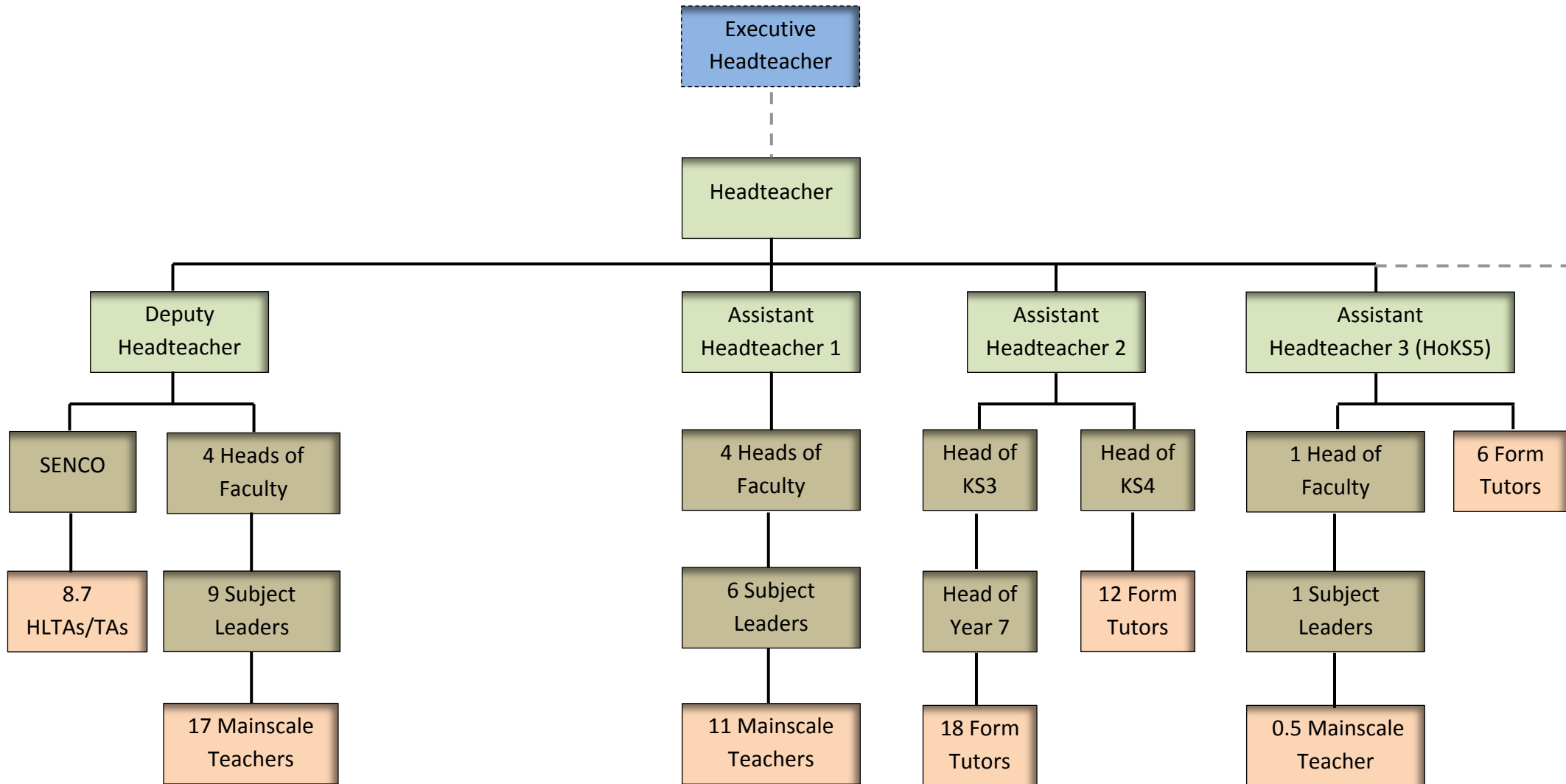
Interim organisational chart – 2019



Interim organisational chart – 2020



Interim organisational chart - 2021



Section E: Evidence of need

E1: Provide valid evidence that there is a need for this school in the area

E1.1 Current or forecast shortage (basic need) or surplus of places

'I certainly think... there is a real issue of school places here and it's top of our priorities in the county council elections.'

Nick Clegg, Deputy Prime Minister - Watford Observer, 25.4.13

As outlined in Section C1.1, page 1, the basic need for two additional secondary schools in the area was clearly communicated in a letter to all parents and carers of students attending primary schools in the district of Three Rivers and the borough of Watford in February 2014 by the [REDACTED]:

[REDACTED]

Section C1.1, page 1 provides a range of data which illustrates:

- the significant increase in the local primary age population from 2009 to 2014
- the projected shortfall in secondary places from 2013/14 to 2023/24
- non-ranked allocation (NRA) data which highlights increasing local concern that a significant number of students from the area to be served by CGS are not receiving a place at any of the schools ranked on their application forms
- population projections which include planned housing developments

Despite the opening of the Lanchester Road and Ascot Road Community Free Schools in Watford in 2014 to provide 120 additional primary places, the Hertfordshire Strategy and Policy Manager (Admissions and Transport) reported to the Croxley Green Free School Core group in May that every primary school in Watford was full. Demand for places is continuing to outstrip supply – again, the implications for future secondary provision are that there will be a substantial increase in the basic need for places that Croxley Green School will be able to satisfy.

E1.2 Standards in local schools

As outlined in Section C1.1, the quality of current secondary educational provision provided by the twelve schools in the local area is high with six schools being rated by Ofsted as 'good' and a further five as 'outstanding'. The remaining school has been judged to require improvement and is receiving senior and middle leadership support as well as subject input from SCD and the Herts & Bucks TSA. The Reach Free School opened in September 2013 and, therefore, has not yet had a section 5 inspection. Consequently, this application for the accreditation of Croxley Green School is submitted on the basis of a basic need for places rather than to address low standards. CGS will offer the same high quality level of education as its educational sponsor, St Clement Danes, whilst also adding to the choice and diversity of local provision by offering a broad and balanced curriculum allied to an exciting programme of extension and enrichment (See C.1.2, pages 8).

Table: Pupil attainment and progression data for local schools:

School	Type of school	Section 5 Ofsted date	Ofsted Grade	KS2 APS for Yr11 (2013)	GCSE 5+A*-C Inc Eng & maths (2013)	KS2-4 VA (2013)
Bushey Meads School	Academy	Aug-12	2	28.3	64%	993
Francis Combe Academy	Academy	Mar-14	3	26.2	50%	998
Parmiter's School	Academy	Sep-11	1	31.2	93%	1015
Queen's School	Academy	May-12	2	29.4	75%	994
Rickmansworth School	Academy	Sep-13	2	30.0	77%	994
St Clement Danes School	Academy	Nov-11	1	30.3	87%	1009
St Joan of Arc Catholic School	Faith	Dec-13	2	28.6	67%	987
St Michael's Catholic School	Faith	Oct-07 (Int.04-11)	1	28.3	72%	1008
The Bushey Academy	Academy	Jan-14	2	25.4	53%	1032
The Reach Free School	Academy	N/A	N/A	N/A	N/A	N/A
Watford Boys Grammar School	Academy	Feb-12	1	31.5	91%	1010
Watford Girls Grammar School	Academy	Mar-12	1	31.3	92%	1026
Westfield Community TC	Academy	Nov-12	2	26.5	65%	1023

Sources: DfE, Ofsted

E.1.3 Parental demand table

	2016				2017			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	180	149		83%	180	154		86%
Year 8					180	149		83%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

E.1.4 Map demonstrating that potential pupils live within commuting distance of CGS



E.1.5.1 Capacity vs parental interest

Parents across the Three Rivers and Watford areas of Hertfordshire have shown overwhelming support for Croxley Green School. They were invited to complete a parental support survey which gave them the opportunity to say whether they would:

- a) be interested in sending their child to Croxley Green Secondary School
- b) choose Croxley Green Secondary School as their first choice school
- c) not be interested in sending their child to Croxley Green Secondary School

The following table summarises the results from the 349 parents who completed the survey:

Parental Survey Results	2016	2017	Other Year Group
CGS will be my first choice	112	121	
I am interested in my child attending CGS	37	33	
Total: Parental interest / school capacity	149/180	154/180	34
I am not interested in sending child to CGS	6	5	1

E1.5.2 No significant surplus of school places at secondary level in the area

As outlined in Sections C1.1 (page 1) and E1.1 (page 69), students already have to attend schools outside the area due to the shortage of places in local secondary schools and demographic analysis indicates that this shortage will become increasingly acute over the next nine years. As parents they perceive the situation:

‘although there are plenty of good local selective schools, school selection processes are such that children living in the less socially mobile parts of Maple Cross, Mill End and Rickmansworth (areas of Three Rivers) find it almost impossible to get into them. If they do not get in because of a specific academic, creative or sporting aptitude, they cannot get in on distance because they live too far away. Instead, because of the priority they give to aptitudes, these schools give precedence to children from as far away as Harrow...local children have to attend the three worst- performing schools in Hertfordshire.’

WD3 Parental School Action Group

The WD3 Parental School Action Group was established in 2002 to lobby for new LA secondary schools to serve the increasing children’s population of South West Hertfordshire <http://www.wd3school.org/about-us>

The site identified by HCC in Baldwin’s Lane will locate Croxley Green School between the two communities of Rickmansworth/Croxley Green and Watford where there is greatest need for school places to directly address the highest demand.

