

The HIP School

'Every Child a Leader'

Hounslow Education Improvement Partnership

October 2014

Contents

Section	Page
Application checklist	3
Declaration	5
Section A: Applicant details	7(note)
Section B: Outline of the school	7(note)
Section C: Education vision	8
Section D: Education plan	16
Section E: Evidence of need	57
Section F: Capacity and capability	69
Section G: Budget planning and affordability	89
Section H: Premises	97(note)
Section I: Due diligence and other checks <i>(sent to Due Diligence team separately)</i>	n/a
Annexes (CVs)	98

Application checklist

Name of task	Yes	No
1. Have you completed the pre-application registration form	✓	
2. Have you established a company limited by guarantee?	✓	
3. Have you provided information on all of the following areas:		
Section A: Applicant details	✓	
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	✓	
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?	✓	
5. Have you fully completed the budget plans?	✓	
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"/>

<p>8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<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>	<input checked="" 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 checked="" 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*

<p>Section I of your application</p>		
<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 checked="" 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: [REDACTED]

Print name: [REDACTED]

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

See Excel application form.

Section B: Outline of the school

See Excel application form.



SECTION A: APPLICANT DETAILS

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

[Jump to about the company](#)

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

[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	83119
Name of proposed school:	The HIP School
Is this a route one application or a route two application?	Route 2
Name of lead applicant: Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	<Redacted>
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A cluster of schools
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	HIP Education Ltd
Company address:	Chiswick School, Burlington Lane, Chiswick, London, W4 3UN
Company registration number:	8932893
Date when company was incorporated:	11 March 2014
Please confirm the total number of company members (must be a minimum of 3):	3
	<Redacted>
	<Redacted>

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

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

Please provide the name of the proposed chair of the governing body, if known:	
--	--

Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
---	----

Are you an approved academy sponsor?	No
--------------------------------------	----

How many existing free schools or academies are run by your group?	0
--	---

If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	HIP Education Ltd (Hounslow Education Improvement Partnership)
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
---	---------------

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
--	--

How many free schools are you seeking to open in this application round?	1
--	---

Links to other organisations

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation: • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school.</p>	<p>Hounslow Education Improvement Partnership and individual schools involved. Chiswick School(07954211)member, Isleworth & Syon School(07962216)member, Feltham Community College(07798639)governor, Heston Community School(07964015)member, Ivy Bridge Primary School governor, HAT Media Consultancy Ltd (08335115)governor, Sky (09158139) governor and business partner</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>None</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>Feltham Community College Studio School</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Some help</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>MW Interim Ltd. PSI (UK) Ltd Advisors working on the bid process with EIP members of HIP Education. Set up and Pre-Opening project management support.</p>



SECTION B: OUTLINE OF THE SCHOOL

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

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
--	--

In which local authority is your preferred location?	Hounslow
--	----------

Proposed opening year:	2017
------------------------	------

Age Range:	11-19
------------	-------

If 'other' please specify	
---------------------------	--

Will the school have a sixth form?	Yes
------------------------------------	-----

Will your school be co-educational or single sex?	Co-educational
---	----------------

Is your school a hybrid type?	Mainstream with special
-------------------------------	-------------------------

Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
---	----

Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
--	----

If you answered yes to either of the above questions, please say which faith:	Please select
---	---------------

If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
--	--

Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
--	------

If other, please specify	
--------------------------	--

Maximum capacity of proposed free school:	1150
---	------

Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	900 Mainschool (secondary) 250 6th Form
--	---

Please say which year groups the school will have in first year and the PAN for each	Year 7 150
--	------------

Date proposed school will reach expected capacity in all year groups:	2024
---	------

Will your proposed school include residential provision?	No
--	----

If 'Yes', please give further detail:	
---------------------------------------	--

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
--	---------------

Are you planning to contract the management of your school to another organisation?	No
---	----

Have you already identified a principal?	No
--	----

If yes please say when you propose the principal would start:	
---	--

Please say how many people will sit on your governing body:	11-15
---	-------

Use of freedoms

Will you operate a non-standard school day?	Yes
---	-----

Will you operate a non-standard school year?	No
--	----

Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	Not sure
--	----------

Do you plan to make employ teachers without QTS?	Not sure
--	----------

Please list any other freedoms you intend to use	Collapsed timetables, longer school days, enrichment at the heart of the school curriculum, flexible staffing structures and roles Eg. Graduate coaches
--	---

Section C: Education vision

“Every Child a Leader”

Summary

The Hounslow Improvement Partnership (HIP) School will be an outstanding secondary school enhancing the local provision by meeting the proven demand of local families for a mixed gender, non-denominational school.

The proposers of this new school are Hounslow’s family of schools, the Education Improvement Partnership (EIP) (see below). Particular support is being given by the Head teachers of primary and secondary schools in the Brentford and Isleworth areas who are acutely aware of the lack of a mixed, non-denominational secondary school as an option for local families.

Hounslow LA ‘recognises that there is limited access to co-educational secondary school provision for parents in Brentford’ (LA School Place Planning Strategy 2010 – 2020). 61% of responses to the consultation believed that providing mixed secondary school provision in Brentford should be a priority as places are added.

The HIP School will respond to the increasing demand for secondary school places in Hounslow and form part of the solution to provide the 29.5 forms of entry (FE) needed by 2019.(See ‘Rationale’ below and Section E (Evidence of Need)).

“Every Child a Leader” is our aspiration: in our school we will have high expectations, nurture the talents of our young people, expand their horizons, provide them with ample opportunities to grow as individuals and prepare them to take their place in the global community as both team players and potential leaders.

We will do this through an exciting, innovative and academically rigorous curriculum which supports the transition from primary school, teaches the national curriculum whilst promoting sports and the arts and looks outwards to the challenging business and economic world of the future.

Our rich curriculum and organisation of learning will be based upon leadership, producing literate, numerate problem solvers and decision makers. The curriculum would be uniquely enriched by Sky, particularly within the areas of Sports, Arts and Technology e.g. with the development of a Skills Studio, shared sporting and exhibition facilities, master classes and daily access to an incredibly talented workforce.

This fully inclusive school will provide a flexible approach to learning and teaching: addressing the different learning styles of all students; teaching them how they can best learn; challenging and motivating them to aspire to achieve the highest possible outcomes.

Every learner will have an entitlement to:

- a traditional yet flexible, challenging and engaging curriculum
- learning hours and enrichment opportunities within and beyond the traditional day / term delivered through flexible timetabling

- the opportunity to focus on key skills and attributes necessary for employment and leadership
- a transition curriculum in Years 7 & 8 focussing on key learning skills, deep learning, knowledge and key skills, ensuring success at Key Stages 4 & 5
- focussed options in Year 9 alongside core subjects
- a flexible offer at KS5 supported by collaboration across the strong partnership of good and outstanding schools
- a Post 16 offer which will focus on aspects of the local and global economy e.g. creative industries, technology and specialist engineering, with opportunities for shared provision
- use of digital technology driving engagement and attainment
- a culture of coaching
- access to the expertise and skills of local business partners

The HIP School will be a 6 form entry (FE), co-educational, non-denominational secondary school providing 900 places at 11 – 16 and a further 250 places at Post 16. The school will open in September 2017 with 150 students in Year 7 and will grow to full capacity of 1150 students by September 2024 including sixth form. Providing these Post 16 places will extend student choice, offering additional options in a mixed gender, non-denominational setting. They will provide students with the skills and competencies to support meaningful progression into employment by active implementation of the new Post 16 study programmes.

The school will be fully inclusive, supporting students from diverse backgrounds and a wide range of heritages, building the aspirations of students, particularly those in under performing groups such as those from a white working class background eligible for student premium. (see also Section D)

The school will include a 20-25 place Special Educational Needs Centre for students with complex needs.

The HIP School will respond to the increasing demand for secondary school places in Hounslow and form part of the solution to provide the 29.5 forms of entry (FE) needed by 2019.(See 'Rationale' below and Section E (Evidence of Need)).

The Education Improvement Partnership (EIP)

The HIP (Hounslow Improvement Partnership) School application is to create our own exceptional free school led by the Education Improvement Partnership (EIP), a collection of 14 secondary, 54 primary and 5 special schools in Hounslow. In addition, the local FE College, West Thames College, recently graded 'good' by Ofsted, is a key member of the partnership. This sustainable long-term partnership takes collective responsibility for raising educational standards in Hounslow through delivery of high quality education, sharing knowledge, resources and skills and driving continuous improvement.

The HIP School will build on the successful, good and outstanding practice of the Hounslow secondary schools and create a unique partnership opportunity to create something innovative and exciting – to do things differently.

All of Hounslow's secondary schools are judged 'good' or 'outstanding'; GCSE results are well above both London and national levels and Hounslow is 9th out of 152 Local Authority areas for students achieving the new English Baccalaureate (EBacc) of 5 good GCSEs including English and Maths.

The partnership will provide a basis for strong governance structures that will be supplemented by local business, including global companies, the local community and Higher Education partners (see Section F).

The partnership is delighted to be in active discussion with Sky, our preferred key business partner. We share a commitment and aspiration to work together to develop the HIP School. The vision articulated in this application reflects Sky's own vision: 'Believe in Better.'

Sky has a very strong track record of corporate responsibility and is seeking a step change in the organisation's local engagement. Sharing our values and ethos, they would bring an exciting and innovative dimension to the school, committing resources, experience and expertise. They would bring energy, skills and expertise to the curriculum offer; strength and rigour to the governance model of the school and opportunities for business leadership and partnership.

The partnership with Sky would further enhance exceptionally high quality facilities such as sports facilities, a high level theatre specification, IT equipment and exhibition space. Exhibition space will be a priority for the school in order to celebrate student success in a public setting.

The engagement of Sky is primarily dependent on the ultimate location of the school since proximity to their new state of the art Osterley Campus is key. This is in order to realise their ambition of being an integral part of the new school through the daily involvement of their employees and partners. The long-term commitment and engagement of Sky will be formally captured in a detailed partnership agreement covering governance and participation that will be subject to Sky Board approval.

Rationale

The rationale for the HIP School is based upon key principles:

- the need to fill a gap in provision in terms of choice and diversity for families as there is absolutely no non-denominational, co-educational school in this large geographical area
- the need for additional secondary school places in Hounslow, particularly in the Brentford and Isleworth area, which has been the subject of parental lobbying for a number of years
- enhancing current provision with a further outstanding school, led by Headteachers in the EIP, using joint expertise to ensure that the education provided is developed from a strong base of experience in making a difference and changing life opportunities
- a sustained business partnership with a key local global business should be ground breaking in developing leadership education for every student. In return HIP will develop opportunities and programmes for training and development and leadership programmes for our key partner's employees.

Co-educational provision:

There is no co-educational provision in the Brentford / Isleworth area where there are five secondary schools: two boys' schools, three girls' schools and no mixed schools. The nearest mixed schools for parents in this area are Chiswick School to the east and Kingsley Academy to the west, necessitating longer journeys for students and young people. For many students living within Hounslow, in particular in the Isleworth area, this significant gap in provision results in them leaving the borough for their secondary education. (See Figure 4 in Section E: map of secondary schools in Hounslow).

Providing more local choice and high quality local places will mean providing places closer to home, enabling many students to travel shorter distances and, where possible, walk to school.

Non-denominational provision:

There is a lack of non-denominational provision in the Brentford/Isleworth area. Currently, three of the five secondary schools in the Brentford / Isleworth area are denominational schools. The Nishkam Free School is currently located in temporary accommodation in the area; should its permanent location be within this area (as is proposed) this would increase further the number of faith based school places. 50% of the Nishkam Free School places will be faith based and this percentage is likely to be much greater, as indicated by the intake into the primary part of the school, with students attending this school potentially coming from a much wider area than the immediate local community.

The HIP School will enable local parents seeking a non-denominational, mixed gender school to have a local choice, a real alternative option.

Parental demand:

There is clear demand from parents for this type of provision. 62% of families registering their interest for The HIP School have indicated that they welcome this proposal to provide more choice for parents.

The very strong support is evidenced by the feedback from parents and the wider community in face to face meetings at primary schools; electronic communications via the school’s website, emails; local community on-line fora and parental lobbying of local Councillors and the MP who has stated her support for the partnership.

Groups of parents formed themselves into small informal support groups and key members emailed the Heads and Chairs of Governors of local schools, encouraging them to engage with colleagues working on the submission. At one school governors debated and supported the HIP application.

Over 750 families, whose children would form the first two years’ cohorts, have committed to the school as a potential first choice. (see Section E below).

In 2014 73% of students received their first preference secondary school and the HIP School would improve on this by meeting the clear demand for a mixed gender, non-denominational school in this area.(see Aspirations below)

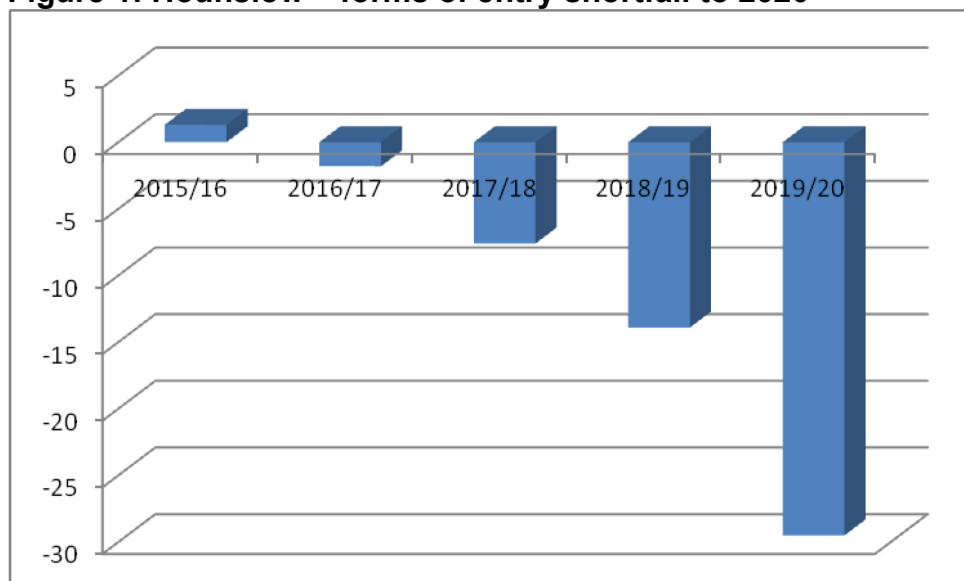
Basic need:

The HIP School would meet the increasing demand for school places within the borough where a significant expansion in the number of primary school places has already taken place. Projections for required secondary school places show a dramatic increase in need, beginning in 2017 and rising to the need for 29.5 forms of entry (FE) over the next two years, the equivalent of three secondary schools (Section E provides detail).

Current projections illustrate that the most intense growth is in Brentford and Central Hounslow. The Brentford / Isleworth area is the preferred location for The HIP School.

The graph below (Figure 1) shows the projected rise in demand until 2020. (See also Section E of this application for further details).

Figure 1: Hounslow – forms of entry shortfall to 2020



The HIP School Final October 2014

The HIP School will respond to this unprecedented increase in demand and, opening in 2017, will provide much needed capacity going forward.

Academy freedoms:

The HIP School, working with our business partners, will utilise academy freedoms to provide a school experience that looks and feels different with longer days, collapsed timetables and enrichment at the heart of the curriculum (see Section D) as well as the flexible staffing structures and roles that support this. For example, graduate and business coaches will be a key part of the approach to learning, coaching and student engagement and aspiration.

Vision and Ethos

“EVERY CHILD A LEADER”

The Core learning values that will underpin the approach to learning and teaching and drive outstanding outcomes in the HIP School are:

- **Inspiration and Excellence**
- **Friendship and Equality**
- **Resilience and Determination**

See also Learning Model (Section D).

These are shared by our prospective key business partner whose passion for excellence underpins and supports our approach. Sky is committed to using their ‘resources, experience and ethos to inspire all students...by stimulating a hunger and aptitude for improvement in themselves and their communities.’

Shared Passion

HIP will be a forward thinking, outstanding school, inspiring and engaging students with a love of learning. Learning will be fun and exciting, with curriculum pathways tailored to build on students’ strengths, talents and interests. It will develop confident young people who excel in their educational, personal and social development, achieving more than they believed possible.

Changing their World

The school will be known for its ability to develop the entrepreneurial skills of its students. There will be a clear emphasis on creativity, innovation and leadership. The curriculum will provide students with a platform for problem solving, critical reflection, research and challenge and they will develop the analytical skills required to address the needs of a global economy. There will be an emphasis throughout the curriculum on international studies. Students will become the decision makers of the future.

Every Child a Leader

All our students will have high aspirations and expectations, irrespective of their starting points in life. They will have the ability, skills and knowledge to make positive and courageous life choices. All students will be encouraged and given the confidence to participate in decision making, providing support and/or creative input across the three areas of family well-being, public service and generation of wealth. Our vision is to develop self-confident and responsible students who can contribute to the local and international community and are well placed to become future leaders.

Growing and Enriching

Our rich curriculum and holistic learning model will focus on the development of the whole student: academic growth and personal and social development. We attach great importance to enabling our students to become self-motivated learners. Students and staff will engage in effective thinking and learning that will support both their success in learning and teaching and their ability to adapt to changing educational and global business requirements. We are committed to the development of leadership for both adults and students with strong models of mentoring and coaching: every adult a coach, every student a mentor.

Fostering Courage and Resilience

Our students will be equipped with the skills and confidence to become resilient leaders of change. Our approach to learning and teaching will ensure that our students are strong communicators with high personal efficacy, having confidence in their own strengths and abilities. They will be well prepared to make courageous and positive choices and to take responsibility: to do the right thing.

Developing Positive Values

The HIP school will establish a strong sense of community through: shared positive values including integrity, honesty, self-respect and respect for others; tolerance, kindness, humility, loyalty and a commitment to making a difference to those in need. These shared values will help to ensure that students enjoy their education, build strong friendships and become positive role models when they leave school.

Diverse Voices

Our school will be a first choice local school for families in the neighbourhood, growing individuality within a diverse community. As a non-denominational and co-educational facility it will bring increased local choice for local families and will foster respect for all faiths and other beliefs. Major strengths of the school will be the diversity of its community and its curriculum, ensuring strategic educational and business links that extend nationally and internationally.

Delivering Brilliantly

The strength and expertise of the EIP will provide the foundation for another exceptional school. Our relentless pursuit of excellence will guarantee inspirational and excellent teaching for all students. It is what we do best. We will provide world-class learning and teaching opportunities that ensure the achievement and success of all students, enabling them to move on with confidence to work, training and further study.

Celebrating Success

Celebration of success will be at the heart of our school. The HIP school will be a proud community. We will have a culture of positivity, seeking every opportunity to celebrate individual and group success both within and beyond the school community. We will ensure that individual success is acknowledged in a way that takes a student to the next level of learning and growth. Success will be showcased and shared with students, staff, governors, families, the public, community and business.

Including Everyone

Parents, carers and families will be closely involved in the school. The school will feel as if it is *their* school: a welcoming and supportive place to be. Positive relationships will be enhanced in a number of ways including by early communication with prospective parents whilst their children are in primary school; involvement in social and educational opportunities; parent information evenings; a parent communication group and through representation on the Governing Body.

Aspirations

Our Vision will be achieved when our students are:

- Confident, resilient and excited about learning
- Leaders who are forward-looking and who are able to transfer their skills to the world of work
- Well informed problem-solvers
- Taking a pride in the community with the highest shared aspirations.

We are committed to being an outstanding provider of education. We have set challenging, aspirational targets (see Section D). These include:

- Being judged as an 'Outstanding' school by Ofsted at first inspection with 100% of teaching judged as 'Good' or above
- Ambitious and achievable outcomes in terms of academic qualifications, including the new national measures for Progress 8, Attainment 8, percentage A*-C in English and Mathematics and percentage EBacc.
- High levels of student satisfaction and engagement from students e.g. 96% attendance
- Having filled the gap in provision for families, with 80% of local families having a place at their first preference school and a greater number of families attending school closer to home
- High levels of parental satisfaction and engagement with over 90% attendance at parent consultation events
- Destination data indicating high level of employability of students: 100% of students progress successfully to FE and or HE, training or employment with an appropriate career structure

We are committed to achieving positive outcomes for families, students and staff in terms of achievement, progress and engagement.

Section D: Education plan – part 1

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Year 7			150	180	180	180	180	180	180	180
Year 8				150	180	180	180	180	180	180
Year 9					150	180	180	180	180	180
Year 10						150	180	180	180	180
Year 11							150	180	180	180
Year 12								85	125	125
Year 13									85	125
Totals			150	330	510	690	870	985	1110	1150

We propose to grow and develop the school in a manner that will ensure the highest quality of standards and achievement from Year 7 through to Year 13. The proposed approach also takes into consideration the required growth in places locally from 2017 onwards.

For the purposes of planning we have based our assumed student numbers in Year 12 on a typical rate where about one third of Year 11 move on into Further Education, training or apprenticeship opportunities rather than into Year 12, supported by personalised transition pathways and quality Careers Education Information Advice and Guidance (CEIAG). Our proposed total numbers for the sixth form have been anticipated with regard to this. This assumption may be revised in light of emerging trends.

In order to ensure a wide curricular choice for students and to maximise the opportunities for students to benefit from existing excellent provision we intend to promote and capitalise on the excellent partnership links with local employers with whom we would develop sector specific qualifications and sustained internship opportunities.

Section D: Education Plan – part 2

D1. Curriculum Plan Summary Table

Subject/other activity (e.g. enrichment)	Periods per week	Mandatory/ Voluntary	Comments
Year 7 and 8			
Year 7 and 8 with strong links to local Year 6 primary schools will be offered a curriculum focussed on building strong learning skills; contextual learning and establishing inquisitive minds. A core subject curriculum will be provided with enrichment activity, sports partnership and preparation built in.			
English	5	Mandatory	
Maths	5	Mandatory	
Science	3	Mandatory	
Modern Foreign Languages	3	Mandatory	French, Spanish in termly rotation
Geography	2	Mandatory	
History	2	Mandatory	
Computing/digital media	1	Mandatory	
RE and Citizenship	1	Mandatory	
PE /Sport	3	Mandatory	
Creative Arts and Design technology	4	Mandatory	Within this area there will be a rotated block offer to ensure that students can experience the wide range of subject options

Richer Learning	2	Mandatory	These sessions will provide opportunities for deepening knowledge and understanding through practice, preparation and tightly focussed project work that will demonstrate its application. They will also include opportunities for coaching and mentoring.
Year 9			
In year 9 a core curriculum will be offered. In addition, there will be an increased emphasis on developing subject specific knowledge.			
English	5	Mandatory	
Maths	5	Mandatory	
Science	5	Mandatory	
Modern Foreign Languages	3	Mandatory	Focussed option
Geography	2	Mandatory	
History	2	Mandatory	
Computing/digital media	1	Mandatory	
RE and Citizenship	1	Mandatory	
PE/Sport	2	Mandatory	
Richer Learning	2	Mandatory	These sessions will provide opportunities for deepening knowledge and understanding through practice, preparation and

			tightly focussed project work that will demonstrate its application. They will also include opportunities for coaching and mentoring.
Creative/performing arts / Design Technology	3	Mandatory	Choice amongst Dance, Drama, Music, Art, Design Technology
Year 10 and 11			
Year 10 and 11 - building specific knowledge. There will be 4 option blocks from which students begin to personalise their curriculum.			
A core curriculum of English, Maths and Science will remain central. Richer learning activities will be embedded into the delivery of the curriculum with an emphasis on real life application.			
English	5	Mandatory	
Maths	5	Mandatory	
Science	6	Mandatory	
Option block 1:	3	Mandatory	Focussed option Language choice for the majority: Spanish; French. History, Geography
Option block 2:	3	Mandatory	Subject choice for example Geography; History; Vocational/BTEC pathways; Business studies; STEM
Option block 3: Creative and performing arts, DT and Sport	3	Mandatory	Subject choices: DT, Sport, Art, Dance, Drama etc.

Option Block 4 / Richer Learning	3	Mandatory	Open block to accommodate cohort needs e.g. dual linguists; double humanities; creative arts. Guided block to match aptitude and ability. Richer Learning will provide opportunities for deepening knowledge and understanding through practice, preparation and tightly focussed project work that will demonstrate its application. They will also include opportunities for coaching and mentoring.
PE	2	Mandatory	
RE/Citizenship	1	Mandatory	

D1: An ambitious and deliverable curriculum

Curriculum principles – delivering the vision

The school's curriculum responds to the specific circumstances for Hounslow and is designed to address our vision that every child will be a leader, able to access higher order jobs in the skills sectors required by the local and International economy, as well as continuing into Higher Education as desired.

Learning model

Students will leave the school ready to face the challenges of a 21st century society, which is characterised by change. They will be dynamic, creative leaders. The delivery of the curriculum will be grounded in our core values of:

- Resilience and determination
- Inspiration and excellence
- Friendship and equality

These underpin our commitment to the development of leadership and will permeate all subject areas. Students' leadership talents will be grown by the consistent development of fundamental educational and life skills embedded in all that they do in school:

- High level literacy and numeric skills;
- Business literacy
- Emotional literacy and social awareness
- Development of curiosity and enquiring minds

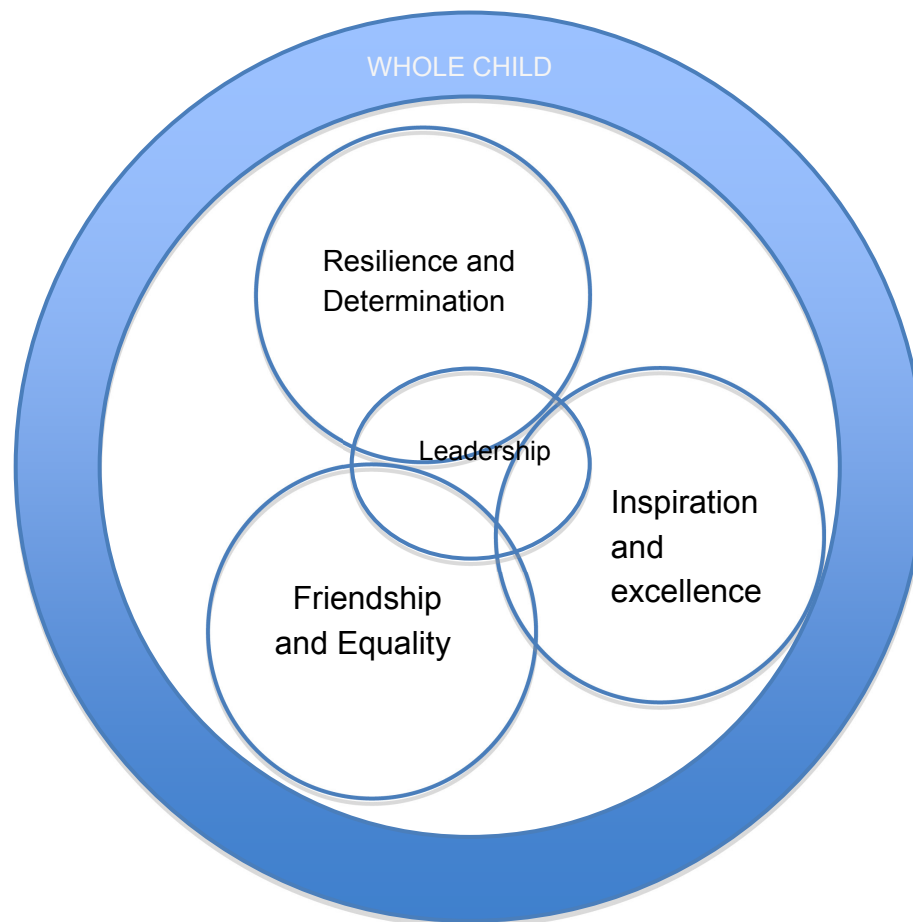
The subject based curriculum will be enhanced by the use of enrichment activities and experiences to ensure "richer" and deeper learning. The partnerships that we propose to develop with local business will enable purposeful work related learning and work experience. In addition, these will facilitate the chance for students to become involved in entrepreneurial opportunities whilst still at school. Differentiation, targeted support and intervention will be key features of our personalised approach. Learning will be supported by the latest digital technologies. All learning spaces will be equipped with interactive and hand held technologies, which will facilitate the research, planning, development and presentation of student learning.

Our learning model is illustrated below:

Numeric and literacy skills

Inquisitive

Problem solving



Emotionally literate

Reflective learners

Business literate

Curriculum model

Approach

In order to achieve our vision that all students leave The HIP School as confident learners prepared for roles as future leaders, we will implement innovative approaches to learning and teaching that build on the strength of the core curriculum enriched with alternative curriculum options.

Our approach to enable all students to be leaders is based around student led and personalised learning pathways. As the school grows we will adapt and change our approach in order to respond to changing curricular demands and the expectations of business and Higher Education. Our emphasis within this is on enjoyment, meaningful learning experiences and learning how to learn effectively.

Expected student intake

Our students will come from diverse heritages and educational experiences. They will have a wide range of academic and social abilities that will be influencing their engagement with learning and the educational curriculum. Within the Borough over 120 community languages are spoken. About 20% of the students who attend the school will at some time have a special educational need that will require differentiated approaches to learning and teaching and a smaller number, including those who attend the special educational needs centre, will require additional resources to support their learning that will be specified in an education, health and care plan.

Although the detail is not known, indicative percentages based on the DfE performance table averages across Hounslow schools (2014) suggests that the proportions of different groups who may require specific tailored curriculum input in the HIP school may be as follows:

- Special educational needs with a Statement (now an EHC plan) or at School Action Plus 8.6% (now SEN support)
- English not as a first language, 52.6%
- Pupil Premium 35.7% (based on Ever6 FSM eligibility)

Our curriculum model and delivery is designed to ensure that the whole school population can achieve our vision, that every child will be a leader.

Curriculum concepts

Student learning pathways through the school will be planned around the three curriculum concepts of:

- Transition
- Core
- Richer learning

Transition. The transitional curriculum will be followed in Years 7 and 8, with strong collaboration with our partner primary schools. It is designed to build on the strengths in learning that students have acquired at primary school. It will enhance the core skills required in order to successfully access the secondary school curriculum and approaches to learning and teaching. It will also allow additional opportunities for those students requiring targeted intervention and catch-up, ensuring that every child is Key Stage 4 ready. There will be a strong emphasis, as illustrated in our learning model above, on developing cognition, abilities to engage socially and to develop strong golden threads of literacy and numeracy across the curriculum. The transition curriculum will provide the bedrock for the further development of our students as engaged and effective learners by ensuring that the approaches used are designed to inspire curiosity. Subject area teachers will collaborate to design the programmes, ensuring elements of effective cross-phase and cross-curricular planning over eight-week blocks of learning.

Core. All students will follow the National Curriculum with a standard offer being provided up until Year 9 when some subject specific options become available. We wish our students to have as wide a range of experiences of different subjects as possible before they may have to select some subjects to follow through to relevant accreditation. In Year 9 there will be the opportunity to begin to specialise in certain areas of the curriculum. It is anticipated that the use of technologies will enable the school to increase the diversity of choice available.

Qualifications. It is our objective that every student will achieve a positive outcome on the Progress 8 and, where appropriate, grades 6-9 on the EBacc with exceptional progress in English and Maths. From Year 9 onwards students will embark upon a variety of qualification pathways relevant to their talents and interests. The values that underpin our learning model will continue to permeate the delivery of all subject areas.

The core curriculum (Years 9 – 11) will comprise GCSEs in English and English Literature, Mathematics, Sciences, History and Geography, a Modern Foreign Language, Religious Studies and PSHCE as well as PE. Double Science will be the norm while more able students will have an entitlement to follow triple science.

Further qualifications in Option 4 may include; Religious Studies, PE, Design Technology subjects, Art, Drama, Music, Media and Statistics or options such as Vendor qualifications. Pathways for the more academically able may include Additional Maths or a Dual Modern Foreign Language option.

The school will offer a selective range of high quality vocational qualifications in partnership with other local secondary schools and West Thames College, drawing on their expertise. Qualifications will include for example; Sport and Performing Arts as well as a robust professional standard Computing qualification. Opportunities for links with business will be made through our key business partner and links with SPARK, which is the Education Business Partnership in Hounslow. Engagement with external training providers and business partners will give our students opportunities in the very

specific skills sectors provided by our partners, alongside their broader qualifications pathway. This will be intended to feed into apprenticeships at 16 or 18 or into specific degree courses.

We have established compact agreements with Higher Education which will be used to strengthen successful transition pathways post-18. Students will enjoy working with industry standard technologies to further enhance their employability skills. Meaningful work experience opportunities to engage in local business or the development of their own embryonic businesses will be available to KS4 and KS5 students. These will be tailored to their particular qualification pathway and may be block placements or regular weekly placements depending on individual students' needs. We will have strong, sustained working partnerships with two or three successful local business (for example, British Airports Authorities (BAA), GlaxoSmithKline, Thames Water) in order to provide high-quality work opportunities and to ensure that the experience of our students is as true to working life as possible.

Our commitment to working collaboratively within the existing sixth form consortium arrangements will allow a broad academic offer, which a single institution may not be able to deliver.

The HIP School will have a strong emphasis on STEM and Creative Media subjects utilising the expertise available to us through our business partners. This focus will open career pathways locally both in industry and/or on into higher education.

We will ensure that students are aware of and have access to the subjects known as “facilitating subjects” because they are the most likely to be required for entrance to the Russell Group of Universities.

Richer learning. Richer Learning will provide opportunities for deepening knowledge and understanding through practice, preparation and tightly focussed project work that will demonstrate its application. They will also include opportunities for coaching and mentoring.

Elements of the richer curriculum will be provided in a number of ways including the use of inspirational business leaders and use of staff with areas of particular passion or expertise to deliver master classes. Effective use will be made of the most recent technologies to enable students to access courses and learning at a distance and in collaboration with schools across the world. Activities will include:

- Work-related initiatives developing team work and leadership
- Cultural experiences
- Creative and Performing Arts
- Sport
- Qualifications in Community Languages, Latin, German, Spanish
- Student coaching

- Externally accredited programmes e.g. in Developing Effective Thinking Skills
- Personal interest related activities and clubs
- Reinforcement, revision work and learning preparation

The contribution of Sky would enable us to further enhance delivery of the richer curriculum through for example, Living for Sport, Sky Skills Studio, access to experts in performance production and technical skills and internet entrepreneurs, athlete mentor visits and on screen talent to engage and inspire.

As the school becomes established we propose to set up a number of Guilds. These would be led by our team of highly trained and effective year progress leaders. Each Guild will have its own unique identity but all will share the school's values and ethos. Every student will have a tutor base within one of the specialist Guilds. Guilds would be organised vertically and be underpinned by a Guild specialism enabling students to learn and practice entrepreneurial behaviours and gain in self-confidence and the motivation needed to be successful leaders. Students would start each day in their Guild with their personal tutor with other opportunities provided for one-to-one tutorial sessions. Within this set up there would be a strong Guild Council which would allow 'student voice' to be taken through to School Council meetings.

At the launch, each Guild would be encouraged to attract a local business person to become patron of the Guild. The designation of each Guild will be discussed and debated with students and decided in relation to the delivery of the vision with Sky and the expertise available within the staff team. Examples of possible Guilds include:

- | | |
|---------------------------|--|
| • Chandlers' Guild | Sport and Leisure |
| • Surfers' Guild | IT, Technology & Creative and Media Arts |
| • Mariners' Guild | Modern Foreign Languages and English |
| • Merchants' Guild | STEM and Ethics |
| • Players' Guild | Visual & Performing Arts |
| • Mercers' Guild | Specialist Centre |

Sixth Form students will continue to engage in the richer learning model. They will be given greater leadership opportunities within the school community, leading the work of different student committees. This committee structure will be led and managed by Sixth Form students who will elect to sit on two committees a year. These committees will be responsible for agreed areas of need, including fund raising, community work, publicity and celebration, leadership of Guild activities and learning leadership. The leadership model will be further enhanced by our commitment that every sixth form student has the opportunity to take on a full six week internship which may be paid or unpaid.

For illustrative purposes an outline of our proposed weekly timetable is provided below:

	0830	0850	0940	1030	1050	1140	1230	1320	1430	1520	1530	1630	1700
Mon	Tutor time	L1	L2	Break	L3	L4	Lunch	L5	L6	Break	L7	Richer learning	End of extended day
Tues		L1	L2		L3	L4		L5	L6		Richer learning		
Wed		L1	L2		L3	L4		L5	L6		L7	Richer learning	
Thurs		L1	L2		L3	L4		L5	L6		Richer Learning		
Fri		L1	L2		L3	L4		L5	End of day				

Meeting the needs of all of our students – ensuring every child is a leader

At the HIP school we fundamentally believe that the individual talents and strengths of all of our students must be optimised to enable them to achieve the best that they possibly can both in an educational setting and in the world of work. Our strategy to support this has two important elements; a) ensuring that the ethos and culture of the whole school is one of excellent inclusive practice and b) the implementation of sound evidence based approaches to address the diversity of the learning needs of the student community.

Inclusive school

Our definition of an inclusive school is one where the individual needs of each student are at the forefront of our thinking, planning and actions. This applies in equal importance to all groups of students be they young people with a special educational need and/or a disability; highly gifted and talented; students who are looked after; young carers or students who are early stage English language learners.

Personalised care and guidance will also underpin the work of the new school. In short, every student's story will be known. Year Progress Leaders will have the responsibility for individual student success and well-being. They will identify when a student may be more vulnerable and ensure that support is focussed in a sensitive manner that enables the student to continue to achieve whilst supporting their emotional wellbeing. The use of graduate coaches is proven to be a successful model of support for more vulnerable students, ensuring their continuing access to learning and several will be employed to work with our year progress leaders. The opportunity to engage in enrichment activity,

as outlined above and additional small group supervised study is also known to support those most vulnerable to poor achievement in school.

The HIP School is committed to an integrated approach to learning and believes that everyone working within and with the school has a shared responsibility to ensure that each student is valued and able to succeed. We want to build a supportive school community that fosters high achievement for all of our students and staff. We will work together with the whole school community to generate a positive ethos of mutual respect and responsibility. We believe that this “whole school” approach is crucial in order to ensure their success. The development of our inclusive culture will be underpinned with reference to several important aims linked to the core values of the vision. These are to:

- Provide a safe and nurturing environment where all students and staff alike are treated with equal value
- Value diversity – both explicitly and implicitly to ensure a welcome for all irrespective of their differences
- Promote positive and pro – social behaviours so that we work and learn in an environment that is free from bullying, harassment or extremism
- Closely involve parents/carers and students in decisions about policy and practice to encourage a shared ownership and responsibility for them
- Develop the emotional literacy of students to enhance self-awareness and the impact of behaviours on others

In order to develop the inclusive school ethos and encourage shared responsibility we will establish a process of self-review and evaluation that will link with school development planning processes. All staff will be involved in sharing and building on their existing knowledge of what facilitates or impedes learning and participation of students from the outset of the establishment of the school. The Index for Inclusion¹ provides a focus on school cultures, policies and practice. We will use this framework to provide a strong basis from which to develop approaches that reduce barriers to learning and

¹Booth, T et al “Index for Inclusion – developing learning and participation in schools” CSIE 2000

participation, decide priority areas for development, identify additional or alternative strategies and review progress in addressing individual and group needs across the school.

Student led approach

At The HIP School we recognise all students as individuals with different learning needs and aspirations. We aim for all of our learners to be confident in independent study but recognise that for some alternative modes of learning and differentiated curriculum options will be needed. Our student led approach to learning will therefore ensure that we are:

- Maintaining high expectations of all
- Responding to students' diverse learning needs and so increasing motivation, enjoyment and engagement in learning
- Setting suitable learning challenges based on clear progress monitoring
- Able to overcome potential barriers to learning and
- Providing formative as well as summative assessment for individuals and groups of students.

We will provide a personalised learning approach. This will outline all of the subjects in each student's learning pathway and detail their specific learning goals for each area. In keeping with our vision and aims to develop our students as future leaders, well prepared for the opportunities, experiences and responsibilities of later life, goals specifically relevant to the development of spiritual, moral, cultural, mental and physical development will also be included.

In line with the spirit and requirements of the Children and Families Act 2014, students and parents will be actively involved in the development and review of their learning goals with students taking increasing responsibility for decisions about their own learning as appropriate to their age and ability to do so. Progress will be monitored on a termly basis and more frequently when there is a need. For example, when shorter term targets need to be set for a student where there are concerns about learning progress or behavioural issues.

The monitoring of progress towards meeting personal student goals will be supported using a range of well-established tracking systems (see below).

Supporting achievement and successful transitions

The students coming to our school from the local area will have had a range of early learning and primary school experiences. Some may be entering a UK school for the first time as they are recent arrivals into the country. We anticipate welcoming students with diverse attainment at Key Stage 2 and varying degrees of preparation for engagement in a secondary school curriculum and school life. The use of our transitional curriculum and our personalised approach to learning and teaching will help us

to support students to have access to and succeed in education. In addition, however, we will put in place a number of other strategies to facilitate the success of all of our young people. These are outlined as follows:

a) Early identification of needs

We are keen to ensure that the transition for our students from primary to secondary phase education is as smooth as possible in terms of both the social and learning requirements of our students. In order to address this we will enhance relationships with feeder primary schools and make connections as early as possible to ensure receipt of accurate information about students' abilities is gathered from the start. On entry to the school, we will conduct an initial assessment of attainment and ability, to add to information received, in order that we are confidently setting work at an appropriate level for each student, identifying any areas where additional support may be needed and to establish a baseline from which progress can be measured. The assessment tools we use are likely to include standardised measures such as the Cognitive Abilities Test (CAT) and those with a specific focus on literacy for example: Edinburgh Reading Test, Vernon Graded Word Spelling Test. An initial baseline assessment will be carried out for all new entrants to the school.

Early on in the first term of a student's participation in the school, parents will be invited to a student progress session where they will be encouraged to share their views about their child's strengths and any areas of concern and to contribute to planning learning goals and outcomes.

b) ICT tools for learning

The HIP School intends to use state of the art technologies to support both the educational and pastoral care functions of the school. Our relationship with Sky would facilitate access to a wider range of opportunities than might otherwise be available to schools. Acknowledging the fact that the current rate of progress in the development of new applications of technology is so fast that at the time of writing we are not aware of the full potential that will be available as we open the school, there are a number of key areas where we highlight its use. These include:-

Assessment for learning. We will collect and use data to inform assessment for learning and tracking students' progress in a rigorous manner as they move through the school. We will use a range of well-established tracking systems such as: SIMS; SISRA Analytics; PiXL and 4-Matrix. Information will be made available to students and parents via the school virtual learning environment so that each student can clearly track their own successes. Individual departments will record data for each student and by class in order to inform areas that need reteaching or individual student action.

Multi located learning – curriculum access. Use of the virtual learning environment offers opportunities for anywhere, anytime learning. We will be able to ensure that our students, whether they are on site

or elsewhere, have access to study tasks and activities appropriate to their course and level of learning need. This effectively supports all learners, providing practice for those who require it and extending the reach of those most adept in their subject area. Students will be able to access subject areas not available within the immediate school through shared access to our partner schools' curriculum via streamed lessons or participation in distance learning courses.

Attendance and behaviour. By systems such as SIMS and PARS we will be able to monitor attendance quickly and with the introduction of a parent alert system using mobile technologies, can easily contact parents in the event of an emergency or when it appears that a student is missing from school without explanation. Within school, it will be our aim to allow the use of school owned mobile devices in order to prompt or ensure swift follow up action is taken when required or to locate a student who may be following a modified timetable or personal support plan.

Information literacy. One of our key challenges as a forward looking school will be to help our students to manage constructively their interactions with and use of available information on the world wide web. The National Forum on Information Literacy defines information literacy as "...the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand". We will aim that all our learners are able to reflect on and critically evaluate the information being provided to them and their response to it.

Reducing barriers to learning. We will ensure that all of our students, irrespective of their needs, are able to enjoy and to use the widest range of hardware and software possible. We are excited by the increased access to learning that technology provides through for example: structured curriculum programmes; assistive and augmentative communication devices; touch sensitive and interactive devices; multimedia production and social communication.

We are determined to utilise all available resources in a way that will enhance the achievement of all of our students and provide excitement and inspiration in learning for staff and students alike. It is fairly well acknowledged that the fluency of young people in the use of technology is far in advance of even their older peers and certainly many adults. Student technology mentors will be engaged to support the development of both staff and student skills in effectively accessing and using technology to support learning.

c) Environments for learning

The HIP School vision and education plan have important implications for the arrangement of spaces to support effective learning in our new school. In order to support our core values of

- Resilience and determination
- Inspiration and excellence

- Friendship and equality

whilst also developing as an inclusive learning community, we will need to develop a range of flexible accommodation. This will include, for example, larger spaces for briefing/presentation; celebration and exhibition; specialist subject spaces; class group spaces; small group and break out spaces; private spaces for one to one support/tuition and quiet areas for independent study.

Sky sees potential opportunities to enhance the school facilities for example, use of their head quarter's astro turf and swimming pool, adding high spec equipment to the theatre, IT equipment and providing cutting edge exhibition space.

Our vision for learning is that it can take place in the widest possible range of business, community and educational settings. Learning will take place both inside and outside of the school buildings in order to take greatest advantage of the resources available in the locality such as Sky HQ, global businesses centred around Heathrow and the Great West Road, Waterman's Arts Centre, Brentford Leisure Centre or Twickenham Rugby Stadium. Members of the partnership are on the advisory board of the local education business partnership, SPARK, providing good links with as many as 300 local businesses as well as with Sky.

Our ability as a school to tap into extensive learning opportunities delivered in a wide range of environments will enable us to truly tailor-make learning options and develop innovative work related programmes of study that engage and motivate our students, developing both their resilience as learners and their leadership qualities.

The EIP will enable us to join an established learning partnership that shares expertise and specialist knowledge across all of the schools. EIP partner schools are already named and active partners in the two local Teaching Schools and Sport Impact (the local school sports partnership). Our EIP partner secondary schools are important members of wider national networks such as Challenge Partners.

d) External agency support

Many of our students will have complex life experiences or have had a critical event in their lives as a result of which there may have been extensive agency involvement with the family. Others will have special educational needs and/or a disability that require ongoing professional care and intervention. We will welcome and work in tandem with all external agencies e.g. Health, Social Care, Educational Psychology and CAMHS to facilitate the support of students whose situation is having an impact on their success in learning. Within the school we will establish an area that is private, comfortable and safe, where families and students may meet with other professionals who visit the school.

We will coordinate or participate in, as appropriate, multi - professional “team around the child and family” meetings to ensure that all views are represented in planning to meet a student’s needs, especially those of the student. Where required, we will establish the necessary multi – professional meetings to facilitate statutory assessment for a student who may require an Education, Health and Care Plan in order to identify their learning outcomes and the support needed in order to achieve them.

Reducing barriers to learning

There are a number of groups of students who we know from the evidence over many years are vulnerable to poor educational outcomes. These include, but are not limited to, Looked After Children; Young Carers, children whose families experience extreme levels of hardship and disadvantage; Traveller children; children with special educational needs and children with disabilities. All of our approaches mentioned so far will enhance the opportunities for these students but key to their success in learning will be:

- Their confidence to engage with school life
- Access to the curriculum
- Building on their strengths and talents
- Use of evidence based teaching programmes

In order to promote increasingly successful learning for the most vulnerable groups our Assistant Principal SENDCO will lead a number of ongoing strategies designed to develop our understanding of what works best for individual students and to ensure that we are maintaining the highest expectations possible for all. These actions will include:

- Speaking to students about what they find effective
- Involving parents/carers in the development of individual learning outcomes
- Observing lessons, group sessions and one-to-one tutoring (in our own school and others); feeding back, sharing good practice with other staff
- Analysing progress data and determining how/why some students have made more progress than others (type of intervention/resource; size of group; timing; venue; frequency; personnel; suitability to learning style/age appropriateness; parental support)
- Sharing ideas with SENDCO colleagues across our partner schools
- Drawing on the experience and expertise of staff working in our SEND centre
- Implementing specific strategies (e.g. the TEACCH programme, Reading Recovery, Precision Teaching; Dyslexia training)
- Use of graduate coaches in action-research projects on the impact of specific trialled pedagogies

Improving outcomes for students with special educational needs (SEN) and learning difficulties and/or a disability (LDD)

As an inclusive school we will welcome all students with additional learning needs. We will follow current government guidance and legislation (Children and Families Act 2014 Code of Practice) in relation to identification, assessment and meeting the needs of students and publish our local offer, the school SEND information report, to sit within the local authority offer.

We will also comply with the requirements of the Equality Act 2010 with regard to students with a disability and the Hounslow Fair Access Protocol.

The definition of a special educational need is outlined in the Children and Families Act 2014 and states “Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them. “Children have a learning difficulty if they:

- a) have significantly greater difficulty in learning than the majority of children of the same age
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools in the area
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

In addition to the approaches described above we will have in place a clear system of support that enables us to closely identify, monitor, review and track the progress of our students who are experiencing particular difficulties in school. In doing this we will have due regard to the definition above and follow a graduated process of identification and assessment (assess, plan, do, review outcomes) as outlined in the SEND Code of Practice (2014).

Improving outcomes for students with social, emotional or mental health needs

In the first instance, if concerns arise about the impact of a student’s behaviour or emotional well being on their learning these will be referred to the school SENDCO. S/he will then work with key staff and follow a graduated approach to understanding the specific needs, putting in place strategies to address the concerns, monitoring and review of the impact of that support.

Parents/carers will be alerted early to any concern and encouraged to be involved in the planning of support strategies that may also be relevant at home.

A small area will be located within the school where individual and small group support can be provided for students experiencing difficulties. This will also provide a resource where a member of staff may work with a student or students to resolve problems that have arisen between them or with another member of staff.

There may be a need, on rare occasions, for a student to attend school on a part time basis. A private space will be available where a student may work whilst being supervised by staff but without the need for proximity to peers.

We aim to resolve and support the majority of the emotional and behavioural needs of our students through our internal support structures and practices. If over a period of time, this proves ineffective for a student then we will draw on the available expertise from our partner schools and also from external agencies, noted above.

The school will benefit, as part of the EIP, from having access, if needs be, to the diverse alternative education facilities locally, such as Woodbridge Park Education Service; The Interim Education Centre; Fresh Start and Trading Places based at West Thames College and The Outreach Programme. Other options are available through our local Alternative Provision Directory. This will enable us to create flexible learning pathways for even the most troubled of our students.

Anti – bullying strategy

Bullying, in particular cyber – bullying is often difficult to detect, however the consequences of persistent bullying can be life threatening. In The HIP School, bullying of any sort will be unacceptable. During the first year of the opening, we will work with the students to develop an anti – bullying charter. This will be reviewed and renewed annually. Our aims are

- a) to ensure that the ethos of the school and the approaches outlined above provide an environment that will minimise the risk of bullying
- b) to provide a caring, friendly and safe environment for all of our students and staff so that the climate in which learning and teaching takes place is relaxed and secure
- c) that all staff and students will be confident to report a concern about bullying and that it will be dealt with promptly and sensitively

Where bullying is reported it will be dealt with in a variety of ways dependent on the nature and severity of the incident. These will include:

- The bully (bullies) may be asked to apologise genuinely. Other consequences may take place.

- If possible, the students will be reconciled – using No Blame or Restorative Justice Approaches. Although these have to be used with caution as victims may feel even more humiliated or intimidated by the experience.
- In serious cases, suspension or even exclusion may be considered

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Attendance

At the HIP school our aim is that all students receive a full-time education that will maximise their opportunities to achieve the very best that they can.

Our ethos and curriculum are designed to provide an exciting and personalised education that will suit all of our students and in which they will naturally wish to participate.

All school staff will work with students and their families to ensure each student attends school regularly and punctually. The use of a parent alert system based on mobile technology will enable us to follow up potential student absences immediately. Accurate recording and attendance monitoring will be facilitated by the use of the SIMS database. The school will directly and quickly challenge the behaviour of those students and parents who give low priority to attendance and punctuality. Short term targets will be set and monitored.

An effective reward system that acknowledges the efforts of students to improve their attendance and timekeeping will be established. It will also serve to challenge the behaviour of those students and parents who give low priority to attendance and punctuality. In setting this up, we will seek ideas from our students and parents on their views about the strategies and incentives that are most likely to be successful.

Key attendance aims will be to:

- maintain a high percentage of students attending full time
- make explicit the importance of good attendance and punctuality both with regard to access to learning and in the world of work
- ensure that the quality of learning and teaching and the opportunities within the rich curriculum and extended school day are such that students wish to participate
- implement an effective rewards system

- develop a systematic approach to gathering and analysing attendance related data that is used to inform future strategies to promote attendance
- develop positive and consistent communication between home and school
- provide support, advice and guidance to parents and students
- recognise the needs of an individual when planning reintegration following significant periods of absence.

Special Educational Needs Centre for students with complex learning needs

Across Hounslow there are a number of additional resource bases linked to schools that provide focussed support for students with particular areas of learning need. Following discussion regarding current gaps in provision, with the Local Authority, we have their support for our proposal to establish a resource base that will provide additional support for 20-25 students (approximately 5 per year group) with complex learning needs. The Centre will be part of our new school and be a resource available to all Hounslow students, identified in the local offer. Clear access criteria will be determined in conjunction with the local authority and review of the projected need for additional specialist provision at the time of the opening of the school.

Students attending the Centre will follow a partly personalised timetable and be able to benefit from engagement in a range of curriculum areas on offer in the school as appropriate. The Centre is not an alternative to a special school but will provide provision that “bridges” a gap between full time involvement in a mainstream curriculum and the need for specialised and smaller group tuition and therapy e.g. speech and language or occupational therapy.

Ensuring high achievement of gifted and talented students

Our ethos as an inclusive learning community supported by the personalised approach to learning and teaching means that all students will be able to maximise their achievements including those who are identified as gifted and talented. Through analysis of our initial and formative assessment of learning progress we will be able to tailor make suitable educational programmes that will extend the opportunities available to our gifted and talented students and ensure that they benefit from challenge planned into their daily learning, alongside the additional challenges that will be provided through our richer curriculum sessions and business partnerships. The diversity and range of learning provided will ensure that their motivation to succeed at the highest levels are maintained throughout their school journey.

Some of the ways in which we will address the need to truly stretch and expand the talents and interests of students will include:

- Ensuring teachers are able to focus their core provision to meet the needs of students who show outstanding promise
- Use of virtual learning opportunities, national and International
- Provide a “roadmap” of opportunities and support learners to construct their own learning directions
- Through our links with Higher Education and multinational business
- Completing accredited non – core courses when able to rather than in a prescribed year
- Additional enrichment activities
- Professional master classes, shared with our partner schools across Hounslow
- Facilitating anytime, anywhere learning
- Effective Careers Education Information, Advice and Guidance (CEIAG) that signposts relevant business and research related experiences

Students with English as an additional language

Over 120 community languages are spoken in Hounslow. It has the second highest Indian population in London. 46% of the population identify themselves as of Black and Minority Ethnic heritage (JSNA 2012 – 13). The population is fluid due to both domestic and international migration.

71.3% of people living in Hounslow speak English. The other top languages spoken are 4.8% Panjabi, 4.1% Polish, 2.1% Urdu, 1.6% Gujarati, 1.3% Hindi, 1.0% Arabic, 1.0% Somali, 0.9% Nepalese, 0.9% Persian/Farsi. (Census 2011). Students attending the new school will be likely to come from these diverse backgrounds. We are therefore planning our support at a number of levels.

- 1) For students who have already been learning English as an additional language but who have not yet achieved a level of fluency in literacy that enables easy access to the curriculum
- 2) For new arrivals, students who do not yet know any English
- 3) For students for whom English is an additional language and who also have additional learning needs

1) Some additional support needed with literacy

The acquisition of English as an additional language is known to take up to 7 years. It has been described as a two stage process² a Basic Information Communication stage (BICS) and Cognitive Academic Language Proficiency stage (CALPS). The first stage refers to the use of spoken and social language and is usually picked up with 2 years of immersion in English, the second is essential for learning as it involves core literacy skills but these may not be in place until after 5 to 7 years.

Where additional literacy support is required we will ensure not only that subject teachers are aware of a students' needs in this area but that additional support is able to be provided both within a classroom or small group targeted setting as appropriate.

We will run additional subject specific language classes to enable students to learn the vocabulary associated with a particular course module or curriculum theme.

2) Students arriving into the UK with no prior English

Our general approach will be to enable all students to take part within the main timetable of the school as immersion in English is the surest way in which to learn it quickly. However, we will provide class based and small group support as needed.

A student arriving at the school will be allocated a "buddy". The buddy's role will initially be to mentor the new student and ensure that they are able to locate lessons, social activities, understand school rules and expectations but may also include introductions to friends that extend outside of school also.

Students will have the opportunity to take accredited courses including GCSEs in their community language. If we are unable to provide the required tuition we will facilitate access to the course through the shared expertise across the partnership.

A number of students arriving directly into the school may have come to the UK as asylum seekers to escape conflict or imprisonment within their own country. The family may have experienced high levels

² Cummins, J. (1979) <http://www.iteachilearn.com/cummins/bicscalp.html>

of trauma. We will ensure that support is provided from within our pastoral system and through referral for external agency support if required.

3) Students with EAL and additional learning needs

We will identify any students who may have additional learning needs or a special educational need through our baseline and formative assessment process taking into account the research mentioned earlier that indicates the usual time taken to acquire English language competency. A process of assessment and support will be put into place by the school SENDCO.

Student Transitions

In addition to the development of the ethos of an inclusive school outlined, where all adults share responsibility for the achievements and emotional well-being of students and colleagues, we will introduce specific strategies designed to ensure that moves into and out of the school are comfortable and successful for our students. In order to emphasise the importance we attach to getting this right, responsibility for the oversight of this area will be provided by one of the Assistant Principals (student well – being). Individual learning plans will reference not only academic goals but also social, emotional and mental health needs as relevant. These will form a useful tool to be used in monitoring the progress of those entering the school both into Year 7, Sixth form and mid-term admissions.

The evidence for the success of peer mentoring approaches is well known. A peer-mentoring scheme will be set up within the school as it grows. The focus will include both support for learning activity as well as support for the development of self-esteem and self-confidence amongst students. In addition, it will form a core element of our anti – bullying strategy.

Student mentors will be provided with appropriate training and supervision to ensure that the programme is of a high quality. It is anticipated that both the mentees and the mentors will benefit from participation in the programme.

Our student mentors will be assigned to new arrivals at the school to provide ongoing support as well as induction to the building and expectations of school life. Regular reviews of the mentoring programme will take place across year groups and key stage groups. This will enable early identification of any student or student groups who appear to require further input.

Arriving at a new school can be a daunting experience. Despite the strategies that will be in place to support the majority there may be a few students who require additional support. This may be particularly the case for students on the autistic spectrum who may find the social pressures of managing a large organisation overwhelming. There may also be occasions when an experience in the student's home life leaves them vulnerable and anxious about attending school. In order to alleviate

some of these pressures we intend to establish a comfortable area within the school where students may work alone or in a small group and where social and emotional support can be provided.

Strategic links with local primary feeder schools, businesses and further education will facilitate cross phase planning meetings proposed to take place in the term before transitions will occur.

Accountability

Amongst the HIP School staff and Governing Body we will ensure that the responsibility for student progress is clearly designated and understood. In the first instance, responsibility for individual student learning will be held by the Year Progress Leader. