



Department
for Education

Free school application form 2014

Mainstream and 16 to 19 (updated March 2014)

HOPE COMMUNITY SCHOOL SOUTHAMPTON

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Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

Failure to submit all the information required may mean that we are unable to consider your application.

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes are excluded from the page limit and should be restricted to CVs for key individuals. Please do not include photographs, images and logos in your application.

The contents of the budget Excel template and Excel application form are excluded from the page limit.

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

Data Protection

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

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 4 April?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within the window below?</p> <ul style="list-style-type: none"> ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input type="checkbox"/>	<input type="checkbox"/>

**Independent schools include existing alternative provision and special school institutions that are privately run*

*** If your application is larger than 9MB please split the documents and send two emails*

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company / trust****

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes but must have admissions arrangements and criteria which are fair, objective and transparent.

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.

I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.

I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company / Member of company (please delete as appropriate)

Print name:

Date:

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

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

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.

Section C: Education vision

Please refer to the relevant section of the 'How to Apply' guidance and the assessment criteria booklet for what should be included in this section.

Section C1

The New Generation Schools Trust exists to transform the lives of the most disadvantaged children and families through education and to act as a catalyst for the regeneration of their communities. We have a vision to establish local schools which provide outstanding education, values for life, entrepreneurial leadership and community impact.

New Generation Schools Trust proposes a two form entry mainstream Primary School for children aged 4-11 with Religious Designation of the Christian Faith. Hope Community School Southampton will be based in the SO14 area which includes the wards of Bargate and Bevois. Class sizes will be 30 pupils per class.

Rationale for a Free School in SO14

- **There is an overriding need in the local area**
- **The need for more local choice**
- **Overwhelming parental demand**
- **The need for community cohesion**
- **Continue our investment in local Communities through existing meaningful partnership**

There is an overriding need in the local area

In October 2013 Southampton City Council produced a School Organisation Plan 2013 – 2022.

The plan identified that there are insufficient reception class places across the city, in particular, in the city centre. The plan shows that there will be a shortage of places for the next three years; 74 in September 2015, 119 in September 2016 and 71 in September 2017.

As of September 2014, the Primary schools in the city centre, St Mary's and St John's are at capacity. The City Council plans to expand a number of schools outside the city centre – Thornhill, Bitterne Manor, Bitterne Park, Mansbridge and Portswood. The schools in central Southampton are full and so the expectation is that children who do not get into their parents' first choice school will have to travel outside the area to these newly bulged schools or other schools in the city. We would expect this to impact on attendance, engagement in after-school activities and the accessibility of support for the family by the school. On top of this, bulging schools has been seen to have a negative impact upon results.

Both the Bargate and Bevois Wards are characterised by very limited access to personal transport with almost 50% of households not having access to a car or van. This contrasts to the Southampton wide average of only 30% of households not having a car. These families will therefore be reliant on local transport or other provisions to make use of any available places outside of the area. The current provision outlined by the City Council would mean families would need to travel to a school in the east of the city. Because of the lack of personal transport, this would be expected to impact on school attendance and resulting educational progress. Absence in Southampton is already above national average (5.9% cf 5.1%).

Southampton City Council is not in a position to build a new school where the greatest need is. This means there is demand for an innovative solution to the need for more primary school places in the under-served SO14 area. The political leadership of the local authority have expressed their desire to work closely in partnership through the pre-opening phase and ongoing running of Hope Community School Southampton.

The Southampton City Council School Organisation Plan fails to take into account the expected population growth and is simply based on birth rates. The SO14 area is expanding significantly (e.g. 58% population increase in Bargate Ward from 2001 to 2011). There are also 5000 new homes planned for the coming five years in central Southampton significantly adding to the population growth (Planning for Economic Growth in Southampton, 2012).

Another change in the city centre is the introduction of bespoke student accommodation built by both the University of Southampton and Southampton Solent University. City Councillor Tucker indicated to us that this would see houses in the city centre, currently occupied by students, become family homes.

The need for more local choice

Rather than expecting parents to travel outside of their community what is required is more choice within the community. Of the 4 primary aged schools in SO14 only two are primary schools with one junior and one infant school. The provision of another primary school creates more much needed choice for those parents who do not wish to have their children going through the upheaval of changing schools.

We believe the addition of a new school will provide the parents of EYFS children a credible choice that will help raise the average on current EYFS performance in the area. Current performance figures for the 5 closest schools in EYFS targets are 67.8%, 89.7%, 40.4 %, 60.7%, 31.5%. We expect more from Hope Community School in Southampton and hope that this increased choice will serve parents and act as a catalyst for our good local schools not to neglect this vital stage of pupil development.

Overwhelming Parental Demand

The response to our survey of parents within the SO14 area has only confirmed the Trusts conviction that what the community want and need is another local school. The snapshot of our data speaks for itself:

643 surveys were completed with sufficient data. 248 were assessed as “community surveys” i.e. no eligible children or incomplete data to confirm eligibility. 100% of these community surveys were supportive of the Ethos & Values of the school. 395 surveys were completed by Parents with children aged 3 and under. These surveys represent 476 children. The detailed responses for those with Children Aged 3 or under are:

Total number of Children represented by the survey	477	
Total Number with parents supporting vision and ethos	476	99.8%
Total Number who would consider as 1 st choice or 2 nd Choice	473	99.2%
Total Number who would consider as 1 st choice	437	91.6%

1 st Choice Consideration Sept 2015 Entry	155
1 st Choice Consideration Sept 2016 Entry	125
1 st Choice Consideration Sept 2017 Entry	110

There can be no doubt that these figures represent a huge demand for a local school in SO14

The need for community cohesion

Rather than disperse an already ethnically diverse community to schools in other parts of the city we need a school that is committed to working with and bringing together the community. As you will see from our aspirations we are committed to establishing strong community cohesion and already have a strong partnership with the CLEAR organisation who are already serving the families of the area in this way.

In partnership with the CLEAR team, Hope Community School will offer a variety of adult learning courses, home language support and after school programmes supporting the integration of new communities in the city. This will better enable parents and carers to support their children in their education.

We want to continue our investment in local Communities where we have existing meaningful partnerships

The New Generation Schools trust has strong connections nationally to the Pioneer network of churches whose headquarters are in Southampton. The partnership between the Pioneer Trust, New Generation Church in Sidcup and the Pioneer church who are committed to the vision for Hope Community School in Southampton, has been established for many years. The Southampton church has been investing in the local community for many years and helped form chaplaincies in both Oasis Academies that they were instrumental in establishing in Southampton. The church has founded and managed numerous community initiatives across the city. New Generation Schools Trust is committed to helping our partners invest in their communities by harnessing the educational expertise and experience of the trust with local passion and commitment to communities.

Our vision and Ethos

Hope means the joyful expectation of good. We have a vision to make good things happen in the lives of children, families and communities through the transforming power of education and the value of serving your community

We want to create an exciting and vibrant school that celebrates achievement and diversity. We want to see a school that that increases children's aspirations and encourages a spirit of adventure and entrepreneurship. At the heart of Hope Community School we want to see outstanding education, entrepreneurial leadership, values for life and community impact.

We want to see the children of Hope become community pioneers. We want to inspire them to be people who not only value their community but also have the ability, tools and desire to transform and enrich it.

We want the community to recognise the children as they walk to school by their behaviour. We want the local shop staff to recognise children from HCS for their manners, politeness and respect for all people. We want businesses to recognise children from HCS for their investigative and

entrepreneurial thinking. We want the community to recognise our pupils by their willingness to help beyond themselves.

A learning space for the whole family

When a family engages together in education the value of education is raised in the home. We will open the school for children and their families to learn together by establishing regular open lessons, varied enrichment opportunities families can do together such as cooking workshops, agriculture projects and language lessons. We will deliberately look to engage dads who are traditionally less engaged in school life by providing targeted enrichment programmes. This is in addition to the adult learning courses and home language support mentioned above

Partnership with local business

We feel that businesses playing an active part in the education and futures of children will be invaluable to their lives and an important part of their learning.

We want to inspire children to learn and experience beyond the four walls of a classroom. We will work with local businesses and community organisations in order to offer practical and vocational opportunities as well as traditional pathways of learning. Our vision is to link school and community in practical ways, teaching the value of each other, in order to better prepare both for their futures...

We want to introduce children to the working world and give them an awareness of the basic skills required. We hope to bring about a familiarity with surrounding industry to create a respect for the shops and services available. We hope to build relationships between the children and local workers this will provide good role models beyond their parents and teachers raising their aspirations and help them begin to think about their possible career ahead.

Curriculum that impacts the community

Our whole school thematic learning will aim to positively impact upon the local community. Through our thematic learning we want the community and environment to feature frequently in all topics to encourage social and urban care and responsibility. We will also encourage an understanding and acceptance of other cultures, traditions and values to bring about greater social harmony and a culture that helping others and giving back is the 'norm'.

Classroom in the community

Where possible we want to take learning out of the classroom. We feel experiential learning is key for children to connect what they are learning to its relevance. The partnerships we have with local businesses will allow us to take learning out of school and into the community. This will show the reason for learning, stimulate natural curiosity, and also create a familiarity with the local working environment. We wish to take advantage of Southampton's unique historical and natural surroundings to bring learning alive. Whether it is a geography lesson in the John Lewis Store, (the whole world can be found there) or a computing lesson at Etch, or a history lesson on the dock where the Titanic sailed from we want to fuel the children's interest in the world of work from an early age and help them to know and value the history of their community.

Outstanding Education

Our curriculum will bring the National Curriculum to life with a range of project and theme based learning initiatives.

We will focus on the development of depth of knowledge, demonstrating a broad and balanced

approach based on the present range of National Curriculum subjects with strong emphases in English, maths and Science.

The school will create a culture of high academic achievement and real world application. By building strong relationships, teachers will foster children's strengths, abilities and passions, whether academic, creative and practical or personal, to ensure that all pupils aspire to achieve, develop and grow.

Teachers will apply the theory that a 'rising tide lifts all ships' by planning activities with very high expectations for the most able children while providing 'scaffolding' for less able learners to access learning.

Our Learning Culture

Creating and nurturing the right culture is crucial for building an engaged, adventurous learning community. [REDACTED]. This is why so much important training and development has limited impact in some schools. The first priority for developing this culture is to focus our efforts on building good strong relationships with each other and our children, based on mutual respect and love. This inclusive approach is grounded in our Christian ethos.

We will model being human, explicitly sharing our learning with pupils and each other, laughing at our mistakes and inviting help to improve. We will focus learning on process rather than outcome. We will specifically praise pupils and each other when they fail with a smile, requiring them to discuss what they would do next time to build resilience. We will teach our children to cheer each other on when facing a challenge so that working hard will be the norm. We will introduce a system with clear expectations, boundaries and routines that focuses behaviour on learning with is a "quiet buzz" rather than constant silence. Pupils will be taught behaviours for collaborating and challenging each other. These are behaviours we will explicitly plan and practice as a staff and community.

Our school will shift the conceptual focus from teaching to learning, where we adults are learning leaders and facilitators. We will remind each other continually that true engagement is possible when pupils are actively creating their learning instead of passively receiving it. Child initiated teaching themes will be commonplace at Hope Community School

Our Religious Character

The thread of Christian values and purpose for all people will run throughout the curriculum. We want to teach pupils that they have great worth and a place in the world. This will encourage hope and aspirations to make the best of themselves and look for the best in others who are valued equally regardless of their faith or religion. Creationism intelligent design and similar ideas will not be taught as valid scientific theories, we will ensure children of all faiths feel included and valued by being broad in our teaching of other faiths and religions.

We will teach respect, hospitality and care for others. Going hand in hand with our aspiration to support and serve the community, we are committed to children learning in practical ways the importance of being hospitable, putting others before themselves and thinking of how they can demonstrate this value in their own lives.

We are committed to teaching pupils that every person has great worth and a place in the world. We will encourage hope and aspiration for every child to become the best they can be and to look for the best in others.

Respect for each individual, both adult and child alike will be paramount. Children will be taught to relate to each other and staff with respect and good manners. Social skills training will be an integral part of the curriculum. These will be modelled by the respect all staff and adults in school show to each other and to the children.

We will create space for children and the school community to explore their own personal beliefs and faith in a safe place where they can ask the big questions of life. We will make space for regular collective times of worship. We will ensure children of all faiths feel included and valued by being inclusive in teaching about other faiths and religious festivals.

Our Christian ethos is reflected in the values of the school, not in religious symbolism, uniform requirements, dietary expectations or other externals. For us the Christian faith is best reflected in the values that shape the type of people our children grow up to be rather than what they look like. These values are

- **Adventure**
- **Openness**
- **Creativity**
- **Excellence**
- **Values**

These values are inclusive of other faiths, worldviews and cultures and this is evidenced by our survey results: 99.8% of parents surveyed said that they support the ethos and values outlined in our information booklet. The curriculum reflects our ethos of by taking learning out of the school wherever possible, having exciting themes that link to the community and positively impact upon it, being open to the pupil's families and instilling good manners and strong moral values for life. We plan to tailor the teaching to include all learning style including visual, aural and kinaesthetic.

Adventure

We want to encourage a spirit of adventure to run through our school. We hope that our curriculum will inspire the children to also be adventurous and innovative in their learning. We hope our engaging topics and themes will foster curiosity in students.

We plan to enable children to be confident to make the right decisions for themselves through discussion regarding ways of recognising better choices presented. Our daily debate and discuss sessions will focus on the thought for the day giving space for children to voice their views and grow in confidence in their own opinions and thoughts.

This will also help them understand the importance of listening to others, learning from and taking into consideration other people's ideas to expand their own minds.

Openness

HCS will be open to families and have a positive impact on them as well as the children who attend. Families will be encouraged to attend the regular enrichment sessions we run outside of the school day with their children to learn together with their child. We hope this will bring families together, advance the learning of the parents and teach them how to support the learning of their child. We will teach the traditions of manners, respect and hospitality. Going hand in hand with our aspiration to impact and serve the community we want the children to learn in practical ways the importance of being hospitable, putting others before themselves and thinking of how they can be hospitable in their own lives.

Celebrating the different cultures in our surrounding area and learning about them is an important part of our ethos. We hope this will alleviate fear of the unknown and build bridges between the children and the cultures they are unsure of. We want to teach about the unique and shared histories of our diverse community so the children can understand each other and build bridges between them.

Creativity

we want our school to be a vibrant, colourful and intriguing in its aesthetics. The designs of each classroom will be welcoming, inspiring and animated. Our library will be an inviting and vibrant space for children to relax and enjoy reading. Where possible spaces and classrooms will be tailored for various subjects so children will use different rooms for different lessons to give a variety and contrast to their learning space. As our themes change so will the interior of the school, we want children to feel like they are living the theme and are a real part of it.

Excellence

We plan that all who work with, in and for our school will strive for excellence. We will appoint teachers who are passionate about their work and value the aspirations of each child. In turn we will encourage the children to be passionate about their learning and be proud of their successes.

Values

Respect for each individual, both adult and child alike will be paramount. Children will be taught to relate to each other and staff with respect and good manners. Social skills training will be an integral part of the curriculum. This will be mirrored by the evident respect all staff and adults in school show to each other and to the children.

The leadership team will be determined to develop and motivate their staff and students to their full potentials. They will treat everyone involved in the school with integrity taking responsibility for ensuring the rights and needs of all are respected.

It will be imperative that the Head Teacher is a strong, empowering leader, approachable by everyone involved in the school. The Head will lead by example and be a positive presence around the school, knowing each child as an individual. The Head will also be an advocate of all the community work the school is involved in, they will be passionate about making a difference and being involved in community projects both locally and globally. The governors will be encouraged to take an active and inspirational role in the working life of our school. They will support the Head and staff as a critical friend; this will ensure our ethos will be maintained throughout

Chaplaincy

Pastoral care and emotional support will be available for all students. Prayer or thought spaces will be created around the school where children will be encouraged to go if they have problems or want to pray and think for others around them. We will have volunteers through our links with local churches available in the week, to be a supportive listening ear for children. The volunteers will oversee the prayer spaces and be on hand for children who need extra emotional support. The HCSS Advisory Board has experience of establishing chaplaincies in schools.

Links with Christian churches together in Southampton

Our link with the local Churches across Southampton will build relationships and provide role models from the volunteer helpers involved in our enrichment activities. The wide variety of community work the churches are involved in will demonstrate the culture of helping others. On

top of this we will also forge strong links with other faith groups through the local SACRE forum and the Southampton Council of faiths.

Inclusive RE teaching based on the SACRE syllabus

Other faiths and religions will be taught as well as having a strong Christian focus in our Religious Education subjects. We want children to have a broad understanding, sympathy and knowledge of a variety of faiths and their traditions. We hope this will create a respect and sympathy towards all people regardless of their faith and our children will have the tools they need to decide their own faith path in life.

A School for All

The school will be welcoming to pupils of all faiths/world views and none but as a school of Religious Designation our admissions policy will have a faith based criteria for allocation of places. As per HCSB Admissions Policy, if the school is oversubscribed, 20% of places will be allocated to children from faith backgrounds. The Admissions Policy will follow the Schools Admissions Code.

Aspirations

Knowing our community well means specifically identifying the key final measures, which will sustain and accelerate attainment and progress in Mathematics and English through Year 6. However, our aspirations are for outcomes focused on long term impact on individual children as well as our community. Our aspirations and intended outcomes are built around

- **creating independent motivated learners**
- **85% at end of Key stage 2 achieving both L4 Mathematics and English**
- **creating community entrepreneurs**
- **increased success in secondary education**
- **fantastic reputation of pupils in the area**
- **Developing Strong community cohesion in SO14**

Independent motivated learners

Our teaching methods move beyond the mastery of mere information, inviting students to be challenged and changed by their learning. We will teach children to delight in knowledge: to move from, 'Whatever!' and 'So what?' to wonder and wellbeing. Lessons will come with a license for adventure, learning will be integrated across subjects and disciplines and teaching will be applied to real life. We expect teachers to be fully aware of the requirements of the new Ofsted framework in modelling good and outstanding teaching and learning.

HCS will cultivate a growth mindset in children and young people so that they expect to work to achieve success, do not fear failure and are comfortable with challenge. We will teach children that their intelligence and abilities can be developed.

85% at end of Key stage 2 achieving both L4 Mathematics and English

We will strive for at least 85% of students to achieve Level 4 at Key Stage 2 in English and Maths, striving for the gifted and talented to reach levels 5 and 6. The aspirational targets would set HCSS as the highest achieving primary school in SO14. We will do this by assessing children at the Early Years Foundation Stage and at the end of KS1 to ensure the children are on the right track and to give appropriate support to help those who need extra help in certain areas. Achieving an excellent education is fundamental for the pupils of Hope Community School.

Community Entrepreneurs

We want the children to leave the school with a passion for helping others and strong values, knowing the importance of helping their community. We hope that this along with their knowledge and understanding of businesses through our partnerships will give them broad and entrepreneurial minds for them to think for themselves about how they can impact both their community and the world around them. With volunteers from our community outreach links we hope to bring to community into the school as well as reach out beyond the school.

Our intention will be to specifically focus on key industries that reflect the unique nature of the city of Southampton – commerce, digital technology, marine industry and sport.

The city centre location of the school is within easy commutable distance of the retail heart of the city, the docks and associated marine industries and Southampton Football Club. We have already established with two businesses a commitment to explore partnership, John Lewis Southampton and Etch UK Digital Agency.

Evidence of support:

██████████

John Lewis ██████████, ██████████, Commercial Support

John Lewis Southampton, West Quay, Southampton SO15 1QA

██████████

Etch UK ██████████ ██████████

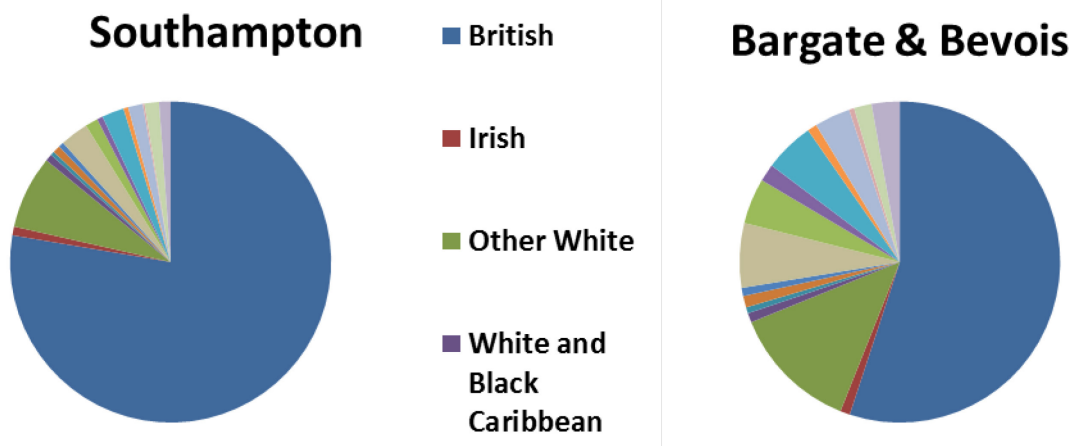
Increased success in Secondary Education

Our hope is that with our individual education plans we can stretch and challenge higher education able students. We hope to provide a secure foundation for academic progress and strive to achieve greater success in the secondary phases of each child's education. Working with organisations such as Prospects and links with local secondary schools we are aiming to track the records of our students using Unique Pupil Numbers to gain information on their destinations at ages 16 and 18. We will ask students to stay in touch with the school to let us know of their future successes so we can build up a record for the school.

Fantastic reputation of pupils in the area

By holding closely to the ethos at Hope Community School we hope the children will be well received and positively recognised in the community as being pupils of our school. We hope to receive thank you letters, not complaints, about our students for their manners, respect and willing to help in their community and during their interactions with our partnering businesses.

Developing Strong community cohesion in SO14



We recognise and value the diversity of the community in SO14 as represented in the figure above.

We will be working closely with CLEAR, a community organisation that has been working with refugees and asylum seekers in Southampton for over 13 years, providing access to free advice, local services and ESOL classes for the whole family. In 2013, CLEAR advised clients in the area from 52 different nations, speaking 32 languages. The most common nationalities being Afghan (28%), Iranian (14%) and Iraqi (11%). CLEAR is experienced at working with people who have English as an Additional Language. CLEAR is also contracted by Southampton City Council as an Adult Learning provider and provided 22 courses last year. Finally, CLEAR provided English classes for 189 adult learners in 2013. CLEAR has 117 trained volunteers to help deliver its services in SO14. CLEAR runs other community events which celebrate and value the diversity of the population in the city centre.

We will also be supported by St Mary's Surgery. 32% of their patients have English as an Additional Language. [REDACTED], [REDACTED], said, '[REDACTED]'

We will offer a broad and balanced curriculum and be inclusive in our teaching. The school will create a welcoming and inclusive environment for all within the city and will be open to children of all faiths and no faith. The close partnership with the local surgery and with CLEAR who have significant experience of reducing barriers to engagement in a diverse community, will help us provide outstanding outcomes for the community regardless of faith, culture or background.

Our Trust

At the time of writing New Generation Schools Trust is responsible for a single school. However the trust has a vision to develop 3 specific clusters of schools all with local expressions of the trusts vision for outstanding education, values for life, entrepreneurial leadership and community impact.

As the family of schools grow the trust plans to develop a central services team to ensure the effective support, sharing of resources and appropriate monitoring and challenge for each school

The capacity of the team will grow in line with the number of schools

The trust expects to work in partnership with strong local governing bodies with meaningful delegated authority, in order to establish robust reporting and accountability, efficiency through economies of scale and procure expertise that every school can benefit from.

Ultimately as the Trust grows our central team will look to resource schools in the areas of educational leadership and improvement, finance, ethos and culture, community partnerships, finance, ICT, HR and leadership development, marketing and communications,

We are genuinely excited about the opportunity to grow the trust and the family of Hope Community Schools. .

Section D: Education plan – part 1

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

If you are proposing to open later than 2015, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2015	2016	2017	2018	2019	2020	2021	2022
Reception		60	60	60	60	60	60	60	60
Year 1		0	60	60	60	60	60	60	60
Year 2		0	0	60	60	60	60	60	60
Year 3		0	0	0	60	60	60	60	60
Year 4		0	0	0	0	60	60	60	60
Year 5		0	0	0	0	0	60	60	60
Year 6		0	0	0	0	0	0	60	60
Year 7		0	0	0	0	0	0	0	0
Year 8		0	0	0	0	0	0	0	0
Year 9		0	0	0	0	0	0	0	0
Year 10		0	0	0	0	0	0	0	0
Year 11		0	0	0	0	0	0	0	0
Year 12		0	0	0	0	0	0	0	0
Year 13		0	0	0	0	0	0	0	0
Totals		60	120	180	240	300	360	420	420

Section D: Education plan – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

In the table below, please provide details about each subject and any enrichment/out-of-hours activities in the planned curriculum. This table contributes towards D1. Please add additional lines as required.

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English	6	Mandatory	
Mathematics	6	Mandatory	
Science and Health	2	Mandatory	
Mandarin (and other languages)	EYFS – 1 KS1 – 1.5 KS2 - 2	Mandatory	
Geography	1	Mandatory	
Creative arts – art and Music	1	Mandatory	
P.E, Dance and games	EYFS – 0.5 KS1 – 1 KS2 - 1.5	Mandatory	
R.E and ethics	1	Mandatory	
History	1	Mandatory	
PSE and SEAL	1	Mandatory	Overlap with R.E. and ethics in thematic curriculum
Drama	0.5	Mandatory	
Design and food	0.5	Mandatory	
Technologies (computing)	2		
Enrichment	EYFS – 0 KS1 – 5 KS2 - 5	Voluntary	Suggested enrichment activities listed in section D1 - Pupils are expected to do at least 3 hours of enrichment from KS1

Due to the thematic learning planned this is a template of projected hours spent on each subject and there would be some flexibility to allow for subject based focussed weeks.

The number of hours of Maths and English, Science and Health, Geography and History, Design and Food, Drama, Creative arts, PSE and SEAL and RE and ethics would remain through EYFS/KS1/KS2. However, the way they are presented and taught will change, from short daily sessions and subject based chosen activities to focussed subject-explicit learning. For example drama would be covered as opportunities for role play activities in EYFS and develop to structured drama learning in KS2. The hours spent on Technologies would remain throughout the school, however the time spent here would change as the methods and skills are embedded in early years and then used pervasively in the learning of other subjects.

- P.E., Dance and Games would increase from EYFS (0.5 – 1.5) per week.
- Mandarin and other languages would increase from EYFS to KS1 and KS2.
- Hours spent on enrichment would increase from EYFS (none to 5 in KS2) as the school day is shorter for younger children to accommodate their energy and learning capacity.

Also, many of these subjects are not taught in isolation and so some will overlap in their teaching as the school delivers in a cross-curriculum approach, particularly the humanities and creative arts.

Section D1:

As this is a route 1 application much work regarding the educational vision has already been done in a previous bid by the Trust, namely Hope Community School in the London Borough of Bexley (HCSB). We would however like to reflect in this bid the work that has been done to develop our educational brief at this existing School. This work has been done in line with our original educational vision and was approved by ██████████ (██████████) in May 2013, at the ██████████ (██████████) in July and has continued to evolve in the delivery of the curriculum at HCSB. The educational approach has proved successful to date, as supported by ██████████ review in November 2013.

Expected pupil cohort

The breakdown of Free School Meals, Special Educational Needs, English as Additional Language and Ethnicity in existing Primary Schools in SO14 for comparison with Bexley and National averages is below.

	School Name	NOR	FSM	SEN	EAL	Ethnicity
Closest local Primary Schools to HCS Southampton (SO14)	Springhill Catholic Primary School	630	9.8%	11.27%	48.1%	56.7%
	St John's Primary and Nursery School	189	30.6%	13.76%	58.2%	80.6%
	St Mary's Primary School	519	31.4%	11.95%	79.9%	84.9%
Closest local Primary schools to HCS Bexley (DA14 5BU)	Royal Park Primary School	236	31.5%	6.4%	12.6%	27%*
	Orchard Primary School	226	26.2%	7.1%	16.3%	27%*
	St Peter Chanel Primary School	203	13.8%	7.4%	10.4%	27%*
England - national (primary state-funded)		4309582	19.2%	7.7%	18.1%	26.5%

EAL - Percentage of all pupils on roll whose first language is not English or believed to be English.

Ethnicity - Percentage of all pupils on roll not White British or White Irish.

SEN – Percentage of pupils with SEN with statements or on School Action Plus

FSM - Percentage of pupils eligible for free school meals

** Statistic only available as borough average. Not available on specific school basis.*

The SO14 postcode covering the wards of Bargate, Bevois and Northam is an ethnically diverse community with an exceptionally high percentage of children with EAL. The percentages of EAL and Ethnicity in the Southampton schools are markedly higher than the percentages local to HCSB and the national average. The level of FSM are comparable between HCSB and Hope Community School Southampton (HCSS) (approximately 30% excepting the two local Catholic schools which have a lower % of FSM). Both areas FSM% are notably higher than the national average, suggesting greater than average levels of deprivation. The % of SEN children expected in the HSCB cohort is closely aligned to the national average (around 7%); however in HCSS we anticipate that the cohort will have approximately twice this level of SEN. In addition to these differences (and similarities), HCSS will be twice the size of HCSB, with a yearly cohort of 60. These factors have been considered in the development of our curriculum plan.

Approaches to Pedagogy

The Growth Mindset culture at HCSS will be at the heart of the school's approach to teaching and learning which informs aspects to create a set of principles. The 'Growth Mindset' is a driver for improvement and an approach for raising personal achievement and success. It is based on the culture of not simply knowing that you can do something but realising that with rehearsal and personal energy you can keep improving and developing skills further.

Key features of approach:

- Lesson planning
- Teaching and learning strategies to develop a love for learning
- Differentiation to enable high expectations for all abilities
- Celebrating learning as achievement
- Home Learning

Lesson planning

All lessons will incorporate teaching from the front with a combination of group and independent activities, interactive practical learning and use of ICT where appropriate. Independent and group activities will be differentiated according to ability as classes will be of mixed ability. Children with SEN(D) will be supported as detailed below.

Teachers will plan lessons within a sequence of learning objectives and activities rather than simply on a weekly basis. As a result, units of learning will not necessarily begin on a Monday or finish on a Friday, depending on children's needs and progression. For example, if most of the class did not make progress and achieve the success criteria in a maths lesson on a Friday, they will revisit it with different activities the following Monday to ensure they have the depth of knowledge required to move on to a new unit of learning. Lesson planning will be an iterative process, with clear objectives and activities that are flexible and amendable according to daily evaluations.

Another key aspect of lesson planning is specifying the differentiated activities for each group to ensure everyone's needs are appropriately met.

Teaching and learning strategies to develop a love for learning

Hope Community School will nurture a love of learning using "Bright Sparks" Brain Games, a range of activities that challenge and develop children's higher order thinking skills. Using these 5 – 15 minute exercises is an excellent strategy to support children to settle in and provide structure

for times throughout the day such as during registration and handing in home learning, coming into the classroom from the playground or at the end of the day. In addition to building concentration, these types of activities also build a love for competition and team spirit when children are given opportunities to earn class points. Used in combination with DEAR (Drop Everything and Read) time in which children compete together to beat their longest group concentration time during which all are reading without distraction, the school will build our culture of loving learning by giving teachers tools and resources to strengthen associations between learning and enjoyment from the earliest age. These types of strategies are part of outstanding teachers' toolkits used to build a Growth Mindset in their classrooms:

- Analogies (across subjects examining how words, images, people, concepts relate to each other)
- I'm the Teacher! (identify common mistakes the class teacher intentionally makes to clarify misconceptions)
- PMI usually related to current or previous learning (identify the "pluses, minuses and interesting" things about a unique scenario e.g. chocolate door handles)
- Odd one out usually related to current or previous learning (identify which is the odd one out in a group of images e.g. blue isosceles triangle, red rhombus and green circle)
- Here's the answer. What's the question? (suggest as many possible questions that could be answered by the word/number/explanation)

Differentiation to enable high expectations for all abilities

At Hope Community School we believe that a rising tide lifts all ships. This will be exemplified in our teaching through independent, paired and group learning activities. Rather than planning activities to make it easiest for the lowest achievers to complete their work and then layering on more work for more able children, Hope teachers will plan lessons starting with the highest achievers' activities and then scaffolding support for children who need it. This approach does not mean planning activities that are inaccessible for children who have SEN or still learning English. Rather our standard for lessons will be characterised by the consistency of provision of activities requiring higher order thinking skills as defined by Bloom's Taxonomy, regardless of the ability of each group. High expectations will be evident in day-to-day learning and documented in monitoring of books and planning rather than solely in summative assessments.

Celebrating learning as achievement

Building on our Growth Mindset, Hope Community School will shift the focus from achievement as a one-off event to a continual learning process meeting multiple challenges. The focus on challenge will cultivate a love of learning for children and staff alike. Individual and class achievement will be celebrated using a variety of activities and strategies. In addition to verbal praise, an example of celebrating individual achievement includes sending the child a note home praising persistence in a lesson, improved times tables, or even demonstrating great behaviour for learning in a timed interval.

Awarding a merit certificate for perseverance or most improved maths/History/PE learning or behaviour for learning is an example of public celebration of individual achievement, where the focus is on improvement and continual learning rather than on one-time event. Class achievement will include the awarding of a Class Learning Cup for making the most progress in a certain subject, the Hope Community Cup for a class nominated for building and exemplifying the

school ethos or winning the weekly Attendance Cup that may be awarded with a voucher for a class learning game or extra minutes on the playground.

Home Learning

Our use of the term 'home learning' is a very intentional departure from homework, which is often given because it is expected rather than for a specific intention. We are aware of children's need to consolidate learning in meaningful ways outside school while still enjoying a full childhood. Home learning activities will focus on consolidation and practice of key skills and providing time to enjoy reading and connect learning beyond the classroom.

For this reason, developing relationships with parents and carers is a key factor in the impact of learning at home. Building partnerships with families, we will assign aspects of project-based learning at home along themes identified in pupils' learning councils and the Parents and Carers Forum on learning. To ensure all children are supported, we will offer support for those families who are unable to support certain aspects of their children's home learning through workshops and home learning clubs as needed. Dependent on affordability, students and parents and carers will have access to our Learning Platform.

Curriculum Rationale

In order to ensure the needs are met, our aim is to create a constant focus on the traditional core learning elements through a full day of exciting and creative learning opportunities. This will include and encompass all National Curriculum subjects, but extend the learning further, and provide real creative options. We will use a thematic approach to education, grounded in a skills and knowledge based curriculum to maximise and deepen learning while building their capacity to apply learning to the world in which they live.

For example, we will use thematic learning (as currently employed at HSCB) as a model framework to inform our strategy for Key Stage 1 and 2 curriculum mapping and develop a shared project with a local secondary school to support transition. However, learning will be planned to provide comprehensive curriculum coverage and to ensure attainment and progression for further achievement at Key Stage 3 and 4 to provide access to specific areas for GCSEs and A-Levels where a child has a certain "expertise" or interest. Being "expert learners", we will talk about how experts studying for qualifications as well as those learning through research and practice as engineers (DT), economists (maths), doctors (science), psychologists (PSHE/SEAL), journalists (English).

Assessment rubrics will have National Curriculum criteria at each level in the age range for each subject area (e.g. L2 – 4 for a Year 3 class) as well as personal, social and/or emotional criteria drawn from the Social and Emotional Aspects of Learning (SEAL). This focus on securing high levels of evidence-based attainment across the curriculum will provide the children with tools to understand how they are learning and making progress both academically and personally. This type of assessment in a rich 'Growth Mindset' culture provides a framework for children to meet with cognitive and emotional challenge that is a life-long learning skill. As a result, children in upper Key Stage 2 will have the experience in understanding and evaluating their own learning to be able to carry this into the secondary school experience and continue the momentum they began at HCS.

The Hope School Curriculum is:

- unique to the school
- written by the school trust, and subsequently by the senior leadership team and school staff, in line with our vision
- committed to raising the standard of the core elements of learning (English and mathematics)
- related specifically to the school vision; focused on learning, with additional community outcomes and committed to creating children who 'change their culture'
- committed to ensuring excellent academic outcomes for end of key stages in English and mathematics.

This model of relating all we learn to impact our community and ultimately our global village embodies and embraces 'Big Society', which, we believe will both motivate and further inspire learning. Our curriculum will embrace a wide range of learning opportunities, with strong cross-curricular and community links, through effective local business partnerships. The use of whole-school themes will embed learning across family groups, and include specific 'deep-learning' including:

- Weekly/Monthly Family Learning Days integrated into school life
- Learning Days within the community
- Challenge Days for the community
- Inspirational Days visiting the wider communities (particularly London)
- Visitor Days engaging local inspirational role models.

This integrated approach will run in parallel with regular specialist teaching in discrete subjects including music, Mandarin, ICT, and PE to ensure excellence in the foundation subjects

As per HCSB, all learning at HCSS will reflect the importance placed on developing the whole child and we will create an ethos of engaging children in their own learning in such a way that they are excited and inspired, setting high standards for themselves. However, knowing the potential backgrounds of the Hope children, we will also invest in teaching assistants, learning mentors, and a local volunteers (e.g. local business links release workers one afternoon per week to work with the children) to enable us to provide opportunities for small group, personalised intervention and enrichment resulting in bridging the gap for some children and ensuring rapid progress.

The Free School day – timing arrangements

Understanding the realities and strategies that optimise teaching and learning of young children, the school will not dictate the specifics of practice around daily schedule for each class. In order to ensure that learning is personalised to children's needs as identified by the teacher, we will set out expectations for teaching and learning time that ensures appropriate coverage of each area of learning on a weekly/termly basis.

Furthermore, we will also expect literacy and numeracy to be taught regularly in the morning sessions when children are most ready to learn.

EYFS

	MON	TUES	WED	THURS	FRI
8:30-9:00	Soft start				
9:00-9:25	Registration and learning focus				
9:25-10:10	Cross curricular learning (free flow)	Cross curricular learning (free flow)	Cross curricular learning (free flow)	Cross curricular learning (free flow)	Community Learning/ Engagement Cross curricular learning
			Mandarin		
10:15-10:30	Break	Break	Break	Break	
10:30 – 10:45	Collective worship	Collective worship	Collective worship	Collective worship	
10:45 – 11:15	Phonics	Phonics	Phonics	Phonics	
11:15 – 12:15	Cross curricular learning (free flow)	Cross curricular learning (free flow)	Cross curricular learning (free flow)	Cross curricular learning (free flow)	
				MFL (15 mins)	
12:15-1:15	Lunch				
1:15 – 1:30	Differentiated maths groups	Differentiated maths groups	Differentiated maths groups	Differentiated maths groups	

1:30-2:30	Cross curricular learning (from the EYFS curriculum)	Cross curricular learning (from the EYFS curriculum)	Cross curricular learning (from the EYFS curriculum)	Cross curricular learning (from the EYFS curriculum)	
	Dance			P.E. and games	
2:30 – 2:45	Independent/group reading	Independent/group reading	Independent/group reading	Independent/group reading	
2:45 – 3:00	SMSC	SMSC	SMSC	SMSC	
3:00 – 3:30	Soft end activities	Soft end activities	Soft end activities	Soft end activities	

KS1 and KS2

	MON	TUES	WED	THURS	FRI
8:30-9:00	Soft start				
9:00-9:15	Registration and active start SMSC, Citizenship, speaking and listening, discussion, debate, sharing opinions, arguing strategically, changing culture.				
9:15-10:15	English	English	English	English	Community Learning/ Engagement
10:15-10:30	Spell, HW, Grammar	Spell, HW, Grammar	Spell, HW, Grammar	Spell, HW, Grammar	
10:30 – 10:45	Collective worship	Collective worship	Collective	Collective worship	Cross curricular learning
10:45-11:00	Break				
11:00-12:00	Maths	Maths	Maths	Maths	
12:00-12:15	Mental Maths	Mental Maths	Mental Maths	Mental Maths	
12:15-1:30	Lunch				
1:30 – 1:50	Guided reading	Guided reading	Guided reading	Guided reading	
1:50-4:00	Foundatio n subject learning including MFL and R.E.	Foundatio n subject learning including MFL and R.E.	Foundatio n subject learning including MFL and R.E.	Foundatio n subject learning including MFL and R.E.	
4:00 – 5:00	Enrichme nt activities	Enrichme nt activities	Enrichment activities	Enrichment activities	

The school day will run from 8.30-4.00. This gives us an additional 4 hours and 10 minutes of curriculum learning, which is almost the equivalent to an additional day compared to regular state schools (state school day is 4 hours 45 minutes).

Whilst mornings will be committed to core learning of ensuring excellence in mathematics and English, the afternoon curriculum followed through into the extended day, until 5:00pm, will be committed to enrichment activities which embed the vision. We will also use the extended day from 3:30-5:00pm for homework and enrichment activities, run by additional staff. These will include specific opportunities to develop the skills of leadership, thinking, business and enterprise, but also, where necessary, it enables us to close the gap in learning by providing, small group tuition for core elements.

The model below outlines the amount of time devoted to each subject. These sessions will integrate skills as appropriate, ensuring proportional coverage in each area over the week. In order to enable application of key literacy and numeracy skills integrated with other areas of learning; double sessions of English and maths are planned four mornings a week. This strategy strengthens our focus on core skills, enables an additional hour of learning each week over the statutory requirement and provides opportunities to apply learning to life.

Registration will be a personal interactive time with the pupils. A registration session will be carried out at the beginning of every morning and afternoon. During this time, children will take part in a “Bright Sparks” activity while the teacher deals with the administrative start of the day (e.g. collecting home learning) and reads the list of names. The teacher will greet each child present. The register will be taken using technology to interface directly with the MIS, which will be real-time information for the school managers so that non-attendance can be immediately addressed with a phone call or text to parents. This process increases efficiency of teaching and learning time as the register is saved at the end of registration.

We have chosen to keep our school day length similar to the neighbouring schools. The HCS vision has a high value on community so we feel it will benefit the community best by the school day running similarly to other schools. We feel that this will be helpful to parents who have a child/children at different schools also for parents whose children are collected from school by another parent with children at other schools.

Communication and Expression	Exploration and problem solving	Innovation and creativity	Personal development
English (6 hours per week)	Maths (6 hours per week)	ICT (1.5 hours per week)	PSE and SEAL (1 hour per week)
MFL (2 hours per week)	Science and Health (2 hours per week)	Design and Food Technology (0.5 hours per week)	Collective prayer and worship (1.5 hour per week)

Drama (0.5 hours per week)	Geography (1 hour per week)	Creative Arts – Art and Music (1 hour per week)	
History and Current Events (1 hour per week)	RE and Ethics (1 hour per week)	PE, Dance and games (1.5 hours per week)	
Community Entrepreneurs (90 min per week)			

Hope Community School will aim for the highest possible achievement in literacy and numeracy. We will prioritise this learning in the morning sessions when children are fresh and able to focus. In Key Stage 1 this will link in more clearly with integrated topics and themes and will be carried forward as good practice in Key Stage 2 where integration will affect efficiency and ensure deeper conceptual understanding.

Governors and staff at Hope Community School will ensure that each aspect of school life enables outstanding teaching and learning for children, enriches the lives of local families and enhances community life. The curriculum will focus on depth of learning in the core skills of English and maths, ensuring that children access further areas of learning through secondary school and beyond.

HCS will create a low-stress, high-challenge environment where our students learn in the most efficient ways to connect with their lives outside school. HCS will prioritise a larger than average proportion of lessons each week to English and maths, securing students' core skills to enable them to access the rest of the curriculum. However, the 'double lessons' will be split into two parts: the first part of the block is focused on discrete literacy and numeracy skills with the second half focused on applying these discrete skills in the context of the other subjects. For example, the first half of a maths block might be focused on data analysis and continue into the second half in which students draw conclusions that are consistent with the evidence they have collected and explain them using mathematical knowledge and understanding.

All learning will spring from the child-initiated vision-led curriculum themes, lasting a half term as children develop their learning toward a project. The balance between foundation subjects will be based around the theme of the project, ensuring that each area has the specific focus within the theme. Learning themes will deliberately set out to link the learning experience to real life and the local community; its strengths, weaknesses, opportunities and threats. Much of the Community Learning will embed other cross-curricular subjects.

The medium term planning for each theme will identify specific subject skills and knowledge to be learnt to complete their termly project to unify and give purpose to learning. This ensures that if more time is needed on geography for one particular theme, to the detriment of history, then the time will be allocated back to history in another theme. This time plan will be created to cover the whole year of themes to ensure accurate coverage of all subject areas. The school will work to incorporate English, maths and science at the heart of every theme.

Core areas

With respect to the context of the core curriculum which we view as Literacy, Numeracy, Science, P.E., ICT, R.E. and Mandarin there are no significant changes from the curriculum that is being currently employed successfully in HCSB.

Specialism – Community Entrepreneurs

The school in SO14 would outwork the Community Entrepreneurs feature in its own context. We will be partnering with existing community organisations and social entrepreneurs that have initiated and developed a wide range of sustainable community projects that serve across the city. New Community Network and City Life have developed projects that work with children, young people, families, vulnerable young adults, street homeless, AIDS sufferers and the elderly. In addition, they have been involved in a range of fund-raising initiatives and micro-enterprise business projects that will create real learning opportunities for our young people.

Enrichment programme

Extending the length of the school day by just 30 minutes, we gain an additional 2.5 hours per week of curricular time which the average state school does not have. This enables us to ensure that almost 50% of all learning time is on the core subjects of English and mathematics, whilst still enabling us to spend 3 hours a week on cross-curricular learning within the community, to embed the vision for our learning.

We will use the extended day from 4:00-5:00pm for home learning and enrichment activities, run by additional staff. These will include specific opportunities to develop the skills of leadership, thinking, business and enterprise, but also, where necessary, it enables us to close the gap in learning by providing, small group tuition for core elements. We also aim to open these sessions for parents as well as children to encourage their engagement and development, alongside that of their children.

By offering enrichment activities and wrap around care with before and after school services this will in turn aid working parents allowing them to work longer hours and not have to pay for additional child care after 4:00. We felt it is best to have an option for parents who are able and want to collect their children at the end of the core school day to do so rather than make extended days compulsory so that we encourage children to spend time with their families. However, because we do not want the students to miss out on the excellent after school provision the School will expect every student to attend at least 3 hours of the Enrichment programme each week

Enrichment and extracurricular opportunities will be a range of activities during lunch times, after school and in the holidays that will reinforce a love for sport, learning and give time to engage the learners while pursuing common talents and interests. The activities offer will evolve as the school grows and could include individual music lessons, Football Club, Code club, Maths Challenge, Running Club with sports teams, Team and Trust building events (e.g. building a raft in a set period of time), Community Entrepreneurs Club, Debate Club, Cooking Club, Aspiring Artists, Dance Studio, Young Citizens. Enterprising students will be encouraged to initiate new clubs supported by a staff sponsor. We will develop a programme of activities staffed by volunteers who may be paid teaching staff. Some activities may be run by local secondary schools and partner businesses with adult support as part of their work placements where appropriate.

Additional learning enrichment opportunities will include Saturday or holiday Advanced Skills Centres (modelled on the Excellence in Cities model) for Able, Gifted and Talented children and Reading Club and Games Groups for children needing to develop reading and number skills but in fun, less formal settings. All activities will be run in full accordance with our Inclusion and Safeguarding Policies.

There will be no afterschool enrichment planned for EYFS due to their levels of energy and the length of school day. There will be family based learning and community projects for Year 1 e.g. continuing learning with MLE, supporting the home / school link. For Year 2 and onwards there will be more specific learning in project or subject based opportunities. This will include opportunities for extending and deepening learning as well as additional and new learning e.g. Working towards an Artsmark portfolio and achieving an Arts award. Where enrichment is subject based it will provide opportunity to enjoy the core learning rehearsing it in context and so not to disadvantage any children who do not attend.

Learning and Activities in the holidays

The school year will follow the term structure common to other schools in the Sidcup area although holiday programmes will extend the learning period for working families and provide continuity for pupils through the long summer break. Our volunteer staff will support these programmes and we will seek charitable support to enable the programmes to run.

It is our intention to fully maximise the opportunities to deliver learning, enrichment and extracurricular provision during holiday periods including core skills clubs (e.g. reading and calculating). We will also create opportunities for family learning out of term time such as hosting Games Days when students bring a parent or carer to teach and learn new skills or games to play at home, which support learning.

Transition

Into the school – There would be a mixture of formal and informal opportunities for transition into the school. This would include opportunities for families (social events and activities), for the adults (information gathering, uniform collection and networking), for the children (social events and activities, introduction and acclimatisation to the school process, routine and environment, familiarity of each other). There will be opportunities for families to meet the teachers and school team before joining the school and liaison with nurseries and pre-schools. This will be done on a 1:1 basis with the Principal and a home visit by teachers at the point of joining the school. There will be a phased entry into the school which will build up the length of the day and to include lunches, soft start and end (parental choice). Throughout the year there will be conferencing with parents, an open door to the Principal and engagement in community activities from staff team.

Through the school – there will be cross age learning and pastoral systems (e.g. a buddy system of older children mentoring and reading with younger children). These programmes will create opportunities for the children to become familiar with the new environment. There will also be interlinked play and eating times which will create social opportunities. Enrichment times will include mixed aged groups and there will be learning opportunities to work together on share projects via overarching school themes, internal school community activities e.g. performances and external e.g. activities with our business and community partners and visits.

Out of school into Secondary – We have already begun to build partnerships with local secondary schools which we envisage leading to visits from and to, shared play times and the sharing of resources and use of facilities (e.g. computing and technologies, drama studios, science labs). We would pursue the presence of secondary school leaders (CSL award, D of E and GCSE) and work experiences. We will develop formal support systems for parents with transition led by the Family Liaison staff member and Inclusion manager (this will include meetings with secondary school if required).

Provision for Individual needs

We anticipate that the Southampton cohort will have a greater % of children with SEN (as projected by local data). However, we are confident that the HSCB approach to SEN and wider, to Inclusion, is transferable to a larger cohort and able to accommodate increased demand.

Hope Community School will provide outstanding support for children who have special educational needs (SEN) to help these children achieve their full potential. We will aim to create an atmosphere where children enjoy learning and being challenged. In accordance with our ethos, we will ensure all systems and procedures are in line with the Equality Act 2010. Our premises will be made accessible to children and/or staff with disabilities. Teaching, learning and pastoral care will also be designed to provide fair access to learning activities, assessment (e.g. using an amanuensis) and social development such as using friendship groups and buddy systems.

Initially the Principal will fulfil the role of the Special Education Needs Co-ordinator (SENCO). This will then pass to the Assistant Principal in year 2 and by year 5 we will have an Inclusion Manager working 0.5 FTE which will build to a full time role by year 6. as a comparison at HCSB this role is fulfilled as part of the Assistant Principal's responsibility so there is a scaling up of capacity for HCS Southampton here. We understand that this post must have qualified teacher status and be appropriately trained. Our school will use a graduated response that encompasses an array of strategies. We will use the SEN Code of Practice as the basis for identification and provision of needs. For this reason, we will follow guidance on statutory assessments and statements of SEN for children with severe and complex needs. The Inclusion Manager will be responsible for carrying out annual reviews of statements and planning for young people with SEN to make the transition to secondary school through close relationships with partner secondary schools. The Principal/Assistant Principal / Inclusion Manager will be responsible for ensuring personalisation across the spectrum of needs and abilities encompassing SENCO as well as Gifted and Talented leadership. This person's role is to provide leadership in identification, monitoring and resources in helping to ensure we are meeting the needs for these children in each area.

Pupils will be tested on entry through a variety of verbal and non-verbal tests and baseline assessments, (dependent on the age that they join the school) that will help us to identify pupils' individual needs. In the early days of a child joining the school the assessment will be highly dependent on teacher assessment and discussed at the first pupil progress meeting. In foundation stage we will use the 'Ages and Stages' document as a framework for assessment. In KS1 and KS2 we will use more formal written and verbal assessments in line with the new National Curriculum guidance and requirements. We understand that recent DDA Legislation requires us to conduct a Disability Impact Assessment in order to proactively discover what needs every child and adult may have and respond appropriately. Children with SEN(D) are not easily distinguished by the outside observer for often negative reasons. Resulting from assessment we will develop personalised provision for pupils with their parents' and carers' input to ensure they are effective

and well-supported. The Inclusion Manager will co-ordinate and manage the reviewing and updating of these plans.

Hope recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The Inclusion Manager will work with other agencies including professionals in educational psychology, speech and language therapy, mental health and medical professionals to support children with specific needs. Children who have SEN or disabilities will have a range of provision from in-class differentiation to additional support where needed. IEPs will be consistently reviewed and used to identify personalised strategies to support each child's needs. We are committed to involving children and parents in decision-making and to effective multi-agency working for combined services around the needs of children and their families. In order to ensure our provision will be the most effective, we are currently monitoring national developments in SEN practice and we will take into account the key principles and guidance in the SEN Green Paper.

To meet the needs of all learners, teachers will strategically use ICT to stimulate visual (e.g. colour-coding, images etc. in flipcharts), auditory (MP3 sound bites, creating music etc.) and kinaesthetic (e.g. floor turtles, bee bots and other controls) learning. Differentiation of independent activities will also include linguistic scaffolding such as word banks or sentence/paragraph scaffolds.

Teaching assistants (TAs) will work in the classroom to support groups of learners as directed by class teachers and as part of good differentiated teaching. They will not always be working with pupils with SEN but may be deployed to work with other pupils to allow the class teacher to support vulnerable learners. They will work with individuals or small groups of children to deliver specific, targeted interventions as directed by the Assistant Principal and class teacher. This may include work outside the classroom for short periods of the day. TAs may work one to one at any point in the school day carrying out a variety of tasks to support individual children with statements of special educational needs. We have a variety of strategies to overcome barriers to learning including clear assessment to identify the barriers and pinpoint next steps for learning and targeted, time limited interventions. Specific individual interventions will be assessed to measure progress and plan next steps. Outside agencies will be consulted where appropriate.

Impact evaluation of SEN provision will include both intermediate and final outcomes for each child, as outlined in his or her IEP. For example, while final outcomes will always focus on the attainment and progress of each child, intermediate outcomes will include the particular factors that stagnate learning such as insecure place value or phonic understanding. While final outcomes may not demonstrate a higher summative judgment or test result in cases of profound need, there will still be an expectation of increase in attainment within a sublevel using P scales or Assessing Pupils' Progress (APP) grids to define this criteria.

Both Assistant Principals will work together to monitor the progress of children on the SEN register. We will ensure assessment and monitoring procedures are aligned with P scales and target setting according to national conversion rates. While children with particular needs may not reach the same attainment as their peers, we will have the same age-related expectation for progress each year.

The CPD programme will have significant focus on developing staff strategies for meeting the needs of children with dyslexia to those with emotional and behavioural disorder as well as target setting from P scales based on the current Progression Guidance set out by the DfE.

Gifted and Talented provision

The approach for Gifted and Talented provision at HCSB will be adopted in Southampton. Hope Community School will raise aspirations for learners by helping each child to discover and develop his/her gifts and talents to experience success and sense of achievement. The school will employ refined differentiation strategies and methodologies to plan learning which raises the bar for all learning so that children of all abilities develop higher order thinking. Teachers will apply the theory that a 'rising tide lifts all ships' by planning activities with very high expectations for the most able children while providing scaffolding for less able learners to access the learning.

A specific aim for Hope Community School Southampton is for G&T pupils who speak English as an Additional Language to value their first and/or other languages as an economic asset for the future.

Looked After Children

Looked After Children (LAC) will also have a Personal Education Plan (PEP) to support their learning and the class teacher and their LSA will work closely to ensure that this is rigorously applied, regularly monitored and evaluated according to the time specifications and target outcomes as stated on the Plan.

Gifted and Talented children must also be supported fully throughout their period of time with us at Hope. Again, our regular and consistent assessment, monitoring and evaluation programme will identify any child's particular Gift or Talent and we will put in place provision to support their needs as best as possible. This support could include after school provision; lunch time activities; withdrawal groups; or in the case of sport or music for example, the involvement of external agencies.

English as an Additional Language (EAL) provision

Whilst the philosophy behind our approach to EAL provision is the same for Southampton as in Bexley; we recognise that best practice for children who are learning EAL is often best practice for all children, this will be an area of particular focus and strength for HCS Southampton. We anticipate HCS Southampton to be required to work with children who have varying needs and abilities and have effective strategies for meeting children's linguistic and cognitive needs across the spectrum of abilities. In cases when we have a child who has newly arrived in the UK, English Language acquisition will always be assessed first and separate from academic and cognitive ability. There will be very clear protocols for developing spoken and written literacy as a means for accessing the wider curriculum and progressing across the subject range.

Differentiation of independent activities will also include linguistic scaffolding such as word banks or sentence/paragraph scaffolds. Visual literacy, using images to convey and derive a range of meanings, will be a primary strategy for supporting language development and enabling achievement. It is a strategy for enriching and developing language to support EAL learners to access information, understand and engage with important themes in topics, texts and build knowledge through each stage of language acquisition. We recognise that while children may be able to see, they may not see critically. It is vital that we provide a range of scaffolding to support the interpretation of images. While this is part of good teaching practice in our highly visual world, it is especially essential for EAL children. Other strategies to support additional language acquisition will include displaying graphic organisers like simple tables, Y-charts, star diagrams,

flow charts mind maps and any other visual representations to support recall and conceptual/relational understanding.

In HCS Southampton, as we anticipate a cohort with high % EAL, we will consider having flexibility in the timetable to allow those students who need it the opportunity for additional English learning. In a wider context, we will be supporting families with EAL by working in close partnership with City Life Education and Action for Refugees. Established in 2001, CLEAR aims to improve the quality of life for refugees, asylum seekers and migrants in Southampton, providing free advice and supporting people in accessing local services to which they are entitled. The organisation believes in empowerment through education, and in practical action to support established and developing refugee communities.

Welfare/pastoral arrangements

All teachers will have responsibility for student welfare with the accountability to the Assistant Principal. Pastoral staff will receive training on support for students' emotional well-being, in line with our Christian ethos. We will also have trained and identified first aid and medical support staff for those students who may have particular medical requirements e.g. epilepsy or diabetes.

HCS seeks to create an environment that supports all children proactively, instead of responding too late to those with acute learning, social or emotional issues. We believe that the use of coaching will raise achievement and energise learning. In the inclusive environment in which we will be working will be children with a broad spectrum of needs. We will deliver strategies for each aspect of development, with strategic integration of working between teachers and mentors to ensure seamless provision.

We will use a "Listening Bench" model as a coaching vehicle for children to develop trust with adults who provide consistent support throughout their school career. These relationships will be key and consistent in supporting pupils' development. For this reason, all adults will be trained in personal coaching.

Personalised coaching moves beyond an older more experienced person sharing wisdom (particularly where there has been a pattern of multigenerational unemployment). Our approach is research based and rigorously tied closely with strategic intent. This type of coaching is based on a No-Excuses model which supports children to process and engage with any areas that are limiting learning and aspiration such as motivation, self-limiting beliefs, self-esteem and a variety of pastoral issues responding to external factors. It also seeks to remedy specific learning deficit. The aim is always to develop and support resilient lifelong learners.

Coaching is a pedagogical tool recognising the central importance of well-being to effective learning:

- All members of staff will be trained and supported as coaches to students
- Coaches will support pupils and families in the design and implementation of personal development plans
- Coaches will support their pupils in the transition to secondary school by supporting the student to settle in their secondary setting with their key-worker in Year 7

Pupil Organisation

Pupils will be grouped in age related classes for registration to settle into the school day and ensure children have a positive interaction with their teacher before being with the rest of the school in assembly. There will be a maximum of 30 children in each class in both Key Stage 1 and 2. If funding allows, we would aim for the ideal number of 28 to take account of varying pupil needs.

Pupils will have a classroom that allows for whole class and group teaching. The pastoral support for pupils will centre on these groupings with class teachers except for some specialist teaching such as in the arts. There is also scope for team-teaching across year groups for example when pupils are using ICT as a tool for learning.

Children will be organised by areas of interest for co-curricular activities. The Enrichment Leader will be responsible for organising the children as appropriate.

Eating arrangements

We aspire to a dining space that can accommodate as many of our students dining together as possible. We will model a Family style lunch break and eating arrangements that fosters a sense of collaboration and social responsibility. To this end we have programmed a lunch break of 40 minutes. As children grow, they will serve each other and the adults joining their table. Children will sit at mixed age group tables which offer an ideal opportunity for coaches and mentors to have informal contact with their pupils.

Section D2

As a route 1 application much of our pupil performance monitoring and target setting remains unchanged.

The key differences are as follows

Reporting: There will be an extra layer of reporting on pupil performance to the Board and in particular the Education and Standards committee of the board

School improvement support and monitoring

Now resourced centrally through the trust. Pupil progress targets are agreed in collaboration with the trusts educational standards director.

Collaboration

We would expect to see more cross collaboration across the family of Hope Community Schools in order to create a broader perspective for the review and evaluation process and to share best practice and innovation with regard to setting and achieving targets.

Achievement Targets

Targets for Hope Community School in Southampton have been developed following research into local authority and national data, to ensure that we consider current levels of attainment in the area and the local context affecting these.

Phase	Target	% pupils HCS	Local %*
All (2015-16)	Lessons judged good or outstanding according to the Ofsted framework	85	NA
	Increased Developmental Assets measuring Community Entrepreneurship	96	NA
Foundation Stage (2015-16)	Reading by end of Reception	92	
Foundation Stage (2015-16)	Average Assessment Rating of 2 in new EYFS Profile (based on Bexley CLL and PSE attainment)	92	67.8 89.7 40.4
Key Stage 1 (2016-17)	Y1 Phonics Screening meets or exceeds standard threshold	100	Data not available
	Level 2b or above in Reading	92	91.1 93.3 69
	Level 3 or above in Reading	28	
	Level 2 or above in Writing	93	92.2 86.7 63.8
	Level 3 in Writing	20	
	Level 2 or above maths	92	100 96.7 81
	Level 3 in maths	20	
	Average Point Score in KEY STAGE 1	17.0	
Key Stage 2 (2019-20)	Level 4 or above in English	92	86 Not available 77
	Level 5 in English	32	
	Level 4 or above in maths	92	
	Level 5 in maths	32	
	Level 4 in both English and maths	85	
	Two levels progress from KS1 to KS2 in English	96	
	Two levels progress from KS 1 to KS2 in maths	92	
Average Point Score in KS2	29.5		

* % of 3 most local schools, Springhill Catholic Primary School, St John's Primary and Nursery School and St Marys' C of E (VC) Primary School.

This is all based on the current National Curriculum which involves levelling. As we move into the new National Curriculum which does not include levels we will adapt our pupil progress measures accordingly so that students will still make outstanding progress.

Assessing EAL students

With such a high ethnic diversity in the SO14 area the strategy for setting accurate baselines for EAL students and monitoring their progress is key. It is expected that initial information gathering with the family and pupils in order to set baselines will be done with the support of the CLEAR organisation as mentioned in Section C. Initial assessments of baselines should involve communication in the pupils' first language in order to gain a clear picture of their level of understanding.

With regard to monitoring progress for EAL pupils we would expect to make reference to the descriptors for KS1 and 2 that are produced by NALDIC, (National Association for Language Development in the Curriculum).

In all other respects our approach to school planning, setting targets, recording and analysing data, and behaviour management remains unchanged

Section D3

Staffing Strategy

Once the school is full; there will be two classes per year group, each with a teacher. On opening, however, there will be two classes of Reception children, staffed by two teachers and two teaching assistants. This basic ratio of 2 adults to 30 children will ensure that support for learning and for social and emotional needs is of the highest order. In addition there will be support for children with specific needs and statements of educational needs. This model will continue through the years as the school grows, (excepting year 6 where there will be no teaching assistants). However, we will embrace the possibilities of a more fluid structure if necessary, and where there is evidence that it is viable to add classes of older, mixed-aged children towards the end of KS2. So for instance we would consider setting students of a similar ability from Years 5 and 6 together during their Mathematics and Mental Maths lessons. This would be support the most able attain Level 5+ at the end of KS2 and support the other students to attain at least Level 4+.

Staffing: Leadership arrangements

It is critical to the success of the school to recruit an experienced and capable Principal. Our Principal will be a visionary leader who will shape our school's culture and its systems to ensure that we provide the aspirational, engaging and personalised education that the children of Southampton deserve by building on each child's unique gifts, talents and particular needs.

Staffing: Accountability and Structure

HCS will work from the presumption that every student can have success in learning and staff will work tirelessly to avoid any student failing or being excluded. As outlined above, the Principal and Assistant Principal will work together with subject leaders to monitor progress of personal learning and identify how and where personal development is impacting academic progress. These leaders will also liaise with their teams to ensure all aspects of school life are driving up standards of achievement. We will optimise our staff creatively which means we will have opportunity to evolve our structure of responsibilities.

Initially the Principal will fulfil the role of the Special Education Needs Co-ordinator (SENCO). This will then pass to the Assistant Principal in year 2 and by year 5 we will have an Inclusion Manager who will be the named SENCO working 0.5 FTE which will build to a full time role by year 6. The Assistant Principal will line manage this post.

This leader will be responsible for the quality of teaching and learning in PSHE / SEAL throughout the school as well as overseeing the work of the Family Liaison and the Pupil Counsellor. They will also oversee the Community Partnerships Co-ordinator who will link learning from the school to the wider community, businesses and other partners. This leader will draw together common themes arising in coaching sessions and the parents' and carers' forum making sure they are effectively addressed in PSHE / SEAL lessons as needed. Through whole-class learning, individual coaching and partnerships with families, HCS will identify barriers to learning that are created by social and family relationships and circumstances.

The image below shows the staff structure at full capacity. Following detailed work with our partners, phased staff structures will be developed based on this model. The Senior Leadership Team (indicated by dark blue boxes) will share performance management of all staff and volunteers.

Curriculum leadership and support

Subject leaders will be introduced for the core subjects, though these roles will be covered by the Principal in year 1. These middle leaders will build their departments starting with the Early Years curriculum. Subject leaders for English and maths will be key appointments to SLT to secure the appropriate level of expertise and commitment. At this level the English and maths leader will be in a position to design the overall strategy and curriculum for their respective learning streams thereby ensuring value for money. Although the Science Leader will not be leading a learning stream, HCS is committed to providing the vision and leadership for achievement in Science to ensure students are on track to achieve at the highest levels in secondary school. As the school grows, the creation and innovation learning stream will be developed and lead by the Creative Arts Leader. This combination of leadership is designed to ensure the most cost-efficient provision of a broad curriculum.

Teaching and Support Staff

Class teachers and teaching assistants will work to the guiding principles for teaching and learning as we have outlined in the section on our Approach to Pedagogy. Teachers will plan well-

differentiated lessons to meet the needs and to challenge children of every need and ability, including strategic deployment of learning support assistants in every lesson.

Working together, teachers will ensure that small group support is distributed across each ability group throughout the week so that all children are supported and challenged. While all Hope staff will be trained to personally coach children, class teachers and support staff will coach proportionately more children than other colleagues.

Our basic principle for accountability is that we provide a clear structure that is flexible enough to draw on the expertise of each leader as appropriate. While the Principal will lead the performance and line management of the class teachers, she will organise the performance management structure according to the experience and expertise of the Leadership Team. For example, the separate green boxes below show class teachers are the responsibility of this person, though if the Assistant Principal, English or Maths Leader is an Early Years Specialist, she or he will take on line management of those colleagues. In the same way, the Community Development and Inclusion team are purple and light blue with the Assistant Principal in the top dark blue box. This Assistant Principal will line manage teaching assistants supporting teaching and learning in each class.

While we have budgeted for this support staff to be part time, we will draw upon volunteers from the community who have the talent and commitment to provide additional focused support where appropriate (see below). Support staff will be trained in their specialist areas and used strategically to lead focused intervention activities to develop specific aspects of students' literacy and numeracy skills. However, learning support assistants may be deployed across subject areas as the SLT deems appropriate. The Assistant Principal will lead the strategy for interventions needed and staff deployment.

Business and Operations

The Business and Operations Manager (BOM) will oversee the daily finances, HR and site operational management including supervision of the Site Manager, ICT Manager, Receptionist, midday supervision staff and contracted services. As a member of the SLT, the BOM will work with the team to ensure that all business and operational strategy is informed by, and aligned with, the educational strategy and outcomes for our pupils. Specifically, the BOM will provide support in planning best value for money in resources and interventions to support children's achievement. In addition to supervising support staff in their relevant roles, the BOM will support the Principal to supervise the effectiveness of their coaching relationships with pupils. The BOM and Principal will ensure Hope Community is outstanding in its efficiency and effectiveness.

Staffing: Phased build-up

The organisational chart below shows the final phase of the staff team to meet the needs of all children according to our ethos. There will be a phased approach to building up to this point. In order to ensure best value for money, our strategy involves combining leadership roles that will be held by class teachers. In the first few years of opening, we also plan for the Principal to fulfil some key leadership areas ensuring that he or she is able to create the frameworks within which colleagues will take on as the student body grows.

This will include developing the curriculum, planning, teaching and assessment/data, communication with all stakeholders, financial management, recruitment, appraisal and training for all members of the team, maintaining up to date knowledge of current developments and guidance from outside the school, accountability to external and internal advisors, working towards markers to receive 'outstanding' recognition through unique and high quality learning opportunities, embedding clear behavioural systems to ensure clear and consistent processes across the school.

The school will have a streamlined staff in the first year as reflected above. In addition to the class teachers and TAs in Reception, there will also be one hour a week of specialist support. It should also be noted that the Principal will be acting SENCo/Inclusion Manager. Given the small size of the school, only one day of ICT manager support will be taken up. The Site Manager will provide administrative support to the Principal and Business Operations Manager where appropriate.

In the second year, the Assistant Principal will take over leadership for Community Development and Inclusion from the Principal who will still directly supervise class teachers. This leader is brought in at this point to ensure there is additional support where needed, especially for children struggling in core skills such as phonics. With the increase in student body we will have another two teachers and teaching assistants for the Y1 classes.

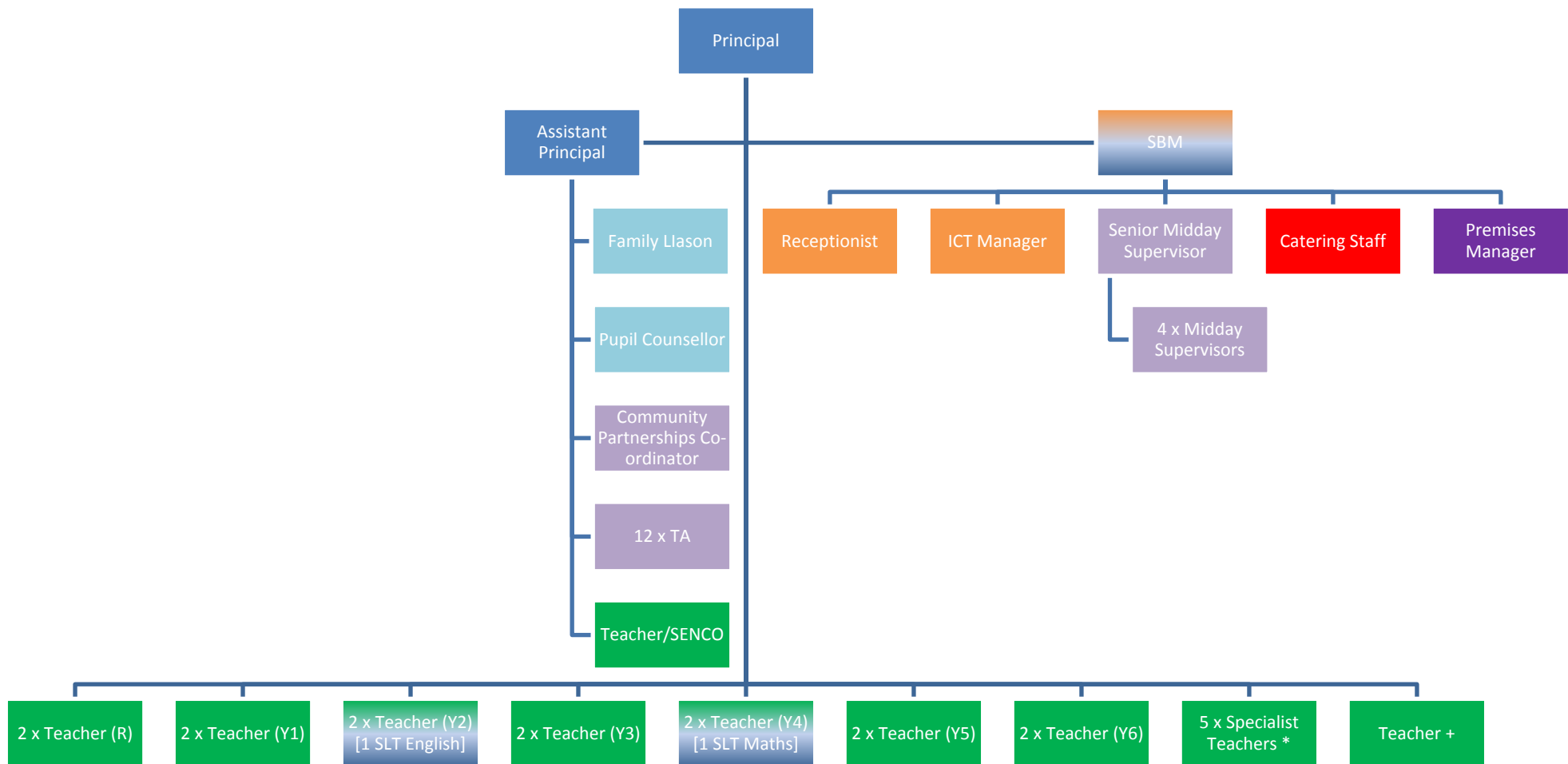
By the third year, we will have the English leader who will be one of the Y2 class teachers. It is also at this point that a Pupil Counsellor will be introduced to support implementation of interventions for children with emotional and behavioural needs and Family Liaison worker. There is incremental increase in the time employing the specialist teachers, ICT manager and additional midday supervisors.

By the fourth year, the size of the school will allow for on-site catering, which in the first few years is contracted out. The Business and Operations Manager will supervise catering staff. The Y3 teachers and TAs will also join the staff at this point.

In the fifth year, the Maths Leader will join the staff taking one of the Y4 teaching positions. From this year, our staff additions focus around class teachers, teaching assistants and the proportional increase of midday supervisors.

Key:

	Senior Leadership Team
	Teaching
	Pupil support
	Administrative
	Premises
	Catering
	Other



* Specialist teachers:

Teacher – employed in a specialism i.e. Science to cover staff release and PPA – 1 FTE

Teacher - MFL Mandarin - 1 FTE

Teacher - Music – 0.8 FTE

Teacher – Dance – 0.8 FTE

Teacher – PE – 0.8 FTE

+ Teacher to cover PPA - 0.8 FTE

Staffing: how the structure supports the vision

The staffing structure is designed to deliver our educational vision.

Predominantly it supports the delivery of the vision by creating a strong, well lead, well-resourced staff team which will be able to create an excellent environment for learning. There are also various specific roles built into the structure, alongside teaching staff, which will help to deliver the educational vision. These are;

The community partnerships co-ordinator:

This role has been created to ensure that there are strong partnerships being built, maintained and developed between the school and the local community. They will liaise with our local business partners maintaining a good relationship and creating opportunities for lessons to have practical elements with the input of the businesses where possible. They will also research projects for the community that link to each theme to help achieve the community outcomes for each. This is key to the vision of the school being the heartbeat of the community, with strong links to the local environment and businesses.

Family Liaison/Pupil Counsellor:

These roles are key to engaging families into the learning process, particularly for those families facing challenging circumstances or periods. Our understanding of the area suggests that there will be a high level of need for this welfare support. Our ethos of openness will ensure we make provisions to have parents into school learning how to actively support their child's education and learn themselves how to help their children to learn. This role will be enhanced with a Counsellor in the later stages of the school. In addition to these roles, our chaplaincy (a voluntary role) will offer pastoral care and emotional support to parents and children in difficult situations or circumstances, our open door policy and desire to have parents feel part of the school will hopefully encourage them to seek support.

P.E., Music and Dance Co-ordinator:

These roles have been introduced to ensure that the school is well resources to provide a high quality enrichment programme. Classroom teachers with additional interest and skills will be favoured in recruitment to support the extended schools provision. We plan to integrate activities at the start of each day during the registration / assembly period. This may take the form of songs with actions, 10 minute Zumba, Active Kids, games with active participation

and so on. We feel it is important for lively activities and exercise to be a part of every day in a child's life to help promote health and wellbeing.

Modern Foreign Languages – Mandarin

The teaching of Mandarin throughout the school will be a distinctive feature of the curriculum. The choice of Mandarin is to embed further the focus on business in the community and the growing links with China as the business centre of the world. There is also a significant growing population of Chinese in the local community. We will link with local grammar schools that already teach Mandarin and embed it through the curriculum by working with the British Council to connecting with a partner school in China.

The staffing structure includes roles to deliver the enrichment programme and opportunities to engage in wide experiences because we want each child to feel sure of their own worth. We plan to do this by seeking to celebrate diversity of strengths, whether academic, creative or physical. This supports our vision of an emphasis on the importance of different individual talents needed to make up a community.

Various strategic decisions have been made in the development of the budgets to ensure that as well as delivering the vision of the school, the staffing structure is affordable. The Principal and Assistant Principal are on the salary range at the top of Group 2 to Group 3 due to our vision of creating an outstanding school. To do this we require experienced, dynamic, strong leaders. Introducing the Deputy Head in Year 2 of the school will enable the Principal to develop target strategies to enable all pupils to make the required levels of progress and reach above the national average.

Section D4 (only complete this section if you are proposing a free school with a religious ethos, religious character and those with a distinctive educational philosophy or world view)

Christian Ethos

The SO14 area in Southampton is in an ethnically diverse location and as such our vision is to welcome the whole of that community through our doors. Our Christian ethos will be reflected in our curriculum, our behavioural policy and in the teaching of values and respect for life and for each other.

The development of the ethos will be guided by a Christian Ethos committee of the local governing body as reflected in the description of governance in section F. The chair of the Trust will act in a non executive Director role that includes responsibility for preserving culture, ethos and values across the trust. This will involve working with the Christian Ethos committee to develop the school culture.

We believe that the Christian ethos of the school is best reflected in the values of the school and not in religious symbolism. The thread of Christian values and purpose for all people will run throughout the curriculum. We want to teach pupils that they have great worth and a place in the world. This will

encourage hope and aspirations to make the best of themselves and look for the best in others who are valued equally regardless of their faith or religion.

Creationism, intelligent design and similar ideas will not be taught as valid scientific theories. We will ensure children of all faiths feel included and valued by being broad in our teaching of other faiths and religions. RE is timetabled to be taught for 1 hour a week, this calculates as 3% of our timetable. RE and other faith related subjects will influence some of our collective times of worship which form 1.5 hours a week, this calculates as 5% of our timetable. Our focus in the timetable is on teaching core subjects as should be expected.

Our collective worship time is the opportunity for us to explore and consider our values. Whilst parents and children will have the opportunity to 'opt out' of these times we will deliver them inclusively so that they are accessible, welcoming and relevant to pupils from other faiths and none. The collective worship is delivered inclusively, for example in the terminology used, whilst prayer will be discussed the children are given the opportunity to use the time to think or reflect.

The school values can be translated as pertinent across the faiths, for example the values of e.g. respect and prayer. In exploring these values learning and discussion will happen around what they mean for other faiths, cultures and those of no faith. Our Collective worship policy invites parents to observe or join in to celebrate the diversity of our community and also allows parents to decide if they would prefer their child to opt out. If parents do make this choice then alternative reflective/SMSC time and space will be provided.

As a School of religious designation there will be no separate worship facilities. All collective worship gatherings will be held in the hall. This will be available as a place to worship for all faiths, should the need arise during the school day.

We will work with the Southampton Council of Faiths and we propose to follow the SACRE scheme of work for R.E. which ensures all faiths are taught and all children have equal participation in, and exposure to the celebrations and teachings of other faiths. The celebrations will be taught through natural exposure to them as they occur naturally at the correct time of year. E.g. Chinese New Year in January.

We feel it is important that all children have a knowledge and understanding of why we have various festivals throughout the year and the meaning behind them. This will give them a broad knowledge and help them with their own explorations of faith later in life. For example in the existing Hope Community School our reception children have already learnt together about the Hindu festival Diwali and the Jewish festival of Hanukkah. As the RE curriculum will be taught so inclusively we do not envisage parents needing to 'opt out', however, they have the right and ability to do this and if this happens, suitable

alternative curriculum activities will be provided depending on the needs of the child and with input from the parent/carer. This will be dealt with sensitively to ensure we remain inclusive, respectful and in all instances supportive of the child.

We will follow our Equal Opportunity policy so that dietary requirements and food preferences are understood and accepted. We will encourage children to eat together and feel part of shared experience, however differently this is outworked in practice. As a school, we have investigated dietary requirements of other faiths and are aware of a number of local catering providers who provide the lunches for local schools. Whichever service we buy into for the school we will always provide non-pork alternatives and will provide for all other dietary needs of all pupils, regarding faith or medical needs.

The school will be welcoming to pupils of all faiths/world views and none but as a school of Religious Designation our admissions policy will have a faith based criteria for allocation of places if the school is oversubscribed. As per HCSB Admissions Policy, if the school is oversubscribed, 20% of places will be allocated to children from faith backgrounds. For HCSS this will be allocated in the following priority:

Children whose parents are:

1. Active members of the Southampton Christian Network
2. Active members of other Christian churches in the local area
3. Active members of other faith groups

If any of the faith-based criteria are oversubscribed, the Non-faith place criteria will then be applied. Those who are not allocated a faith-based place will automatically be considered with non-faith applications according to the non-faith criteria.

Our uniform has no religious symbolism or clothing as part of it and as such is there is no requirement for pupils to wear them. The school will have a uniform which enables girls to wear both skirts and trousers. If head coverings are worn as part of faith practices these will be allowed in school but must be aligned with school colours. Track suits can be worn for PE, and where covering is necessary for swimming, a suitable option will be agreed with the school and parents. As is standard for many schools there will be some expectations for hairstyles: not past collar length for boys, no designs engraved into short styles and no inappropriate hair colour or style.

As a school of religious designation we will recruit a Principal who actively outworks the Christian Faith Staff. All other staff should be supportive of the Christian faith and school ethos. However, we would always look to recruit staff reflective of the local community in faith and culture and identify the person with the right skills, experience and knowledge for the role.

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception	60	155		258%	60	125		208%
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7								
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	60	155		258%	60	125		208%

Section E: Evidence of need – part 2

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section.

Section E1

Summary of Responses

643 surveys were completed with sufficient data. 248 were assessed as “community surveys” i.e. no eligible children or incomplete data to confirm eligibility. 100% of these community surveys were supportive of the Ethos & Values of the school. 395 surveys were completed by Parents with children aged 3 and under. These surveys represent 476 children. The table below shows the detailed responses for these children.

Respondents with Children Aged 3 or under

Total number of Children represented by the survey	477	
Total Number with parents supporting vision and ethos	476	99.8%
Total Number who would consider as 1 st choice or 2 nd Choice	473	99.2%
Total Number who would consider as 1 st choice	437	91.6%
1 st Choice Consideration Sept 2015 Entry	155	
1 st Choice Consideration Sept 2016 Entry	125	
1 st Choice Consideration Sept 2017 Entry	110	
1 st Choice Consideration Entry Later	47	

Exact Questions we asked in our Questionnaire for Prospective Parents

The survey was available in hard and soft copy. Printed versions of the survey were used when attending local community events, preschools, nurseries and so on and electronic versions were available online through email, Facebook, and via a dedicated web site for the school as we surveyed parents we shared a 4 page leaflet explaining the educational vision, ethos and character of the school. Following is an extract of three key sections from the hand-out and some of the detail it contained describing our Religious Ethos

OUR ASPIRATIONS

- Outstanding Ofsted reports.
- Independent motivated learners who demonstrate community entrepreneurship.
- 85% attainment at Level 4 in mathematics and English at the end of Key Stage 2.
- Increased success in Secondary Education by supporting children through transitions.
- Developing strong community cohesion in SO14.
- Fantastic reputation of pupils in the area.

OUR RELIGIOUS CHARACTER

- An inclusive culture built on respect for all.
- Links with Christian churches and other faith groups through SACRE and Southampton Council of Faiths.
- Regular collective worship.
- Learning themes to be linked with religious festivals.
- Pastoral support through chaplaincy team.
- Inclusive RE teaching based on the SACRE syllabus.

OUR DISTINCT FEATURES

- Promoting community cohesion - providing a variety of adult learning courses, home language support and after school programmes to support the integration of new communities in the city.
- A learning space for the whole family.
- Curriculum that impacts the community.
- Developing partnership with local businesses.
- Classrooms in the community, such as regular lessons in local business spaces.


OUR ETHOS

Our work is motivated by our Christian faith and Christian values will run throughout the school.

We will teach respect, hospitality and care for others. Going hand in hand with our aspiration to support and serve the community, we are committed to children learning in practical ways the importance of being hospitable, putting others before themselves and thinking of how they can demonstrate this value in their own lives.

We will create space for children and the school community to explore their own personal beliefs and faith in a safe place where they can ask the big questions of life. We will ensure children of all faiths feel included and valued by being inclusive in teaching about other faiths and religions.

The following is a copy of the questions from the survey, which was reproduced online.

		Office use Date entered _____ Entered by _____ Ref# _____	
Surname _____			
Firstname _____			
Post Code _____			
Do you support the ethos and objectives of Hope Community Primary School? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Number of Children Aged 3 or under _____ N/A <input type="checkbox"/>			
Would you consider making Hope Community School your 1 st choice <input type="checkbox"/> 2 nd Choice <input type="checkbox"/> No <input type="checkbox"/> (This is not an official commitment)			
D.O.B Child 1	D.O.B Child 2	D.O.B Child 3	D.O.B Child 4
Is English the first language of your children? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Email Address (preferred) _____			
Contact Number (optional) _____			

The map below illustrates 1st Choices for Entry Sept 2015 & 2016 where full post code was provided (as opposed to just SO14). The core support is located in the centre of the SO14 area / Bargate & Beovis Wards.



The Map below provides more detail on the support for Sept 2015 entry (all markers are indicators of support)



The political leadership of the local authority has expressed their desire to work closely in partnership through the pre-opening phase and ongoing running of Hope Community School Southampton..

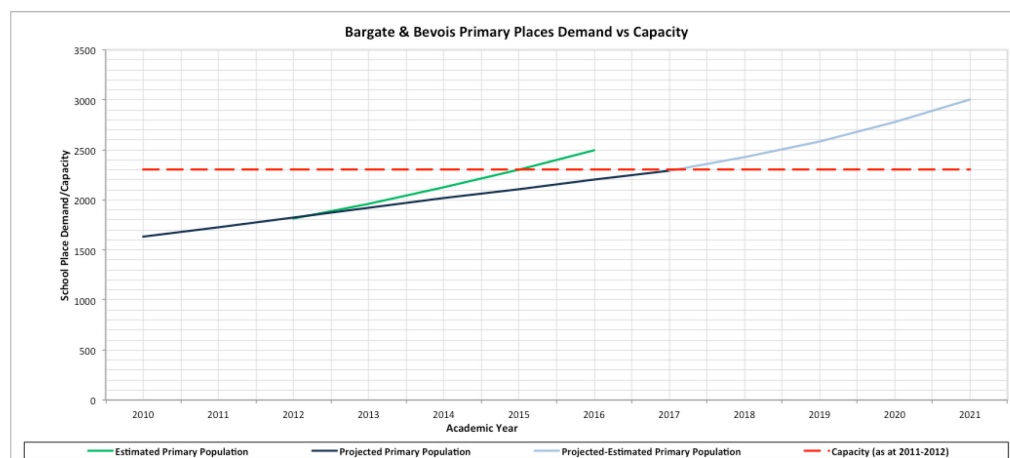
Details of Current or Forecast Need

Using the Local Authorities own projections of the PAN (reference Southampton City Council School Organisation Plan 2013-2020), there analysis states that in the Central Planning Area there will be the following deficit in available places.

PAN 2015/16 less year R forecast Number on Roll	-74
PAN 2016/17 less year R forecast Number on Roll	-119
PAN 2017/18 less year R forecast Number on Roll	-71

The proposed approach to addressing this deficit is short term modifications to existing schools. However this short term approach does not consider the projections in the growth of the population.

An analysis of the projected Primary Populations using two techniques has been performed. The primary intention of performing this analysis was to assess if there is likely to be a long term requirement for the school. The output is shown.



Whilst the data produces differing assessments of the year the Primary age population will exceed supply, both assessments agree on the trend in population growth for the two wards which are at the centre of the City.

This conclusion is further supported by Southampton City Council's Master plan for the city development. This plan shows significant development in residential properties estimated at 5500 over the next 10 years. Additionally the development of dedicated Student accommodation support both of Southampton's Universities is releasing homes suitable for families in the city centre.

Brief Summary of Local Schools

The Primary schools in or near the city centre are either assessed as Good with 1 as Outstanding. Whilst there is however a variation on the achievements for the EYFS, we acknowledge that schools locally are performing well.

	EYFS	KS1			KS2	Ofsted	Ofsted Date
		Reading	Writing	Maths			
Springhill Catholic Primary School*	67.8%	91.1%	92.2%	100.0%	86.0%	Outstanding	Jan-11
St John's Primary and Nursery School	89.7%	93.3%	86.7%	96.7%		Good	Jan-12
St Mary's C of E (VC) Primary School	40.4%	69.0%	63.8%	81.0%	77.0%	Good	Oct-12
Bevois Town Primary School	60.7%	79.3%	72.4%	89.7%	72.0%	Good	Nov-13
Maytree Nursery and Infant School	31.5%	84.7%	86.4%	93.2%		Good	May-13
Mount Pleasant Junior School					64.0%	Good	Nov-12

EYFS Percentage achieving 'A Good Level of Development': 6+ PSE, CLL & 78 points 2010-11

KS1 Percentage achieving L2+ in Reading, Writing and Maths

KS2 Percentage achieving L4+ in English and Maths

* Became an Academy in 2012

Section E2

Our engagement with the community. The core values of our consultation plan were availability, transparency and accessibility and these have guided the activities.

- Making ourselves **available** to different community groups / gatherings through different media and events
- Be **transparent** with our ethos, vision and religious character by providing open information to prospect parents
- Be **accessible** to the community in a variety of locations, using appropriate volunteers for different community groups

Key Engagement activities

- Distributed over 15,000 flyers across the city to homes and local premises (e.g. shops, GP surgeries, play centres)
- Hosted 8 open information events in different locations including Southampton Voluntary Services, Northam Community Centre, St Mary's GP Surgery, CLEAR Office (Refugee Advice & Education), Orchard Lane Community Centre, Central Hall in St Mary's.
- Walked the streets, visited parks, playgroups including
- Set-up a website for people to leave feedback, complete the survey together with updates across Social Media
- Southampton Daily Echo article news paper,
- Radio interview Unity 101 – Community Hour
- [REDACTED]
- Met with local MP, leader of the Council, multiple Ward councilors (John Denham MP, Rowena Davis, Sarah Bogle, Simon Letts, Dan Jeffrey, Matt Tucker, Royston Smith, Jeremy Moulton, John Noon)
- [REDACTED].
- [REDACTED]
- Cantell Federation of schools, which included 9 local head teachers.

Tools:

- a) Social Media: Facebook HopeCommunitySchoolSouthampton, Twitter @HCS_Southampton
- b) Website: www.hopeschoolsouthampton.org
- c) Flyers: 15,000 flyers advertising events distributed across the city, to homes, to shops, the website, school details,
- d) Open Meetings across the city

- e) Press Releases & Local Radio
- f) Attendance at local contacts to the City Centre e.g.

City Centre Parks	Estate Play Areas	Sure Start Events across SO14
GP Surgery's	Nurseries / Preschools	Churches and their P&T Groups
Medina Mosque	Soft Play Centres	Library
Sure Start Events		CLEAR ESOL / Crèche Events

- g) Video www.hopeschoolsouthampton.org/#video
- h) Banners & Posters & T-shirts – creating visible presence on the streets
- i) Word of mouth

Feedback

As we completed the surveys all participants were asked if they would like to make any additional comments. Many comments were repeated, and a selection are shown below. We have considered if any of these should influence, or be reflected in our proposal.



Engaging across the community

In addition to the questions advised by the DfE for the survey form we asked parent to indicate if English was the first language of their children. 28% (122 / 477 1st choices) of children do not consider English as their first language. This compares to a guide provided by the local GP surgery indicating that approximately 32% of their patients do not consider English as their first Language. We have engaged ESOL teachers to help communicate to parents through the CLEAR project.

For the Polish community in Southampton, we were also able to provide a translation of our information leaflet which was distributed as requested.

Our survey did not capture the religion of the participants, however we have intentionally focused our efforts on engaging with parents “on the streets” (e.g. in parks, community buildings etc). Our conservative estimate is that over 85% of surveys have been captured in these environments.

Communicating our Religious Character

All parents that have been completed a survey face to face will have been given a copy of our Information Leaflet, which details our Religious Character (Reference Section E part1). All volunteers were given training and a script to use to explain the core ethos, character and aspirations. Everyone who indicated 1st choice would have confirmed that they agree with our stated Ethos & Values.

Continuing to Engaging

As part of the survey, we confirmed with parents if they wanted to be kept informed of our progress. A large proportion confirmed they would, and provided either their email address or contact telephone number. Should our application proceed then we will be using these together with the post codes clusters to facilitate their application for a place at Hope Community School.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

You must complete a separate line for each member, director and anyone else that is part of your project group. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Member of core applicant group (Y or N)	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

NB – During pre-opening the local project team in Southampton will be responsible for marketing, developing community partnerships, running community consultation and development of community engagement including recruitment of pupil cohort. The local advisory team would assist in strategic planning advice for these areas. A project steering group would meet 6 weekly and be a combination of the trust team and the local team and would ensure that preparation for the delivery of the educational vision, appointment of staff, securing of a site, project risk management, establishing policies and financial management are in place. The team will be in regular e-mail, phone and video conferencing as and when required which is likely to be almost daily.

F1 (b) Skills gap in pre-opening

Please refer to the relevant section of the ‘How to apply’ guidance and the assessment criteria booklet for what should be included in this section. Please add additional lines as required.

We feel that the skills represented by the people above provide a huge amount of experience with regard to the key areas of managing school finance, Leadership, Project Management, Marketing and Human Resources and as such cannot identify any large skill areas that are missing from the team.

Skills/experience missing	How you plan to fill the gap
Legal	As with Hope Community School in Bexley we would look to buy in legal services where required

Section F2

Why a Multi Academy Trust

New Generation Schools Trust came to life because of one local church's vision to serve a community through the provision of a local primary School. The power and success of this vision has become a catalyst that has provoked others across our existing national network of relationships to ask us to help them establish a Hope Community School in their community.

Through a process of consultation both with the New Schools Network and The Chapel Street Trust, (who are themselves a growing family of schools), we have examined the available models for the expansion of the work of the Trust. The result of this is that we believe the right model for expansion is for us to seek Multi Academy Trust status. Whilst the alternative Umbrella Trust model at first seemed a good option there are a number of reasons why we think Multi Academy Trust status is the right choice. Those reasons are:

1. The reason for our expansion has not come simply from a request to help others start a local school but rather a desire to specifically establish more Hope Community Schools across an existing network of relationships. The vision, educational plan and ethos are central to creating a Hope Community School and should be resourced and monitored from a single trust. We want to ensure the trusts vision for outstanding education, entrepreneurial leadership and community impact remain at the heart of our schools.

The umbrella trust model does not provide us strong enough guarantees that what starts as a Hope Community School stays a Hope Community School in terms of educational approach and culture. Whilst we want to establish strong local governing bodies and community partnerships we want to ensure that there is permanent commitment and accountability to the vision and values of the Trusts model.

2. The best way to preserve the integrity of the local vision of a Hope Community School is for accountability and monitoring to come through a central trust. Intrinsic to the vision of every Hope School is the development of local partnerships that will take learning out of the classroom and into the wider community. This means every school will look different and part of the role of the M.A.T is to ensure each school is a local expression of the core vision.

3. The Multi Academy Trust model is a reflection of the way the existing network of relationships that underpin the Trust already function. New Generation Church who resourced the original vision and creation of New Generation Schools Trust are part of a national network of over 70 churches in the UK called Pioneer. This network operates in a very similar way to a Multi Academy Trust model in a number of ways.

Pioneer is a registered charity with a board of trustees and already operate a central team that resource, monitor and train the churches in the network – This network reaches across the UK with churches in Northern Ireland, Leeds, Exeter and Ramsgate.

The central team is resourced through contributions from each church – Total Pioneer budget for the year is around [REDACTED] with a large proportion of that raised through a percentage top slice of each churches budget.

Currently the central Pioneer team is made up of

- An executive leader - responsible for the day to day running of the organisational aspects of the network and growing the work of Pioneer.
- A church development manager and team – responsible for resourcing churches to develop local partnerships.
- Training Co-ordinator - responsible for training across the network. This includes national conferences, and rolling out the central Pioneer training programmes in local settings.
- National Partnerships manager overseeing the development of new initiatives
- Safeguarding Manager – resourcing safeguarding policies and practice across the Network
- Administrator

The reason that a M.A.T is the preferred model for New Generation Schools Trust is that it mirrors the way in which we are used to working. Whilst it may seem that Southampton is quite some way from Sidcup the existing network of relationship, training, and oversight means there is already a high degree of traffic to and from Southampton where the main administrative base and central resource team of Pioneer is based. [REDACTED]. Hence for us Southampton is the next logical step in building the trusts family of schools.

In order to allow us to build where our partnerships are strongest the trusts longer term aims are to focus on developing schools within the South and South East of England around 3 main clusters of schools.

South Central – Particularly focusing on coastal towns of which Southampton would form the hub for the cluster





South East – Particularly focusing on the towns and cities across East Kent of which Ramsgate would form the hub for the cluster

South East London and North Kent – Particular focusing on the urban towns of the area. Bexley would form the hub for the cluster of these schools.

The first step in this process would be to open the school in Southampton and step two would be establish the third Hub by opening a school in Ramsgate, (Plans for an application are already underway). The network of relationships, and traffic between The New Generation Schools Trust and these areas is already firmly established and we feel a Multi Academy Trust is the right way forward in establishing schools in these areas.

Whilst we have clarity on how we would like the trust to Develop and are confident in its rationale we are of course open to guidance from the department in order to shape a model for the future.

The Governance structure For the New Generation Schools trust is as follows

<p>Establish the memorandum and articles and appoints and removes directors of the board</p>	
<p>Runs the trust according to the aims of the memorandum and articles. Is responsible for the governance and performance of all aspects of the schools within the MAT.</p> <p>Is accountable to the Secretary of State for Education for the quality of education and compliance with the funding agreement</p>	
<p>Is appointed by, accountable to, and delegated responsibility from the board of directors in order to provide local governance to an individual school.</p>	
<p>Actions the strategy of the local governing body within the school and reports back to them</p>	

In order to ensure effective communication and lines of accountability at every level of this structure The Principal is a co-opted member of the Governing Body and the chair of governors at each school is part of the board of directors.

To ensure that the Board of directors fulfil the educational, financial and ethos responsibilities within the trusts schools there will be two committees where the majority of those committee members are directors. These committees will be Education and Standards, Finance.

The division of roles and responsibilities across the structure is explained in the schedule of delegation below.

Member's roles and responsibilities

The members can control changes to the constitution subject to DfE approval. Members also have the right to vote in or out a director by ordinary resolution, (a vote passed by a simple majority of members).

Director's roles and responsibilities

The Directors are accountable for the running of the trust and have overall responsibility and operational authority for all Trust matters.

This responsibility is exercised through strategic planning and the setting of policy. The Directors have the power to direct change where required.

The responsibilities of the Directors include, but are not limited to:

- Educational Vision, Strategy and Ethos
- Educational standards, in terms of overall progress and target setting
- Monitoring and measuring the impact of the Educational Vision, Strategy, Standards and ethos across trust schools
- Overall policy-setting and their consistent application across the group
- Financial accountability, including the establishment of Financial Structures and Accounting Policies and Procedures
- Approval of budgets
- Asset & overall property management
- Central procurement and resourcing as appropriate
- Insurance
- Health and Safety
- Employment responsibilities – including DBS registration and checks
- Employment Pay and Conditions
- Appointment of Principals and senior staff, establishment of key performance indicators and development of career progression
- Establishment and setting terms of reference for all committees
- Ensuring compliance with the Trust's charitable objects as set out in the Articles of Association.

The trust will fulfil some of these obligations by establishing committees which the directors can delegate some of these responsibilities to. Namely the Education and Standards Committee and the Finance Committee

These committees will:

- At the first meeting each academic year:
 - make recommendation on the appointment of Committee Chair
 - review the terms of reference and remit for the committee
 - report on these matters to the next meeting of the Board
- Ensure that there is a Clerk at each meeting and agenda/minutes are produced and distributed at the next full Board meeting
- Hold at least one meeting each term
- Operate with a quorum of at least three Directors.

Delegation to Education and Standards Committee of the central trust:

The Education and Standards Committee will:

- Recommend and approve the strategic direction of educational plans, innovations and embedding of ethos within the curriculum
- Monitor the standard of teaching and learning within each school. This will include termly visits by the trusts Educational experts
- Examine the termly data from each school and action relevant support and challenge
- Monitor the ethos within each school

Delegation to the Finance Committee of the central trust:

The Finance Committee will:

- Recommend the approval of the annual Trust budget
- Conduct the audit function
- Monitor the Trust accounts
- Approve local school budgets recommended by the LGB and monitor finance reports from each school.
- Approve staff appointment plans in line with prior agreed budgets
- Ensure financial controls and legal compliance across the Trust and its schools finances

Other committees may be established in accordance with the needs and responsibilities of the Trust.

Appointment and delegation of responsibilities of local governing bodies

In line with our vision of establishing schools that reflect and partner with their local community the trust will establish strong local governing bodies that provide strong links both to the local community and to the central trust. The chair of governors will be a director of the trust in order to ensure the link to central trust is strong

Governors are appointed by the board of directors for 4 years. Full governors meetings and committees will meet termly as a minimum once the school is open and during pre-opening phase half termly. Governors are required to participate in the governor training programme overseen and resourced by the education standards director from the trusts central services team. Minutes of all meetings will be taken and distributed by a clerk. Conflicts of interest will be declared at each meeting and a register kept. The chair of the Board of Governors will also be a director of the trust. Up to date data on pupil progress is supplied to the board of directors termly. The Principal Designate will be a co-opted member of the local Governing Body. All governors are expected to engage in ongoing training and development.

The Governing Body will establish a number of sub committees in order to monitor key areas of school life. Each subcommittee is made up of members of the local governing body and report directly to the full local governing body. The 4 current committees running in the existing trust school are:

Teaching and Learning - overseeing pupil progress, data analysis and curriculum approach

Finance - Staffing, HR, budgeting and financial compliance

Community, Business and Families – the development partnerships and community cohesion amongst pupil cohort parents, wider community and business partners

Christian Ethos – preserving and embedding the values of our religious designation throughout the school

The responsibilities delegated to the local governing bodies are:

- Overall governance of the school, including financial performance, educational standards, pupils progress
- Governance of ethos
- Reporting to the central Board and central Committees
- Development of local partnerships
- Practical applications of responsibilities: regularity of meetings, reporting between committees and main Board, decision making and recommendations
- Offering support and challenge to the school primarily through the Principal and Senior Leadership Team – offering challenging, positive and proactive support
- Acting as guardian of the ethos, vision and values as expressed within its local context – and of course ensuring that success is celebrated regularly
- Engagement with local stakeholders and businesses and to approve fund-raising for appropriate initiatives
- Local reputation and PR in supporting the work of the Principal and staff
- Encouraging parental engagement with the school
- Use of the property for the benefit of pupils and the local community
- Recruitment of staff

- Being involved in wider school life –.- All governors have a responsibility to be involved in wider school life by attending events, regularly participating in the first half an hour of the day, (soft start) and getting to know parents, staff and pupils through informal means such as welcoming on the school gate and formal methods such as learning walks.. The Communities, Business and Families Committee will pay particular attention to this responsibility.
- Access ongoing governor training
- To act in accordance with the governor handbook as produced by the DfE

The responsibilities delegated to the Principal are:

- Delivery of the curriculum and ethos,
- Oversight of staff
- To produce data for the local governing body and the board of directors
- provide professional leadership and management for the school;
- be the leading professional in the school;
- create a productive learning environment that is engaging and fulfilling for all pupils, drawing on the support of the school community.
- work with others to secure the commitment of the wider community to the school.

Conflicts of Interest

The trust understand the ethical and legal requirement to manage conflicts of interest

Our core principles in doing this are

- Supporting transparency and scrutiny.
- Promoting individual responsibility
- A culture which habitually declares conflicts of interest.

Practically this means that guidance on conflicts of interest is distributed to all involved in order to promote individual responsibility. At every meeting of the board of directors and the board of governors conflicts of interest will be declared and minuted. Where a conflict of interest is declared any decisions made relating to that area will be made without the input of the person or persons who have declared an interest. Should a vote be required to make a decision they will be excluded from the vote. On top of this the independent audit of the trust will be expected to ensure no conflicts of interest have taken place.

The trust are unaware of any current conflicts of interest but this will change if and when we become a M.A.T. This is because the person who is currently providing school improvement support to our existing school will become part of the board and we will then be paying a board member to supply services to the trust. When this conflict of interest arises we will act in line with the above principles and in accordance with the governor's handbook and the academies financial handbook.

Trust intervention

The trust expects to keep its finger on the pulse of what is happening in its schools by two methods:

1. The governance and reporting structure - The requirement for the principal to report data to the governing body and for the chair of governors to report to the board of directors means that the trust is kept up to date with the current performance and progress of each school.
2. On-going challenge and support of the Principal and staff by the trust's educational team. This would take the form of two school improvement visits per term as a minimum, half termly staff training around culture and ethos

Having a current Ofsted inspector as part of the trust means that we are well resourced to do this.

Should any school within the trusts' responsibility fall below the expected progress and standards of our educational plan we would immediately task our educational standards director from the central trust to oversee an urgent program of school improvement and coaching.

The delegated responsibility for pupil progress and educational standards would be reclaimed from the local governing body and a reduction in autonomy around decisions on curriculum delivery and staffing would be effected until such time as the educational standards director recommends otherwise.

This would lead to one of two outcomes - a change within the school either in terms of learning outcomes and effective plans for the future, or a change in leadership.

F3 (a) Proposed governors

You must complete a separate line for each person that will be on the governing body, including your proposed chair of governors if you have one. If this application is for a free school that will form part of a multi-academy trust you must provide information for the individuals on the MAT board and the individuals on any local governing body or advisory group, and ensure that you have shown clearly on which board each individual will sit. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████

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

████████	████████	████████	████████	████████	████████
████████	████████	████████	████████	████████	████████

F3 (b) Skills gap for governing body

NB: If you do not have a proposed chair of governors please include details of the relevant skills and experience that you will be looking for in this table.

Skills/experience missing	How you plan to fill the gap
Parent Governors	As the school gets close to opening and we are able to meet parents of children with a confirmed place at the school then we will be in a position to invite up to 2 parents who have relevant expertise onto the governing body.
Other than parent governors we feel we are able to put together a comprehensive local governing body with the skill to govern the school. This governing body will be backed up by the availability of the skills and training available within the central trust team.	

Section F4

Recruiting the principal Designate for Hope Community School

The opportunity to lead a school in an innovative approach to combining education, community and business is enough reason to attract high calibre motivated individuals to apply for the role of Principal at Hope Community School. Combined with a salary at the higher end of the pay scale plus highly motivated local and central trust teams we are sure this role will attract high calibre candidates to apply.

Person Specification

Our Principal will be:

A person of outstanding character with a proven record of successful and imaginative leadership at Deputy or Head Teacher level in a primary school.

Able to rally people around a vision with an entrepreneurial approach to providing outstanding education for all. This will be particularly important during the implementation phase of the school when the head will be required to develop the application of our curriculum model.

A great networker of students, families, communities and community organisations, we are a community school and want a principal who is connected to that value

Media savvy – with an ability to handle the kind of interest that opening a free school may bring

Highly motivated and able to build a culture that raises aspirations and educational standards in both staff and pupils

Experienced in working in highly diverse areas with experience of successfully engaging hard to reach communities. Particularly where English is a second language

Someone who fully shares the ethos of Hope Community School including creating a school with Christian values and foundations

Principals' role during the Implementation phase

Establish a positive community presence through effective PR, Marketing strategies before the opening of the school

Work with the Chair of governors and current Governing body to enable the school to meet its statutory responsibilities including the development of policies and procedures for recording and safeguarding children.

Oversee the implementation of the school infrastructure from IT equipment to classroom furniture and fittings

Oversee the recruitment of staff and the development of their job descriptions
Ongoing creative application of the curriculum in line with the schools vision and ethos

Development of community partnerships that help deliver the vision of the school

Recruitment Process for the Head Teacher

We expect our Principal to be in post one term before the school opens. This means starting immediately after the spring term which finishes on 27th March 2015. For this to be possible the potential applicant may need to give 3 months notice if they are in an existing head teacher role. To do this they will need to be appointed by December 19th 2014 which is when the winter term finishes. For this reason the post will need to be advertised in the first week of November.

The job of Principal for Hope Community School will be nationally advertised through the Times Educational Supplement where details of the Job description, Person Specification and relevant required experience and qualifications will be included. The post is advertised at the high end of the Southampton pay scales for a school of this size because this appointment is key to the immediate success of the school – L19 on start-up rising to L20 in the first year of opening as is reflected in the financial plan.

Applicants will be sent an application pack for them to read and return outlining their experience, qualifications and references. The pack will contain details of the schools vision, values and ethos, a detailed Job description for both the implementation phase of the role and the role once the school is open. It will also contain details of the interview process

After the closing date an appointed staffing committee will begin the process of long listing the applicants down to 10 applicants, this will be based on experience, qualifications and who best meets the person specification.

The staffing committee will consist of: A Director of the trust, the chair of governors and one other member of the governing body

Candidates will be invited for a school tour and informal conversations with the staffing committee regarding the vision, values and ethos of the school.

The applicants will then be shortlisted to between 4 and 6 candidates who will be formally interviewed over a 2 day interview. The formal interview will be with the staffing committee plus one educational specialist with experience in making educational appointments. They will be independent from Hope Community School and will be invited on to the panel to help provide an impartial assessment of the candidates

Outline of Interview process

Day 1

Interview begins with a meeting with all the candidates for refreshments and an hour's meeting with Chair of governors and director in an informal environment to re-iterate the vision, values and ethos of the school and what the panel are looking for in a candidate. This will provide candidates an opportunity to ask questions and the panel an opportunity to make an initial assessment

The day will then be a rotation of a number of specific activities. These activities will create some challenging scenarios allowing us to assess the skills for the candidates and all of them will be scored.

The activities are as follows

In-tray exercises – Give candidates a series of tasks, (15-20), that a Principal may find in their in tray in the morning. The task would be to rank the tasks in order of priorities – give them 30 minutes to do this and then after 20 minutes give them an extra 5 tasks to be added in. Candidates must give a rationale for their decisions

Presentations to the governing committee on a theme - For example, how they will deliver the vision for the school including achieving standards, developing community partnerships, and facilitating the values and faith foundations of the school.

Safeguarding case studies – case studies will be given to candidates who will be asked to comment on how they would respond – we are looking for the experience, knowledge and understanding of dealing with safeguarding children issues.

360 exercise – all the candidates sit in a circle with each one being watched by a member of the governing board. The candidates are then given a discussion document on a relevant educational theme – e.g. developing community partnerships within a school. Or running a school in a low deprivation area. Candidates are then observed discussing the document and its implementation

Student performance and data analysis – Candidates will be given them some student data from a school and asked to analyse and comment on the performance of the school and which areas require strengthening and what strategies they would implement in order to strengthen these areas.

A 30 minute conversation with learning support specialist - focused around developing specific support to raise aspiration, standards and opportunities for children and families from traveller communities

At the end of day one a maximum of 3 candidates will be asked to come back for a formal interview

Day 2

Formal interview with the full governing body and the interview panel from the previous day

The formal interview will consist of 12-15 open questions that will enable an educated decision on the right candidate for the post.

These questions will definitely include an assessment of the candidates understanding of safeguarding children, finance, raising educational standards, demonstrating progress, dealing with challenging staff members, dealing with challenging children, handling media and national focus around free schools. Again each answer will be scored.

Questions will be asked by a nominated person and the role of the rest of the panel is to listen and assess the candidate's responses. Interviews will last no longer than 1 hour

Candidates will be contacted within 24 hrs to notify them who has been appointed subject to references and CRB.

Section F5 (existing providers and any new applicants seeking to open more than one free school)

School improvement

The key person within the trust who will provide school improvement support is [REDACTED].

[REDACTED]

Other Services

Services provided by the trust at this stage will be

School improvement – [REDACTED], (as previously mentioned),

Audit – [REDACTED] – [REDACTED]

HR and Financial advice – [REDACTED] –

Staff and Governor Training - Particularly as the school is in a start-up phase and the creating of the Hope culture and ethos is vitally important to the future of the school. This training will be provided by a number of members of the board who have been part of the journey of Hope from the beginning

All of the above services are already currently in use at Hope Community School in Bexley and are already demonstrated to be providing good value for money. Our expectation is that the costs for these services will reduce through economies of scale as the trust grows

As the trust grows the potential to expand these services will also increase.

Ofsted and Data of existing schools

Due to the fact that our existing school only opened with a reception class in September 2013 there is no Ofsted or published data as of yet. We do however have the report from the post opening visit by [REDACTED]. [REDACTED].

Key Highlights from the report are contained below as this is the closest thing we have to an Ofsted at this time:

Overall Summary of the report reads as follows:

The school provides a good quality of education and its overall effectiveness is high. Its main strengths are evident in:

- the good progress pupils make towards GLDs – particularly in communication, language and social skills - in some cases from starting points that are below expectations;
- strong teaching characterised by clear daily plans that help meet a wide range of needs of pupils with varying socio-economic backgrounds and prior achievement; well resourced lessons; actively engaged pupils who are enthusiastic to learning; and, positive mutually respectful relationships;
- Favourable adult-child contact ratios, the consequence of a supportive parents and Trust members;
- Very good spiritual, moral, social and cultural provision;
- Strong strategic leadership and operational management from the complementary skills, experience and commitment of Trust members, the governing body, principal and staff.

Quality of Teaching:

Curriculum intentions are being realised with English and maths the central core and other plans based on curriculum themes (such as ‘construction’ at the start of term) or currently, story of the week. In addition, the curriculum is enriched with discrete Mandarin input from a specialist; sports instructor specialism; and, local links now in place, such as visits to the local BMW dealer.

Behaviour and Safety of the pupils:

Day to day practice leads to high levels of care, support and safety and all staff and volunteers have been DBS checked. Relevant policies and procedures have now been agreed by governors but, there is no sense of complacency: the principal and GB recognise that these will need to be revisited in the light of the experience of the first year of the school and better understanding of the range of needs of the now known pupil population of only 30 Reception pupils as well as anticipated needs of the 2014 intake.

Quality of leadership and Management of the School

Strong strategic planning and governance. Senior leader has a clear vision, overall plans and operational management experience and passion but there are few other staff to share/delegate responsibilities at present. The Trust and Governing Body members bring a range of complementary skills and experience. A large portion of current parents reported their delight at, enthusiasm for and appreciation of the work of governors, the principal and other staff and volunteers during the EA’s visit. There were no negative comments.

Spiritual, Moral, Social and Cultural Development of the Pupils at the School

The Trust’s vision and supporting policies related to student care, support and safeguarding are brought vividly to life in the evidence of excellent relationships between staff and pupils, close knowledge of the personal backgrounds of the pupils and articulated by parental praise for the ‘magical ethos’ of the school. There is a huge

focus on care and support predicated on the school's Christian values which, nonetheless, actively encourage understanding and appreciation of others' religions, beliefs and values. Non-faith and other than Christian followers have been recruited to the school. The school's practices are inclusive throughout.

F6 (existing providers and any new applicants seeking to open more than one free school)

Growing the Trust

At the time of writing New Generation Schools Trust is responsible for a single school. However the trust has a vision to develop 3 specific clusters of schools all with local expressions of the trusts vision for outstanding education, values for life, entrepreneurial leadership and community impact.

As the family of schools grow the trust plans to develop a central services team to ensure the effective support, sharing of resources and robust monitoring and challenge for each school, all within a value for money plan.

The capacity of the team will grow in line with the number of schools that are part of the trust

The trust expects to work in partnership with strong local governing bodies with meaningful delegated authority, (see section F2 for schedule of delegation), in order to establish robust reporting and accountability, efficiency through economies of scale and procure expertise that every school can benefit from.

As the Trust grows our central team will look to resource schools in the areas of educational leadership and improvement, finance, ethos and culture, community partnerships, finance, ICT, HR and leadership development, marketing and communications,

Current Infrastructure

At this stage the central team is not functioning simply because there is only one school at the moment however a number of people are in place in order for the Trusts central team to begin functioning immediately upon the addition of a second school

The central team would initially comprise of

██████████ – ██████████

██████████ – ██████████

██████████ - ██████████

██████████ - ██████████

██████████ - ██████████

The central team will be accountable to the board, and where relevant the committees of the board. Particularly through the production of regular reporting of data and progress.

This team is more than enough to centrally resource two schools with leadership training, HR and Finance, educational standards and monitoring and culture and ethos development

Due to the unique way in which the New Generation Schools Trust is underpinned by a pre-existing network of churches some of these roles do not initially need to be funded by the central trust – ██████████. The project manager and educational development director will initially be funded out of the pre-opening grants for developing new schools. This means that in the initial start up phase only the educational standards role and the Finance Director would be funded centrally. We are already negotiating our audit and accounting arrangement at the existing Hope School in Bexley with a view to asking ██████████, (██████████) to provide a better deal for taking on a second school.

In addition New Generation Schools Trust is developing associate partnerships to ensure we can adequately respond to opportunities and challenges of growing the trust. These partnerships include the chance to share central support services with the Chapel Street Trust whose schools share a similar ethos and with whom we have a close working relationship with. This will be an excellent way for the trust to secure economies of scale while it is still in its infancy and is therefore an excellent contingency and risk management plan for us to resource our schools going forward if extra capacity is needed.

We also have an in principle agreement for the advisory services of [REDACTED] who is currently the [REDACTED]. Again this would initially be funded out of the social capital built up by the New Generation Schools Trust until such time as the trust was in a position to remunerate.

Regional Infrastructure in the future

As the clusters of schools develop we will look to build regional structures to provide schools with the resource they need, and maximise levels of partnership across the schools. In the future we would expect to appoint Executive Principals with proven leadership experience to oversee three or more schools with senior teachers taking the role of Head of School.

Areas that can be supported regionally are ICT, Finance, Marketing & Communications, Community Partnerships – again strong reporting structures will be in place in order to ensure that the board are able to discharge their responsibilities.

As previously explained one Chair of Governors per cluster will become a member of the central board/trust. This chair will have responsibility for connecting with the other Chairs within their cluster. This ensures appropriate challenge is two-way between central and local governance.

These plans represent a credible strategy for establishing the trust from the word go and laying out a plan that will resource and underpin our vision to see a family of schools develop with outstanding education, entrepreneurial leadership and community impact and values for life at the heart of them.

F6(a) Shared services

You must complete a separate line for each person that will be in the central services team. Please include CVs for all named individuals in the annex. Guidance on what should be included in each CV is in the assessment criteria booklet and a template is included as an annex to this document.

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 £
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████

F6 (b) Shared services

Use the table below to provide details about the total running cost of your shared service, and how this is made up from contributions. Please add additional lines as required.

Name of school	Budgeted contribution to MAT shared service	
	2014/15	2015/16
Hope Community School Southampton	0	██████████
Hope Community School Bexley	0	██████████
	£0.00	██████████

Section G: Budget planning and affordability

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

Sections G1

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included.

You need to demonstrate that the school will be viable within the expected levels of funding available both while it builds up and when it is at full capacity. You must provide an overview of how you developed your plans and the thinking behind them. As part of this, you should explain how you have delivered value for money, and describe how your budget plans support your education vision and plan.

In addition you should complete the Excel budget templates.

Sections G1

Developing the Plan and strategic decisions underpinning: the budget plan has been developed to ensure that the vision and ethos of the school can be actively implemented and that the children get the best possible learning experience.



Section G2



G3 Financial resilience to reductions in income



Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals; and
- should be submitted as part of your application, i.e. as one Word document.

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	Details of your last three roles including:	██████████
	name of school/organisation	██████████
	position and responsibilities held	██████████
	length of time in position	██████████
	This should cover the last four years. If not, please include additional roles	
4.	For finance only: details of professional qualifications, including: date of qualification	██████████

CV template	
	<p>professional body membership number</p> <p>how your qualifications are maintained</p>
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's</p>

CV template		
	<p>results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	<p>██████████</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>	<p>██████████</p>
8.	<p>Reference names(s) and contact details</p>	<p>██████████</p>

[REDACTED]		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	
This should cover the last four years. If not, please include additional role:		
4.	For finance only: details of professional qualifications, including:	[REDACTED]
	date of qualification	
	professional body membership number	
	how your qualifications are maintained	
5.a	For education only: if you are in a leadership position in your latest school (where available):	[REDACTED]
	the school's results for the years you were in post – these should include, as	

	<p>appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	
7.	<p>Optional: brief comments on how the role you played helped to raise standards in</p>	

[REDACTED]		
	any or all of your three previous roles.	
8.	Reference names(s) and contact details	[REDACTED]

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	
	This should cover the last four years. If not, please include additional roles	
4.	For finance only: details of professional qualifications, including:	
	date of qualification	
	professional body membership number	
	how your qualifications are maintained	

CV template	
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CV template		
	qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	
	This should cover the last four years. If not, please include additional roles	
4.	For finance only: details of professional qualifications, including:	
	date of qualification	
	professional body membership number	
	how your qualifications are maintained	

CV template	
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3</p>

CV template		
	qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.b	Details of your last three roles including:	██████████
	name of school/ organisation	██████████
	position and responsibilities held	██████████
	length of time in position	
	This should cover the last four years. If not, please include additional roles	
4.	For finance only: details of professional qualifications, including:	
	date of qualification	
	professional body membership number	
	how your qualifications are maintained	

CV template		
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19,</p>	

CV template		
	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including:	[REDACTED]
	name of school/ organisation	[REDACTED]
	position and responsibilities held	[REDACTED]
	length of time in position	
	This should cover the last four years. If not, please include additional roles	
4.	For finance only: details of professional qualifications, including:	
	date of qualification	
	professional body membership number	
	how your qualifications are maintained	

CV template		
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3</p>	

CV template		
	qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where	[REDACTED]

CV template	
	<p>available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19,

CV template		
	average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>

CV template	
4.	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> ▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<p>For education only: if you are in a teaching or head of department role in your latest</p>

CV template

	<p>school (where available):</p> <ul style="list-style-type: none">Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
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8.	Reference names(s) and contact details	██████████

CV template

CV template		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
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		██████████
		██████████
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CV template	
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CV template		
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CV template		
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CV template		
	qualifications	
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CV template		
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8.	Reference names(s) and contact details	██████████

Self-assessment form for independent schools (including privately run alternative provision and special schools)

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal	Additional information about the school <i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i>					
Chair of governors						
Number of pupils currently on roll						
Capacity						

Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Overall	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 28-29 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Achievement of pupils at your school	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at page 33-34 of the school inspection</i></p>			

	<p><i>handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<p>Quality of teaching in your school</p>	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at page 37-38 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

Your assessment against Ofsted framework (please provide a commentary)	Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Behaviour and safety of pupils	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 41-42 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>		
Quality of leadership in, and management of, your school	<p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at page 47-48 of the</i></p>		

	<p><i>school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
<p>Spiritual, Moral, Social and Cultural development of pupils at your school</p>	<p><i>[Please provide a commentary]</i></p>			

<p>Your assessment against Ofsted framework (please provide a commentary)</p>	<p>Your self-assessed Ofsted grade (1-4)</p>	<p>If needed, proposed actions to improve self-assessed rating</p>	<p>FOR INTERNAL USE ONLY- Not for completion</p>
<p>The extent to which the education provided by your school meets the needs</p>	<p><i>[Please provide a commentary]</i></p>		

<p>of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>				
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with the LA.</p>				