E1.6: Evidence that parents have made an informed decision

Initial contact with local parents was through meetings held in Junior Schools and by working with headteachers of local primary schools. [REDACTED], [REDACTED] undertook a programme of meetings at local primary schools across the area to meet with parents and familiarise them with the vision for Croxley Green School. Meetings were held at:

- Yorke Mead Primary School, Croxley Green – Wednesday 26th March (4pm)
- Yorke Mead Primary School, Croxley Green – Monday 31st March (4pm)
- Cassiobury Junior School, Watford – Monday 31st March (7pm)
- Little Green Junior School, Croxley Green – Tuesday 1st April (9.15am)
- Little Green Junior School, Croxley Green – Tuesday 28th April (7pm)
- Nascot Wood Junior School, Watford – Wednesday 11th June (7pm)
- St Peter’s CofE Primary School, Rickmansworth – Thursday 12th June (7pm)

In addition to the very informative presentation and the opportunity to participate in the question and answer session, parents were also provided with a comprehensive package of information concerning the new school to enable them to make an informed response to the survey.

The Croxley Green School flyer (in annex E, pages Eii-Ev) was designed; outlining the need and vision for Croxley Green School, it also contained the Parental Support Survey. 4,000 were printed and delivered to primary schools in the Three Rivers and Watford areas from February 24 to March 7 2014. (3,500 were delivered to primary schools – the remaining 500 have been used

for meetings, sent to interested parties, or given to schools who wanted more copies). The flyer and supporting information was also sent to secondary school heads, Rt. Hon. David Gauke MP, County Councillor Hayward, District Councillors Ann Shaw, Stephen Drury, Phil Brading and Martin Trevett, Parish Councillors, Croxley Green Residents' Association, the Diocese of St Albans, and [REDACTED]

The distribution of the flyer and survey form was reinforced by a dedicated phone line (01923 284483) and email address enquiries@croxleygreenschool.org.uk launched on February 14th 2014. Both forms of communication are being widely accessed by interested parents and members of the community - there is a high degree of two-way communication. The Marketing and Communications Officer ensures that every individual who gets in touch with a query or comment is given a personal, timely and relevant response.

The parental survey is reproduced in the Annex E, page Ei and can be either completed online or downloaded from the CGS website at <http://www.croxleygreenschool.org.uk/survey.html>. Parents are also able to obtain additional information and guidance from the website at <http://www.croxleygreenschool.org.uk/home.html> to inform their decision, including four pages of frequently-asked questions (<http://www.croxleygreenschool.org.uk/q-a.html>). The response from parents has been overwhelmingly positive, as has the reaction from other community groups. Examples of these responses are also attached in the Annex E on pages Evi-Evii

Section E2: Successful engagement with the community

E.2.1: Engagement with key local stakeholders

In addition to establishing demand from local parents for the Croxley Green School, extensive engagement has also been undertaken with the wider community, as defined by the proposed intake area maps on page 1, including the following key stakeholder groups:

Local Authority

[REDACTED]. The meetings focussed on the shortage of school places and the process of submitting a Free School application for the Croxley Green area. HCC had already identified a site for a 6 form entry secondary school in [REDACTED], Croxley Green.

By mid-December 2013, St Clement Danes governors had agreed to establish a Multi-Academy Trust which would encompass St Clement Danes and The Croxley Green schools. St Clement Danes established a group of senior managers from within the school as well as two Educational Consultants to work on the application. SCD entered into agreement with the Hertfordshire Free School Company so that they could advise on the application and subsequent pre-opening stage of the process. A representative from the Hertfordshire Free School Company [REDACTED]. Contractual arrangements were set in place for the project management.

[REDACTED]. There were representatives from the EFA at these discussions which were central to the preparation of the submission and underlined the urgency of the need for a successful bid to open the new school in September 2016. During the preparation of the submission, the school has been actively supported by: [REDACTED] [REDACTED] [REDACTED] [REDACTED]

E.2.1: Engagement with key local stakeholders cont.

The <Redacted> engaged actively with the application process and he wrote to parents of all primary-aged children in South West Herts. Hertfordshire's Strategic Lead for Primary Education and the District School Effectiveness Advisors have been central in working with St Clement Danes and local primary headteachers, both in the planning for the new school and brokering the primary parental engagement within the area.

Local Schools

<Redacted>. There was unanimous support from all schools at the meeting that an application from St Clement Danes for a new secondary Free School in Croxley Green should go ahead. Secondary headteacher colleagues have been kept informed of developments at the regular South West Herts Heads' meetings and have been included in email circulations as planning has progressed.

<Redacted> This was followed by a presentation to over 50 Watford and Rickmansworth primary headteachers at their monthly area meetings on 6th February 2014.

<Redacted> At all meetings, there has been unanimous support for the proposal.

This translated into the schools agreeing to circulate the Croxley Green School flyer which was distributed to all local junior schools. Sufficient numbers of leaflets were provided for staff, governors and parents of Years 3 and 4 in the primary schools with invitations to attend the presentations about Croxley Green School detailed earlier in this section.

Local Politicians

From early January 2014 St Clement Danes has met with:

- County Councillor Christopher Haywood, Deputy Leader of the Council and Cabinet Lead of Enterprise Education & Skills (10 January 2014)
- Rt. Hon. David Gauke, MP for South West Herts (10 January 2014)
- District Councillor Stephen Drury for Croxley Green (16 January 2014)
- District Councillors Chris Brading, Alison Wall and Chris Lloyd for Croxley Green (8 July 2014)

These meetings outlined the proposal and sought opinion and support. The County Councillor and District Councillors agreed with the predicted shortfall of places and were aware of the need for a new secondary school to serve the local community. They expressed their support that St Clement Danes was going to propose and support the new school. Discussions centred on existing concerns over shortage of school places in the community and local issues largely to do with the site proposed for a new Free School.

The Rt. Hon. David Gauke MP was also keen to be kept fully involved with the proposal and agreed to sit on the board of the Multi-Academy Trust. He, too, recognises the need for a secondary school and has continued to promote and support Croxley Green School throughout the application stage.

Local residents and community groups

Contact with the local community (apart from the parents of junior school children) has largely been through an extensive media campaign. <Redacted> devised and developed the website for Croxley Green School and has answered every telephone and e-mail enquiry from members of the community, in addition, to meeting with:

- <Redacted> South West Herts Partnership, an independent body that serves 85 schools in the South West Hertfordshire area, supporting the families associated with these schools (25 February 2014)

<Redacted> Croxley Green Baptist Church, <Redacted> <Redacted>

Difficult-to-engage groups

St Clement Danes School has considerable experience of working with the feeder primary school population in the local area, as evidenced by the analysis of the expected student intake in Section D1.2 (page 14). SCD will place this experience at the disposal of CGS to ensure that the curriculum and wider provision will be designed to ensure optimal educational outcomes for all groups, including those that have been traditionally more difficult to engage.

Members of the CGS team have also met with the Herts School Effectiveness Advisors and those in charge of primary education at Herts for Learning to gain a deeper understanding of how best to engage other hard-to-reach groups within the area, particularly:

- families where there is social/economic disadvantage
- students with special educational needs
- students from black or minority ethnic groups
- children looked after

They have recommended that members of the Core Group meet with the headteacher of an outstanding primary school in Watford who has developed highly successful best practice with regard to community engagement. The school is The Chater School and a member of SCD staff with responsibility for curriculum and inclusion will be visiting the school in October 2014.

E2.2: Engagement through media support

CGS Website: <http://www.croxleygreenschool.org.uk/> - launched 14 February 2014 and regularly updated to include links to news articles, public meeting dates, a comprehensive Question & Answer section and several pages dedicated to Comments.

CGS Facebook page: <https://www.facebook.com/Croxleygreenschool> - launched 14 February 2014 and updated several times a week. Posts are regularly seen by 800 to 1200 users who share the posts and engage in conversation. The Facebook page currently has 177 'likes'.

CGS Twitter: <https://twitter.com/croxleygreensch> - launched 14 February 2014. As is usual with social media, our Twitter page has fewer dedicated followers but our tweets are regularly shared by our 40 followers to reach a wider interested audience. For example, Hertfordshire South West MP David Gauke is a regular tweeter on behalf of Croxley Green School.

Local newspapers have carried frequent stories about the sponsors' work and plans. Town magazines (My Rickmansworth, My Croxley Green, My Chorleywood etc.) have carried regular reports provided by [REDACTED].

E.2.3: Timeline of engagement activities

December 2013

- 6.12.13: Discussions with Hertfordshire County Council and the Hertfordshire Free School Company at County Hall and St Clement Danes School
- 10.12.13: St Clement Danes Governors' meeting
- 19.12.13: Free School Reference Group planning meeting

January 2014

- 10.01.14: Meeting with County Councillor
- 10.01.14: Meeting with David Gauke MP
- 10.01.14: Free School consultants meeting
- 14.01.14: Meeting with DfE representative re setting up a Multi-Academy Trust
- [REDACTED]
- 16.01.14: Meeting with District Councillor
- [REDACTED]
- 21.01.14: Meeting with Hertfordshire's Senior Planner
- 21.01.14: Meeting with South West Herts secondary Headteachers
- [REDACTED]

February 2014

- [REDACTED]
- 10.02.14: St Clement Danes staff and parents briefed about Croxley Green School
- 14.02.14: Press conference for local papers, launch of Croxley Green website
- 26.02.14: Headteacher (SCD) and Director of Finance (SCD) with the EFA
- 26.02.14: Inaugural meeting of CGS Reference Group at St Clement Danes

March 2014

- 05.03.14: Hertfordshire Officers responsible for Planning, Assistant Director (Education, Access and Provision), and EFA representatives met with the SCD Director of Finance and the Lead Educational Consultant working on behalf of SCD.
- 26-31.03: Visits to local primary schools in Croxley Green and West Watford to meet parents and present the plan for the proposed school
- 26.03.14: Croxley Green Reference Group's second meeting

April 2014

01.04.14: Additional visit to Croxley Green and Watford Junior Schools to meet parents

09.04.14: Joint site visit to [REDACTED] by CGS Reference Group members, EFA and HCC representatives

May 2014

08.05.14: Core Group meets with HCC Senior Planning Officer

12.05.14: Core Group meets with HCC Strategy and Policy Manager (Admissions and Transport)

12.05.14: Core Group meets with Strategic Lead – Primary Herts for Learning and Three Rivers District

14.05.14: Core Group meets with Herts for Learning School Effectiveness Advisor for Primary

16.05.14: Multi-Academy Trust planning meeting

June 2014

05.06.14: Croxley Green Reference Group's third meeting

11.06.14: Additional visits to local junior schools in Rickmansworth and West Watford to meet with parents

July 2014

01.07.14: Core group meets with Croxley Green School Parents' Support Group

03.07.14: Headteacher (SCD) meets with potential governors for CGS

08.07.14: Headteacher (SCD) meets with Three Rivers' District Councillors

September 2014

09.09.14: Multi-Academy Trust second planning meeting

16.09.14: Croxley Green Reference Group fourth meeting: presentation of application

October 2014

22.10.14: SCD member of staff with responsibility for curriculum and inclusion visits Chater Primary School, Watford

E2.4 Adapting the proposals to take into account feedback from the local community

We have adapted the proposals to take account of several themes that were raised at the parental engagement events:

- **Feedback:** In the early years of the school, there will not be sufficient students to take part in sporting events, drama productions, school choirs and orchestra/jazz band.
Response: The timings of the school day at CGS have been amended to facilitate the transfer of CGS students to SCD school to participate in after-school activities such as sport, drama and music rehearsals.
- **Feedback:** Students at CGS will not have older students to learn from or as role models
Response: The prefectural team at SCD will be increased to provide sixth form prefects dedicated to CGS. SCD will provide sixth form learning mentors. The 'Franklin Scholar Mentoring Scheme' (trained Year 10 mentors for Year 7 students) established at SCD will be extended to CGS. In the early years of the school, the students at CGS will become fully integrated in the annual charity fundraising event organised for both schools by the SCD sixth form.
- **Feedback:** Students at CGS will feel isolated, especially whilst the new school is being built
Response: To schedule regular visits for students to SCD for curriculum collaboration and enrichment and extension activities.
- **Feedback:** Special needs provision in a new school may take time to develop
Response: The Croxley Green School SENCO will be in place from day one and will be supported by a team of HLTAs, of which one will be a specialist in EAL support.

- **Feedback:** Concerned parents expressed anxiety that CGS would employ unqualified teachers
- **Response:** All teachers at CGS will be fully qualified; CGS will join the Herts & Bucks TSA, which is led by SCD, in order to ensure ongoing access to a 'pipeline' of qualified teachers.
- **Feedback:** Parents wished students to have access to a music specialism as this is available in other local schools
- **Response:** CGS will exercise its freedom as an Academy to select 10% of the cohort by musical aptitude. The school will join the consortium of local schools that set a music aptitude test at secondary transfer.

Annex to Section E: Consultation materials

Parental support survey

Croxley Green School flyer

Parental and Local Community Comments from the Croxley Green School Website

The CROXLEY GREEN Secondary School

PARENTAL SUPPORT SURVEY

In order to demonstrate to the Department for Education that there is parental support for The Croxley Green Secondary School, we need parents of children in Years 3 and 4 to complete this form and return it to St Clement Danes School.

The Department for Education require that you state that The Croxley Green School would be your first choice. We sincerely hope that it will be, but we do recognise and understand that you will want to look

round all secondary schools in years to come before deciding. However, for the purposes of opening a new school we need to demonstrate to the Department of Education that there's strong local demand for our school. By completing this form you will help us to demonstrate that need. Please note, you are **NOT** making a binding commitment by filling in this registration form.

Thank you.

Would you be interested in sending your child to The Croxley Green Secondary School?

Yes No

Would The Croxley Green Secondary School be your first choice? (Please note this is **NOT** a binding commitment)

Yes No

In which year would your child need a place in Year 7?

2016 2017 Other

Current Year 4 student in 2013/14. Current Year 3 student in 2013/14.

Please give your contact details

Name

Address

POSTCODE

Email

Telephone

If you have any comments or ideas related to this school, please let us know below

Please complete the form and either email back to enquiries@croxleygreenschool.org.uk, hand in to Main Reception at St Clement Danes School or post back to Sarah Kitt, St Clement Danes School, Chenies Road, Chorleywood, Hertfordshire WD3 6EW by 30th April 2014.

www.croxleygreenschool.org.uk

The **CROXLEY GREEN** Secondary School

*working together with
St Clement Danes School*

The Croxley Green Secondary School will be an exciting and aspirational new secondary school for 11 to 18 year olds in and around the Croxley Green area.

For every child who gains a place, The Croxley Green Secondary School will be a centre of learning and achievement which ensures each child is equipped with the skills, qualifications and personal qualities to succeed in the world.

This new all-ability school will be supported by St Clement Danes School in Chorleywood. An expert team is working tirelessly to deliver a great new school which will be located within a brand new building with state of the art facilities. Hertfordshire County Council's population forecasts show that there will not be enough school places in the coming years to accommodate every child in the Croxley Green and surrounding areas if we do not open a new school.

We will work with the community to address this need and deliver a school you can be proud of.

You can find out more about the Croxley Green Secondary School here
www.croxleygreenschool.org.uk

You can find out more about St Clement Danes School here
www.stclementdanes.org.uk

The Croxley Green School will:

employ great teachers to ensure consistently high quality and effective learning for children of all abilities

deliver lessons and extra-curricular activities that enthuse and engage children who enjoy coming to school

provide a safe and happy environment where confidence, achievement and a sense of belonging thrives

create an ethos where children are responsible, respectful and considerate of others

build good relationships with each family, based on mutual trust and open communication

OUR VISION FOR THE COMM



What will The Croxley Green Secondary School be like?

- An all-ability and state-funded school set up to meet local needs.
- St Clement Danes will work to set up the new school and will remain involved to ensure its future and ongoing success.
- St Clement Danes will use its expertise and successful track record to build a school based upon the core values of respect, care, tolerance and trust. Students will have a clear understanding of expectations and values for which St Clement Danes is known.

Why do we need a new school?

- Growth in the local population demonstrates that there will not be enough secondary school places in the future for children in South West Hertfordshire.
- Secondary school choice for families with children in current Year 4 and below will become increasingly difficult if a new school is not established.
- Hertfordshire County Council has asked St Clement Danes to promote and support a new secondary school in Croxley Green to address this need.

When and where will the new school open?

- We expect the new school to open in September 2016.
- Hertfordshire County Council and Three Rivers District Council have identified a potential site in Baldwins Lane, Croxley Green on which we hope to build the new school.

How big will the school intake be?

- The school will be established to serve the families in Croxley Green and surrounding areas.
- Each year will have 180 places (6 forms of 30 children) and will grow year by year to over 1200 including 300 in the Sixth Form by 2022.
- This is the average size of a Hertfordshire secondary school.

www.croxleygreenschool.org.uk

COMMUNITY OF CROXLEY GREEN

What is the admissions process?

- Hertfordshire County Council co-ordinates the admissions procedure for the county and The Croxley Green Secondary School will be included in their admissions procedures.
- The over-subscription admissions' criteria will give preference to siblings and then those living closest to the school.

Why is St Clement Danes School involved?

- Owing to the future shortfall in school places, Hertfordshire County Council approached St Clement Danes to propose and sponsor a new secondary school in Croxley Green.
- St Clement Danes was chosen because of its proven track record of high standards:
 - ▷ St Clement Danes is an outstanding school (Ofsted 2011) and the school is recognised by the Department for Education as a leading school nationally, both with regard to sustained school improvement and the support the school gives to other schools.
 - ▷ The headteacher of St Clement Danes School, Dr Josephine Valentine, is a National Leader in Education and is taking a lead in the establishment of the new school.
 - ▷ As a National Support School, St Clement Danes is quality assured to use its skills and experience to support and develop schools.
 - ▷ St Clement Danes leads the Herts & Bucks Teaching School Alliance. This is a collaboration of schools, universities and local authority trusts who are working together to raise the quality of education in the area. They do this by training excellent teachers at the start of their careers and provide ongoing support for lesson delivery, pastoral care and the top level examination results (www.hertsandbuckssta.co.uk). This wealth of experience and expertise will be used to benefit the new school at the start and as it develops.



www.croxleygreenschool.org.uk

The CROXLEY GREEN Secondary School

The Team



Josephine Valentine BSc, PhD: Headteacher
Dr Josephine Valentine has been Headteacher of St Clement Danes School, Hertfordshire, since 1998. In October 2011 the school received an 'outstanding' grading at Ofsted for every aspect of school provision and performance. The school's results are amongst the very best in Hertfordshire and the country.

Since 2008 St Clement Danes has been a National Support School and Dr Valentine is a National Leader of Education. In 2013 St Clement Danes was designated a National Teaching School and as such it leads the Herts & Bucks Teaching School Alliance.



Norman Hoare OBE, MA: Education Consultant
Norman Hoare is the former Headmaster of St George's School Harpenden, acknowledged as an outstanding school by Ofsted. The school consistently achieves over 90% 5 A*-Cs (including English and Maths) at GCSE. During his 25 years' leadership it grew by 500 students and expanded to include major new buildings, a Sixth Form of

370 students and is now one of the top all-ability schools in the country. Norman has worked with various local and national groups, as a Tutor in Education at Oxford University and he was awarded the OBE for his services to education.



Sarah Kitt: Contact and Support
Sarah Kitt has been working at St Clement Danes School as the Development Director and comes with an impressive career in media behind her. Sarah lives locally and her two children attend Hertfordshire schools. Sarah will be taking on the role of Contact and Support for The Croxley Green School proposal.



Gill Jones: Education Consultant
Gill Jones is a skilled and experienced education and school improvement professional. She is a director on the board of the Hertfordshire Free School Company; a not-for-profit organization which supports proposals for new free schools. She was lead proposer for the Hatfield Community Free School which successfully opened in

September 2012 and is currently chief executive of the West Herts Community Free School Trust, a small academy chain opening three primary free schools in 2014.



St Clement Danes Senior Leadership Team
A skilled, high-performing team that has extensive experience of supporting other schools and delivering outstanding outcomes. They will be working to deliver an exceptional new school for South West Hertfordshire.

What Next? We Need Your Help!

The Department for Education will fund the new school but needs to be assured of the support of local parents for a new school.

What can you do now to support a new secondary school in Croxley Green?

If you are the parent of a current Year 3 or 4 child then:

1. Please pledge your support by completing the enclosed form (also found on the website www.croxleygreenschool.org.uk).
2. Return this form to St Clement Danes School by the 30th April 2014.

We want to build and support a high-performing secondary school in the heart of your community but we can only do this with your support.

Thank you.

If you have any specific questions that are not addressed on our website, please send an email to enquiries@croxleygreenschool.org.uk or telephone Sarah Kitt (Contact and Support) on our direct line 01923 284483.

Regular updates will also be posted on our facebook and twitter pages
<http://facebook.com/croxleygreenschool> and
<http://twitter.com/croxleygreensch>

If you would like to find out more about St Clement Danes School or the Herts and Bucks Teaching School Alliance, use these links

<http://www.stclementdanes.org.uk>
<http://www.hertsandbucktsa.co.uk>

For More Information

Website

<http://www.croxleygreenschool.org.uk>

Email

enquiries@croxleygreenschool.org.uk

Facebook

<https://www.facebook.com/croxleygreenschool>

Twitter

<https://twitter.com/croxleygreensch>

Parental and local community comments, collated from the Croxley Green School Website

The following comments have been compiled from the responses of parents and other members of the community to the survey process:

a) Response to the proposal of an additional secondary school in the area:

[Redacted]

b) Response to the proposal for a non-selective school

[Redacted]

c) Response to the proposed location of the school

[REDACTED]

d) Parental support

[REDACTED]

e) Support for St Clement Danes as educational sponsor

[REDACTED]

f) Press coverage for Croxley Green School

Press launch on 14th February 2014 with very positive coverage throughout the campaign.

http://www.watfordobserver.co.uk/news/11012838.Croxley_Green_School_could_be_open_in_September_2016/ (Watford Observer, FEBRUARY 14TH 2014)

[REDACTED]

<http://www.calameo.com/read/00196778198fa7ac56681> (My Croxley News – FEBRUARY 2014, pages 12 and 20)

<http://www.stclementdanes.org.uk/news-events/latest-news/scd-gets-behind-new-croxley-green-secondary-school> (FEBRUARY 14 2014, St Clement Danes School website)

<http://www.calameo.com/read/001967781c65f098b3744> (My Croxley News – MARCH 2014, page 12)

<http://mojomums.co.uk/?s=croxley+green+secondary+school> (Mojo Mums network – MARCH 2014)

South West Herts Partnership newsletter – ‘Parental Support Survey’ - pages 1 and 6, March 7th 2014

<http://www.calameo.com/read/001967781326806249c6e> (My Croxley News – APRIL 2014); page 6

http://www.watfordobserver.co.uk/news/11134576.Time_running_out_to_secure_a_place_in_new_Croxley_Green_school/ (Watford Observer, APRIL 8TH 2014)

South West Herts Partnership newsletter – ‘Croxy Green Secondary School Call to Action ‘ – page 3, April 25th 2014

http://www.watfordobserver.co.uk/news/11216293.Department_for_Education_to_consider_new_Croxley_Green_school_proposals/ (Watford Observer, MAY 15TH 2014)

<http://en.calameo.com/read/0019677812add31db9644> (My Croxley News – MAY 2014, page 14; also appeared in My Ricky News)

Section F1: Capacity and capability

St Clement Danes School has assembled an impressive team of experienced educationalists to provide the necessary strategic management which will deliver Croxley Green School to opening, assisted at operational level by specialist corporate services staff. All members of the core applicant group are starting from a high knowledge base which combines a strong track record in school leadership and management with specialist support in managing school finances, project management, marketing, human resources, procurement and construction. Our project management experience has shown us the value of ensuring that sufficient time and resources are made available with the capability to address all eventualities. We are therefore offering a substantial input throughout the pre-opening period to ensure a prompt start up and rapid implementation.

The members of the wider Project Team who have combined to produce this Free School Application and commit to supporting the Adademy Trust through the pre-opening phase of the Croxley Green School and beyond, are as follows:

Members of St Clement Danes Academy Trust
St Clement Danes School Governors
Croxley Green School Governors
SCD Senior Leadership Team
SCD Support Staff
Project Support Team
Reference Group
Herts & Bucks Teaching School Alliance - Associates - Parmiter's School and Queens School
St Clement Danes Challenge Hub – Associate - St. Michael's Catholic High School

CVs for the individuals named in Section F are attached in Appendix 1.

Matrix of Key Tasks during Pre-Opening



F1 (a) Table: Pre-opening skills and experience

Note with respect to the 'Time Available' column:

This Free School application is being made by St Clement Danes School, a large secondary school which leads the Herts & Bucks Teaching School Alliance. The contribution of individual members of the project team during the pre-opening period will vary greatly. For existing Trust Members, their time involvement will be very modest, but for a member of the St Clement Danes (SCD) Senior Leadership Team (SLT), it will be significant.

In order to meet the considerable time commitment required, St Clement Danes School has recruited two additional Assistant Heads, effective as of September 2014, who will significantly increase the capacity of the SLT. In addition, the two members of the SLT who are currently providing intensive school-to-school support to a Hertfordshire school that requires improvement will also be available to support the pre-opening period. All members of the CGS Reference Group will also attend a monthly review meeting and input on an ongoing basis to pre-opening activities.

As it is difficult to estimate how many hours per week from individual project team members this support will entail, a number of the entries below indicate the time available 'as required'. Where the time commitment is more appropriately measured, this has been stated. However, all team members have both the capacity and the commitment to provide the specified specialist support.

Name	Core applicant group (Y/N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Time available (per week)
Members of Academy Trust					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	As required
St Clement Danes School Governors					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	As required
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	• [REDACTED]	As required

Name	Core applicant group (Y/N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Time available (per week)
Croxley Green School Governors					
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████
SCD Senior Leadership Team					
██████████	██████████	██████████	██████████	██████████	As required
██████████	██████████	██████████	██████████	██████████	As required
██████████	██████████	██████████	██████████	██████████	As required
██████████	██████████	██████████	██████████	██████████	As required
██████████	██████████	██████████	██████████	██████████	As required
SCD Support Staff					
██████████	██████████	██████████	██████████	██████████	As required
██████████	██████████	██████████	██████████	██████████	As required
Project Support Team					
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████
██████████	██████████	██████████	██████████	<ul style="list-style-type: none"> ██████████ 	██████████

Name	Core applicant group (Y/N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Time available (per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li data-bbox="1240 293 1451 320">• [REDACTED] 	[REDACTED]
Reference Group					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li data-bbox="1240 545 1451 572">• [REDACTED] 	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li data-bbox="1240 632 1451 659">• [REDACTED] 	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li data-bbox="1240 716 1451 743">• [REDACTED] 	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	<ul style="list-style-type: none"> <li data-bbox="1240 967 1451 994">• [REDACTED] 	[REDACTED]

Section F1 (b): Skills gap in pre-opening

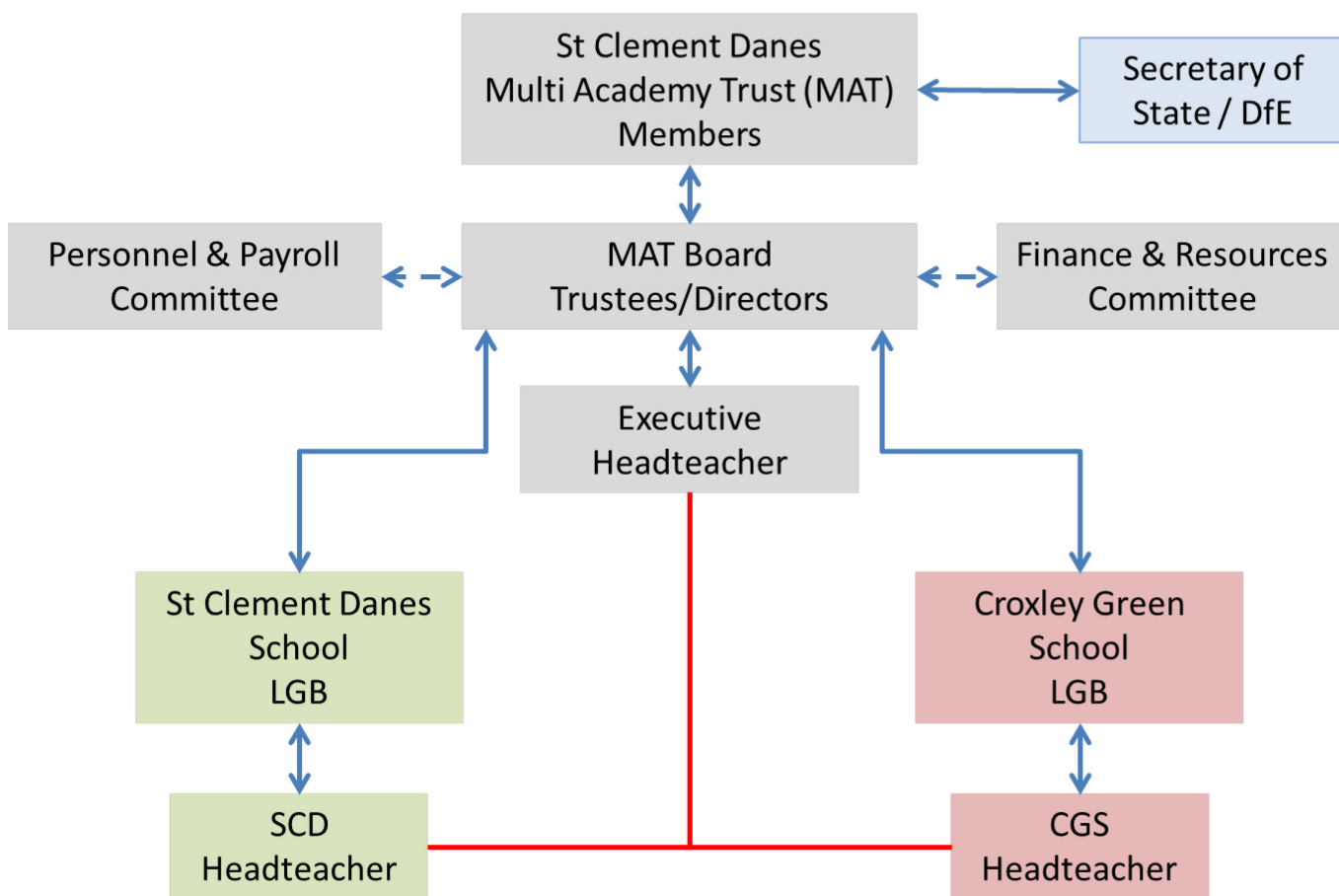
The excellent level of support for Croxley Green School has enabled us to assemble a highly skilled team with expertise in all of the core disciplines required. Although we are fortunate to be able to call upon the specialist HR expertise of three members of the St Clement Danes and Croxley Green School governor teams, we intend to make provision for additional capacity during the pre-opening phase to support the recruitment process. We are putting into place the following strategy in order to provide this:

Skills/experience missing	How you plan to fill the gap
Human Resources	In the autumn term 2014, St Clement Danes is restructuring its Finance and HR functions to mirror the needs of the Multi-Academy Trust, ultimately to become part of the central services of the MAT available to both St Clement Danes and Croxley Green School. St Clement Danes will be employing greater HR expertise, securing, by retainer, professional HR advisors and subsequently seeking a MAT Board Trustee with specific HR experience and expertise. This resource will provide the necessary capacity and expertise to Croxley Green School during pre-opening and beyond.

F2.1 Governance principles, structure and roles and responsibilities

In 2011, Ofsted recognised the Governing Body of St Clement Danes School as “outstanding”. Its governors have many years of combined experience in school governance, both in the maintained and private sector. Upon conversion to academy status, the school further enhanced the quality of its governance which now combines deep knowledge and experience of teaching and school leadership; leading and managing professional services and other businesses; accounting and finance; finance and corporate law; risk management; HR and performance management; corporate governance in the private, public and third sector; the development and sponsorship of multi academy trusts; the regulation of professionals; architecture; surveying; planning and IT. Having such expertise available to the MAT and consequently to the benefit of Croxley Green School will be very advantageous.

The MAT has not yet been legally formed and so currently St Clement Danes School run as a single academy trust. With the approval of the Secretary of State for Education, St Clement Danes Academy Trust will convert to a Multi-Academy Trust (MAT) and St Clement Danes School and Croxley Green School will come under the auspices of the MAT. New Articles of Association will be adopted by resolution of the members of the existing Academy Trust to implement the new governance structure for the MAT and appropriate delegated powers for both Croxley Green School and St Clement Danes School Local Governing Bodies (LGBs). The principles and structure of the new governance model will provide appropriate stakeholder representation and separate, well defined, responsibility and accountability at each level within the MAT. This is illustrated diagrammatically below.

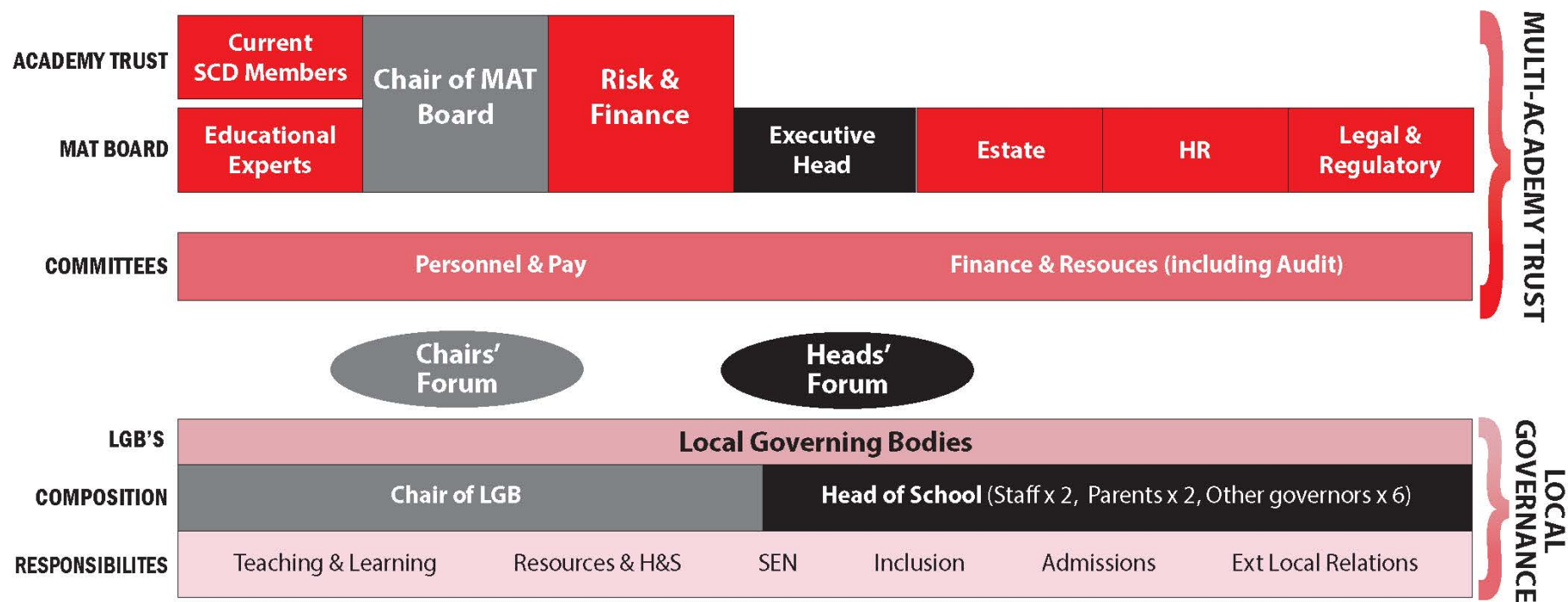


Relationship between the MAT Board of Directors and the LGBs

The diagram overleaf details the composition of the LGB and highlights the responsibilities of the MAT Board and those of the LGB.

Composition and responsibilities of MAT Board and Local Governing Body

Decisions concerning finance, staffing and premises will be the responsibility of the MAT Board of Directors. However, the Board will delegate to the LGB ongoing responsibility for aspects of the conduct of the school and for promoting high standards through offering support and challenge to the Head. Hence, the LGB will ensure that students are attending a highly successful school which provides them with a good education and supports their well-being.



Roles and responsibilities of the company members, the governors, any proposed committees and the principal:

Role: Members of the Multi-Academy Trust (MAT)

Key Responsibilities:

- Establishing the MAT
- Changing the current Articles of Association to constitute the MAT
- Appointing and removing MAT Directors
- Receiving reports on the finances and the strategy of schools in the MAT from its Directors
- Approving the financial statements and the Annual Report

Role: The Multi-Academy Trust

Key Responsibilities:

- Admissions policy
- Staffing
- Finance
- Premises
- Curriculum
- Wellbeing and safeguarding
- Reporting on results
- Being accountable to the DfE and the EFA for results, finances and management.

Role: MAT Board of Directors

Key Responsibilities:

- Safeguarding the core vision and ethos of the MAT and its commitment to excellence, aspiration and trust
- Setting the strategic direction for the MAT
- Ensuring the quality of educational provision (accountable to the SoS for the performance of schools within the MAT)
- Ensuring the MAT schools are managed efficiently, with the benefit of economies of scale
- Challenging and monitoring performance
- Overseeing and being accountable for the finances and property of the MAT and its schools,
- Preparation and delivery of the annual report and accounts
- Line management of the Executive Headteacher
- Reviewing the performance of the Executive Headteacher and the Heads and other leaders of the schools within the MAT, setting their remuneration and holding them to account
- Ensuring compliance with charity and company law
- Ensuring compliance with the terms of the Funding Agreement and Articles of Association

Role: Finance and Resources Committee

Key Responsibilities:

- Providing financial oversight
 - Considering the MAT's medium term budget plan
 - Considering the draft School budgets and key issues, and proposing budgets for each financial year for the approval of the Board
 - Monitoring and controlling expenditure against the budget during the financial year
 - Nominating to Full Board the appointment of a Responsible Officer
- Providing oversight on internal controls (including Audit Committee function)
 - Establishing procedures, controls and reporting systems in compliance with the Academies Financial Handbook
 - Nominating to Full Board the appointment of a Responsible Officer
 - Undertaking the responsibilities of an Audit Committee, or establishing this separately if required
- Providing oversight of MAT premises

- Keeping the condition of the School grounds, buildings, fixtures, fittings and services under review
- Participate in planning of building projects and installations, approving the selection and terms of appointment of contractors and professional consultants and monitoring contract works
- Reviewing school policies in relation to premises in order to fulfil the obligations of current legislation
- Providing oversight of Health & Safety matters
 - Monitoring progress of Health and Safety issues
 - Preparing a Health and Safety Policy detailing the organisation and responsibilities for ensuring health and safety within school
 - Ensuring that the Health and Safety Policy complies with current legislation and relevant codes of practice
 - Ensuring that Health and Safety audits are carried out in line with the MAT's Health and Safety policy
 - Monitoring the safety training of employees
 - Ensuring that the Child Protection Governor is appointed by and reports annually to the Full Board
- Providing oversight of Risk and Insurance
 - Ensure the Risk Register is established and regularly reviewed at appropriate levels
 - Reviewing all insurance arrangements annually
 - Monitoring progress of insurance issues
 - Establishing renewal and claims procedures

The Finance and Resources Committee will comprise four MAT Directors and will also be attended by the Chief Financial Officer of the MAT, the Executive Headteacher and the Chairs of Governors of both schools. The committee will meet six times annually, once each half term.

Role: Personnel and Pay Committee

Key Responsibilities:

- Providing strategic oversight on staffing matters
- Making recommendations to the Board concerning all aspects of Personnel policy
- Making recommendations to the Board concerning all aspects of Pay policy
- Approving the standard contracts of employment of staff
- Approving principles for staff deployment, job-sharing, career breaks, maternity provision and early retirement
- Establishing procedures for staff to seek redress of any grievances
- Establishing staff disciplinary and capability rules and procedures
- Establishing a Staff Disciplinary Committee when required

The Personnel and Pay Committee will comprise four MAT Directors and will also be attended by the Executive Headteacher. The committee will meet six times annually, once each half term.

Role: Executive Headteacher

Key Responsibilities:

- Responsible for the strategic direction and leadership of core functions of all MAT schools
- Acting as the lead educational advisor to MAT on strategic development planning
- Acting as lead professional for senior school appointments below Executive Head
- Acting as lead professional for oversight of educational standards of individual schools within the MAT
- Line management of Headteachers of schools within the MAT and Director of Finance & Resources

Role: Local Governing Bodies of Croxley Green School and St Clement Danes School

Key Responsibilities:

- Agreeing with the Board the strategy, direction, vision and values of the school and its budget and improvement plans and acting in accordance with this agreement
- Operational oversight of the school in accordance with the MAT's policies and strategic objectives
- Together with the Headteacher, accountability to the Board for performance in all areas of the school
- Adherence to the budget for the school, as agreed with the Board, and regular reporting to the Board on progress against budget

- Reviewing the performance and progress of the school in areas including ethos and welfare, teaching and learning, pupil progress, staff development and finance and administration and reporting on all such matters to the Board on a regular basis

F2.2 Conflicts of interest

All members and governors will have a number of professional and personal interests and roles. These could include their role as a parent or other family relationships, their membership of a club, or their involvement in a business. The MAT Board will manage these situations to ensure any decisions they make are transparent, accountable and in the best interest of CGS.

Strategy to manage conflicts of interest

In order to avoid and minimise conflicts of interests, the following strategy will be put into place:

- The MAT Board will establish policies and procedures to identify and deal with conflicts of interest. These will include processes for formally recording potential conflicts in an Interest Register
- All members and governors will be fully briefed in order to ensure that they understand what a conflict of interest is and are aware of the different ways in which these can arise
- All members and governors will complete a Declaration of Interest Form at the start of each school year, even if they have no interests to declare
- Members and governors will be required to inform the board of any actual or potential conflict of interest that may impair, or could be reasonably perceived to impair, their official duties
- In each case, the MAT Board will consider what action (if any) is necessary to best avoid or mitigate any effects of any identified conflict of interests. This consideration and the agreed action will also be formally recorded in the Interest Register.
- Conflicts of interest will be declared in writing at the beginning of all meetings

Securing independent challenge

The governors of Croxley Green School have been carefully selected to bring additional and complementary skills sets and expertise to those of the MAT directors and members. All governors have the necessary knowledge, experience and seniority that will enable them both to hold the Senior Leadership Team to account for their performance and to challenge them to ever-greater success going forward. We will also leverage links with school and commercial networks to secure independent challenge from beyond the associated organisations.

Size and structure of CGS governing body

As detailed on page 88, the governing body will be made up of the following twelve members:

- Chair of Governors
- CGS Headteacher
- Six governors with the required experience in education, governance or finance
- Two staff governors
- Two parent governors

Section F3 (a) Proposed governors

Board of Multi-Academy Trust (MAT)

Name	Where live (town/city)	Role on governing body	Area of expertise	Other relevant expertise and experience	Time available
Existing Trustees of St Clement Danes School Academy Trust – to be transferred to MAT Board					
██████████	██████████	██████████	██████████	• ██████████	██████████
██████████	██████████	██████████	• ██████████	• ██████████	██████████

Croxley Green School - Local Governing Body (LGB)

Name	Where live (town/city)	Role on governing body	Area of expertise	Other relevant expertise and experience	Time available
██████████	██████████	██████████	██████████	██████████	██████████

The structure and constitution of the Croxley Green School LGB will be as set out as described in Section F2 (page 87).

The CGS Local Governing Body will include two Staff Governors and two Parent Governors. These roles will be filled at, or just prior to, the opening of Croxley Green School in approximately two years' time. A number of the remaining governor positions may be drawn from the Reference Group, listed in section F1 (page 79) and further set out below. The Resources and Health & Safety roles may potentially be covered by members of the St Clement Danes LGB.

St Clement Danes - LGB

The Local Governing Body of St Clement Danes School will comprise the governors in the existing fully operational Governing Body, as listed in Section A ('the Applicant') and will continue to be led by Rosemary Hadfield. The two members indicated above who will form part of the new MAT Board will cease to be members of the St Clement Danes School LGB.

F3 (b) Skills gap for governing body

The following matrix maps the experience of the members of the new MAT Board and the proposed Chair of the Croxley Green School LGB against the required skills specified by the DfE:

Matrix: Skills Analysis of members of MAT Board and Croxley Green School LGB

In addition to the named individuals above, there have been approaches and discussions with a number of senior and some high profile individuals outside of the current Academy Trust, to add significant experience and expertise to the already high base. The following table reflects the skills of four individuals who have already consented and expressed their willingness to join the MAT Board if the Free School Application is successful.

	DfE Specified Experience						Other Relevant Experience			
	Financial planning and management	Leadership in Education	Leadership in Business	Project management	Marketing	HR	Strategic planning	Teaching and learning	School Governance	Site procurement and planning
Potential members of the MAT Board										
Legal & Regulatory										
Property and asset management										
Educationalist										
Educational Project Manager										

Board of Multi-Academy Trust (MAT)

The skills analysis above would deliver a good spread of expertise and experience in all required and other relevant areas. However, it is felt that our growing multi-academy trust would also benefit from having an HR specialist on the MAT Board. The preference would be for someone with experience of HR in education but other public sector experience would also be welcomed.

Table: Skills Gaps

Skills/experience missing	How you plan to fill the gap
MAT Board - HR specialist	The geographical position of the Academy Trust in Chorleywood, Herts is such that it is likely a suitable candidate for such a role lives locally with sufficient time available to fill this role. Local contacts and informal networks will be used to identify potential candidates to be approached and then proposed by MAT Board trustees.

Croxley Green School – LGB

As mentioned above, with two years before the anticipated opening of the new Croxley Green School, the proposed Chair of Governors for the Croxley Green School LGB has been identified. Recruitment of the remaining governors has not yet been initiated. However, it is envisaged that the Reference Group that has been assembled to inform this application will stay involved during the pre-opening phase and will constitute an extremely valuable, highly skilled and educationally-experienced group of individuals from which the governors of the Croxley Green School LGB may be drawn. The appointment of two pairs of staff and parent governors will, clearly, be deferred until close to or following the opening of the new school.

The matrix below identifies some of the most relevant attributes held by members of the Reference Group that will be required on the Croxley Green School LGB. The Finance and Legal & Regulatory roles will be undertaken by the MAT Board and interfaced with the Croxley Green School LGB as necessary.

Table: Reference Group Skills

	Leadership in Education	Project management	HR	Strategic planning	Teaching & learning	Governance
██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████	██████████

Section F4 - A credible plan for recruiting a high quality Headteacher during pre-opening

F4.1: The role of the Headteacher and the skills required:

The Headteacher of Croxley Green School is expected at all times to meet or exceed the current National Standards for Headteachers.

The Headteacher will provide professional leadership for the school to secure its improvement and success. By working with the whole local community through the day-to-day operation of the school, she/he will ensure that all our students benefit from the highest quality education and achieve their full potential within a safeguarding and protecting environment.

The Headteacher of CGS will require the necessary skills to deliver the following key accountabilities:

Shaping the future

- Work with stakeholders, particularly St Clement Danes School, to establish a shared vision for the school, which will inspire and motivate
- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement
- Lead by example to demonstrate the CGS vision and values in everyday work and practice
- Motivate and work with others to create a shared culture and positive climate
- Ensure creativity, innovation and the use of appropriate technologies to achieve excellence
- Determine, maintain, and periodically review, the aims of CGS

Leading learning and teaching

- Work closely with SCD to offer a broad and wide ranging curriculum for all year groups
- Ensure a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning
- Ensure that learning is at the centre of strategic planning and resource management
- Establish creative, responsive and effective approaches to learning and teaching in all areas of the curriculum
- Embed a culture and ethos of challenge and support where all students can fulfil their potential and become engaged in their own learning
- Demonstrate and articulate high expectations and set stretching targets for the whole CGS community
- Develop and implement strategies which ensure high standards of behaviour and attendance
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Work closely with feeder schools to ensure a coherent curriculum and continuity
- Work with consortium partners to offer a wide ranging and exciting Sixth Form curriculum
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of students
- Improve standards in teaching and learning through the use of student performance data
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge underperformance at all levels to ensure effective corrective action and follow-up.

Developing self and working with others

- Treat people fairly, equitably and with dignity and respect to create and develop a positive school culture of personal responsibility and the celebration of excellence
- Build a collaborative learning culture within CGS and actively engage with other schools to build effective learning communities
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review
- Build effective teams to generate a strong culture of working together to achieve the vision

- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensure clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievement of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for own personal development
- Manage own workload and that of others to allow an appropriate work/life balance

Managing the organisation

- Ensure that consideration is given to the safeguarding and protection of all young people within and linked to CGS when any decisions are made or implemented
- Create an organisational structure which reflects the school's values and enables management systems, structures and processes to work effectively in line with legal requirements
- Produce and implement clear, evidence-based improvement plans and policies for the development of CGS and its facilities
- Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Manage the school's financial and human resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of the school
- Implement successful performance management processes with all staff and report to the Governing Body on a regular basis
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for students and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the school.

Securing accountability

- Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities and to ensure the school meets all its statutory requirements
- Fulfil commitment arising from contractual accountability to the Governing Body
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Develop and present a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflect on personal contribution to school achievement and take account of feedback from others.

Strengthening community

- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development
- Ensure that the school develops and maintains its extended services
- Build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Create and promote positive strategies for challenging discrimination of any kind
- Ensure learning experiences for students are linked into and integrated with the wider community
- Ensure a range of community-based learning experiences

- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into school to enhance and enrich the school and its value to the wider community
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Cooperate and work with relevant agencies to protect children.

F4.2: A credible plan for recruiting a high-quality headteacher during pre-opening

4.2.1: The recruitment process

CGS will follow rigorous procedures for recruiting the Headteacher who will take up post in January 1st 2016, two terms before the school is due to open. Full details of the interview process are outlined below.

The Governors will seek external advice from a consultant with experience of organising Headteacher appointments. The salary will be set at L32 to L38 in order to attract a candidate with the right set of skills to take on this post. The post will initially be based at the educational sponsor, SCD, and the successful candidate will work with [REDACTED].

4.2.2: Attracting high calibre clients to the role

We will attract a wide range of high calibre applicants to this role by offering the following attractive benefits:

- The opportunity of working with an outstanding leadership team at the educational sponsor, SCD and, most especially, with an outstanding Executive Headteacher
- The support of parents who have indicated in large numbers that they wish to send their children to the school when it opens
- The exciting opportunity to open a brand new secondary school with the exceptional career development opportunities that this offers
- Exceptional professional support during the pre-opening and operational stages to ensure optimal work/life balance
- The support of Hertfordshire LA who have identified the land for the school and are providing support for delivering the building and temporary accommodation in good time for the scheduled opening
- A group of committed governors, many with an outstanding record of supporting new projects and outstanding schools

4.2.3 The selection criteria

The criteria below will form the basis for the short-listing and interview process and candidates will be expected to respond accordingly.

A= application form; I = Interview; R= Reference; W= Written tasks

Qualifications and experience

Qualifications and experience	Assessed by
1. Experience as a head or acting head	A
2. Significant experience at senior leadership level in a secondary school	A
3. If not already a Headteacher, working towards or have gained NPQH.	A
4. QTS with a record of outstanding teaching at more than one school	A
5. A record of recent professional development that prepares them for this post - e.g. Master's degree or other similar qualification	A

Knowledge, understanding & experience: The Headteacher should possess:

Knowledge, understanding and experience	Assessed by
6. The ability to communicate a clear vision for Croxley Green School and how it will develop over the next five years to achieve 'Outstanding'	A, I, R
7. A sound understanding of how students learn, how teachers can best teach	A, I

Knowledge, understanding and experience	Assessed by
and how to raise standards through careful monitoring and target setting	
8. The ability to create and implement a strategic school improvement plan underpinned by sound financial management together with experience of successful school improvement	A, I, R
9. A detailed understanding of how the plan can be assembled from rigorous self-evaluation practices	A, I
10. The ability to identify, induct, motivate and manage all staff enabling them to carry out their respective roles to the highest standard through performance management and continuing professional development	A, I, R
11. The ability to work closely with and provide objective support and advice to the Governing Body to enable it to meet its responsibilities	A, I
12. The ability to ensure that parents/carers and students are well-informed about the curriculum, their attainment and progress, and about the contribution they can make to achieving the School's targets for improvement.	A, I
13. A in-depth understanding of curriculum issues and educational developments, both current and future, and how they will affect the work of a school	A, I, R
14. Understanding of and commitment to safer recruitment and child protection procedures and the ability to ensure their implementation	A, I, R
15. A thorough understanding of finance and human resource allocation and how to achieve value for money.	A, I, R

Characteristics, skills and abilities: The Headteacher should have:

Characteristic, skill or ability	How this will be assessed
15. The drive and ability to take the role of leader, provide clear direction, manage change and enthuse and motivate others through excellent interpersonal skills and a willingness to make themselves approachable to all members of the school and wider community	A, I, R
16. A willingness and the skills to actively engage in further developing the school's community links	A,I,R
17. The ability to make decisions based upon rigorous self-evaluation	A, I, W
18. Excellent communication skills, both written, oral and through the use of ICT	A, I, W
19. The ability to hold to account where necessary and take swift action	A, I
20. A commitment to student development and the development of inclusive practice for all members of the school community	A, I
21. An ability to foster a culture of respect, openness and self-discipline	A., I
22. Adaptability to changing circumstances and new ideas	A, I
23. An excellent record of health and attendance	R

F4.3 Timeline for appointing the headteacher

The proposed timeline for the recruitment and selection process is as follows:

Date	Action
w/c 07.09.15	Advertisement copy, person spec., recruitment process and Appointment Panel composition agreed at SCD Governors' Meeting, to include 2 MAT Board Directors
w/c 14.09.15	Advertisement published
w/c 21.09.15	Discussions with and visits by potential applicants to SCD
05.10.15	Closing date for applications
Appointment Panel	
06.10.15	Papers sent to appointment panel by e mail
07.10.15	Shortlisting. CoG will personally call successful candidates to invite them for interview
08.10.15	Formal letter to shortlisted candidates, inviting them to interview
15-16.10.15	Interviews and selection of successful candidate
16.10.15	Governors' extra-ordinary meeting to ratify appointment.

Annex to Section F4: Timetable for the Croxley Green School Headteacher interview process

Day 1:

Day 1: October 15 th , 2015					
Shortlisted candidates: A: B: C: D: E: F:					
Day 1	All candidates				
8.00am	Arrival, registration				
8.15	Executive Head Teacher and Chair of Govs.				
8.30	Meet Governors (Refreshments)				
9.00	Tour of School with students				
	L&M /T & L Interview Panel	ECM & ethos Interview Panel	Data Task	In tray exercise	SLT discussion (using SCD staff) Governor Observer
9.40-10.20	A	B	C	D	E
10.25-11.05	B	A	F	E	C
11.10-11.40	Break	Break	Break	Break	Break
11.45-12.25	C	E	A	F	D
12.30-1.10	D	C	B	A	F
2.10-2.50	E	F	D	B	A
2.55-3.35	F	D	E	C	B
3.45	Meeting with senior staff and governors of St Clement Danes School Candidates are asked to introduce themselves to the meeting for 5 minutes, explaining the unique things they can offer the school. Order: A,F,B,E,C,D. Followed by refreshments				
5.15	CoG undertakes 5 minute one-to-one discussions with each candidate. If they remain interested in the post then Day 2 presentation topic handed out: Topic: Where will Croxley Green Free School be in 5 years' time under your leadership? (max 10 minutes) Please refer to: standards, teaching & learning, resources and community (No PowerPoint to be used; candidates can however prepare a hand out for the panel x 10)				
5.45	Selection panel collates feedback on candidates, decides who to carry forward to Day 2 and identifies issues for exploration with each candidate.				

Day 2

Day 2 –: October 16 th 2015. Recall of candidates (max 3) – X, Y and Z			
Prepared Presentation, Interview & Lesson Observation			
Day 2	Candidate X	Candidate Y	Candidate Z
8.45 am	Arrival and coffee		
9.05	Prepared presentation and final interview Governors + LA representative	Joint Lesson Observation at SCD with External Adviser and feedback to teacher	Staff Panel (SCD staff) (30 mins) Governor Observer
			Free Time
10.05	Joint Lesson Observation at SCD with External Adviser and feedback to teacher	Staff Panel (SCD staff) (30 mins) Governor Observer	Prepared presentation and final interview Govs + LA representative
		Free Time	

11.05	Break		
11.25	Staff Panel (SCD staff) (30 mins) Governor Observer	Prepared presentation and final interview	Joint Lesson Observation at SCD with External Adviser and feedback to teacher
	Free Time	Governors + LA representative	
12.25pm	Lunch with candidates		
1.45 pm	Feedback to selection panel from morning activities		
2.15pm	Formal feedback from LA and External Advisers to GB		
2.45	Deliberation to determine recommendation to GB		
6.30	Extra-ordinary GB meeting to consider		
7.30ish	Offer of post to successful candidate		

Section F5 Educational track record

F.5.1 Track record

As educational sponsor, St Clement Danes School (SCD) will be providing valuable support to Croxley Green School (CGS), both at the pre-opening stage and when the school is operational, with added capacity being supplied by specialist educational consultants, members of the SCD governing body and colleagues from other local schools. As SCD and CGS will be operated by the same Multi-Academy Trust, we are providing details of SCD's educational track record in this section to exemplify the high quality of education that CGS will deliver.

'The many previously judged outstanding features have been maintained or enhanced further. Attainment continues to improve; it is high and in some years and subjects, exceptionally so. The key improvement has been in students' achievement which is now outstanding. Students make extremely good and sometimes exceptional progress across the school. This is the result of outstanding leadership at all levels.'

Ofsted S5 Report, St Clement Danes School, October 2011

Latest Ofsted inspection

At its last Ofsted S5 inspection in 2011, St Clement Danes School achieved the distinction of being rated as 'outstanding' in all thirty-one inspection categories. The full inspection report can be downloaded from the school website at <http://www.stclementdanes.org.uk/information/ofsted>.

Recent performance data

The following table summarises the excellent attainment of SCD students at the end of key stages 4 and 5. With ongoing guidance and support from SCD and the opportunity to share staffing, resources and an extended programme of enrichment activities between the two schools, we can predict that these results will be replicated by their CGS peers.

	2012	2013	2014
GCSE			
Students with 5+ A*-C	92%	92%	92%
Students with 5+ A*-C inc English and maths	86%	87%	89%
Grades at A or A*	38%	42%	47%
A Level			
Average points score per student	771	798	788
Average points score per entry	240	231	231
Grades at A*	15%	8%	15%

At GCSE, the superb standard of grades awarded in 2014 surpass SCD's best ever performance. In particular, the substantial increase of the percentage of grades awarded at A or A* in 2014 continues and consolidates the strong four-year upward trend.

At A level, the 2014 results represent a significant increase in terms of the percentage of A* grades over the previous year. This is all the more impressive given the three-year downward trend of attainment at A level nationally.

Table: Best 8 value-added scores compared with LA and national averages

Year	SCD	LA	National
2011	1004.6	989.3	990.9
2012	1000.6	988.5	987.7
2013	1009.6	988.7	986.7
2014	1015+ (projected)	-	-

Other data that shows a track record of outstanding achievement

% Making Expected Progress in English	2012	2013	2014
St Clement Danes School	85	87	89
Herts. LA	70	70	-
England - All Schools	67	69	-

% Making Expected Progress in Maths	2012	2013	2014
St Clement Danes School	91	92	91
Herts. LA	76	71	-
England - All Schools	68	70	-

% Making More than Expected Progress in English	2012	2013	2014
St Clement Danes School	50	45	59
England - All Schools	28	30	-

% Making More than Expected Progress in Maths	2012	2013	2014
St Clement Danes School	56	62	69
England - All Schools	31	32	-

Project and core applicant groups: Members' individual track records in previous schools

St Clement Danes has assembled a highly experienced team of school senior leaders to support the development of Croxley Green School. Their individual track records are summarised in the table below

Name	VA	KS2 English	KS2 Maths	KS4: 5A*-C inc English and maths	KS5: 16-19 APS / entry	Ofsted rating
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

F.5.2 Capacity to drive improvement

Table: Key providers of school improvement support. Please see Annex to Section F1, following page 80, for full CVs

Name	Position	Previous schools supported	Examples of positive transformation, as recognised by Ofsted judgements
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
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██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████

Providers of central services / support to the Trust / academies

Other than indicated above from Project Team members, only the central services support indicated in F6 are envisaged for the new school at this juncture. These central services are almost exclusively administrative functions. The exception is ██████████.

Section F6: Capacity to expand

F6.1 Evidence of relevant financial expertise

There is considerable financial expertise evident throughout the governance and operational structures of St Clement Danes School (SCD). The Members of the St Clement Danes Trust are more active than would be usual for a single academy trust given the support offered to SCD by the Holborn Estates Charity. Of the six members of the St Clement Danes Trust, two are of specific benefit and relevance in the context of the financial stewardship of the Trust:

- [REDACTED]
- [REDACTED]

F6.2 Four-year financial performance of St Clement Danes School

SCD is currently in a healthy financial position and has a positive financial history. No adverse audit opinions have been issued.

The following table shows the development of Retained Reserves/Funds of St Clement Danes School from the last point of measure as a Local Authority maintained school, through the point of conversion to Academy status on 1st July 2011, up to the latest published forecast for 2014 contained in the EFA Budget Forecast Return submitted in July 2014.

[REDACTED]

Unrestricted General Funds have developed positively each year set out above. Restricted General (GAG) Funds have also developed positively from the point of conversion to academy status. Other Restricted Funds relate to start-up funding and additional local authority contributions to the activities of the Herts & Bucks Teaching School Alliance.

F6.3 Growing the Trust to provide ongoing challenge and support

Ongoing challenge and support will be provided to the academies through the local governing bodies holding the leadership of the schools to account, through the board of directors challenging aspects of the performance of the schools and through periodic external reviews from recognised quality providers. The Heads' Forum and Chairs' Forum will also be a means to provide both challenge and support across the MAT.

F6.4 Making efficiencies and economies of scale by sharing services across the schools

The senior staff named below are currently employed by St Clement Danes School (SCD). All of the unnamed less-senior posts are currently positions in SCD with the exception of the HR Manager. It is the intention of SCD to recruit additional HR expertise in the Autumn 2014 on the retirement of the current SCD Finance Manager.

Table F6(a) Shared services

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
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6.4.1 Central Shared Services Team

The Director Finance & Resources will lead the finance, HR and property aspects of the central Shared Services Team of the Multi-Academy Trust (MAT). The composition of the Shared Services Team is set out in F6 (a). The majority of the personnel will provide support services.

The prospective central Finance & HR team will transfer from SCD to service both SCD and CGS. The opportunity to increase the capacity of this team will be taken in autumn 2014 on the retirement of the current SCD Finance Manager. The HR component of the service will be enhanced with new personnel and benefit from an HR advisory service via a retainer with a leading academy legal & HR provider. Overall, a more robust central services function will increase the resilience of the support services to the benefit of both SCD and CGS.

SCD and CGS, in using this central service, will avoid duplication of staff and thereby offer a more economic arrangement for the MAT. Similarly, the Premises Manager, who has an outstanding track record of the deployment of capital funds (ACMF, LCVAP etc.) will service both schools, managing local caretakers and extending or procuring services such as ground maintenance, cleaning and catering for both schools centrally, benefitting from economies of scale and securing better value for money for the MAT, as will the provision of ICT across both schools.

The support services aspect of the central team will be able to expand if and when the MAT grows.

6.4.2 Monitoring the performance of the shared-service function

The performance of the shared service function will be measured by the Director of Finance and overseen by the Executive Head. Appropriate Key Performance Indicators will be set annually and performance against these targets will be regularly monitored and formerly reviewed each year. An annual budget for the MAT will be prepared and actual performance against the Budget will be reported regularly.

6.4.3 Financing of central shared service function

The Shared Services Team, which also includes the Executive Headteacher and some administrative staff, will be financed by contributions from schools within the MAT. It is initially proposed that the level of contributions is proportional to the number of students in each school (see F6 (b)).

This will not overburden CGS whilst giving some financial relief to SCD, who will be bearing the full cost of the staff complement to the point of opening CGS. It is expected that there will be some initial set-up costs for CGS, such as MIS systems development, which is incorporated into the first allocation in 2016/17 to CGS. It is unlikely that the Shared Services Team will relocate, with the possible exception of the Premises Manager where it may be beneficial to be based in the new school. The establishment costs therefore will initially be borne by SCD.

Table F6 (b): Shared services

Name of school	Budgeted contribution to MAT shared service	
	2016/17	2017/18
Croxley Green School (to include initial set-up costs in 2016/17)	100,000	100,000
St Clement Danes School (to include establishment costs)	600,000	575,000
TOTAL	£700,000	£675,000

F6.5 Additional services

The school budget is largely self-sufficient with regards to the services deemed to be required for normal operation, which includes the contribution for those services provided centrally. As mentioned below, St Clement Danes School is the Lead School in the Herts & Bucks TSA and through this alliance provides services to a number of schools locally, including Continuing Professional Development, Quality Assurance and school-to-school support. These services are,

by the nature of the Herts & Bucks TSA, centrally managed and will be available to Croxley Green School if and when required.

F6.6 Growing capacity to expand

This Free School Application is as a direct outcome of a request from Herts County Council to establish Croxley Green School in order to satisfy the urgent basic need for school places. Currently it is envisaged that the MAT will comprise only St Clement Danes and Croxley Green Schools. There is no immediate ambition to increase the number of schools under the MAT but, over time, it is envisaged that the capacity to provide support to other schools will be developed.

SCD has formed as a trading subsidiary: Herts & Bucks Teaching School Alliance Ltd. SCD currently engages in significant school-to-school support (StSS), mostly now through the auspices of the Herts & Bucks TSA. The Herts & Bucks TSA uses the services of an increasing number of accredited Specialist Leaders in Education (SLEs) from within the wider alliance of schools. These SLEs provide valuable additional capacity to support and challenge both existing schools and new Free Schools and can be deployed in this role, should opportunities arise.

There is already excellent capacity for SCD to provide support for others both as an individual school with a strong track record in this area and also through the Teaching School Alliance. As CGS grows, the intention is to develop, through modelling and coaching from SCD, an additional pool of talent and skilled practitioners who can make a difference to leadership and student learning both in and beyond the school. It is intended that this pool of talent will include specialist leaders at all levels, lead practitioners, excellent teachers and specialists in a variety of other areas.

Section G1: Accurate financial plans that are consistent with the rest of the application and based on realistic assumptions about income and expenditure

██████████

Section G2: The school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity

██████████

Section G3: Financial resilience to reductions in income

██████████

Section G3: Supporting table

██████████

SECTION H: LOCATION AND PREMISES

1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.	The proposed site of the school is <Redacted> Further details and information of the site identification process, including location maps, have been sent to: premises.freeschools@education.gsi.gov.uk
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If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:	
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Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	<Redacted>
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Any comments on your calculated building space:	The gross area is based on 6FE secondary school with a 306-place sixth-form, as set out in section D1. The building space does not take into account any design implications arising from site conditions.
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Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	The Trust's preferred site is <Redacted>
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In which local authority is the site?	Hertfordshire
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If the preferred site is near to the boundary with another local authority, please say which:	NA
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If the preferred site is near to the boundary with a third local authority, please say which:	NA
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If the preferred site is near to the boundary with a fourth local authority, please say which:	NA
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Please tell us how you found the site:	<Redacted>
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Please confirm the tenure:	Other - please explain
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If other, please explain further:	HCC is committed to securing a site for a new secondary school in Croxley Green. <Redacted>
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Please include information on purchase or lease price if known:	Not known
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Who owns the site?	Privately owned
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	No
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Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
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What kind of site is it?	<Redacted>
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	<Redacted>
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Why have you chosen this site? What makes it suitable for your free school?	<p>Following technical investigations it is considered that this site is suitable and deliverable for the development of a 6 - 8 FE secondary school, subject to detailed design and the normal requirements of a major development scheme.</p> <p>The location of the site is suitable for the growing demand for, and predicted shortfall of, school places across the Rickmansworth and Watford planning areas. Our vision is for a school which is part of its local community and one which increases the choice, diversity and excellence of secondary school provision in the area. Section C1.1 of this application sets out the school's rationale and evidence of the demand for new provision in this area in great detail. This site, located on <Redacted>, provides an excellent location from which to achieve the school's core objectives.</p>
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted>. No buildings exist on the site other than the stables referred to above.
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	N/A
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Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Who owns the site?	Please select
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Please include information on purchase or lease price if known:	
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
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Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
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Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
Fourth choice site	
Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
In which local authority is the site?	Please select
If the preferred site is near to the boundary with another local authority, please say which:	Please select
If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
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If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
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Please confirm the size of your existing buildings:	
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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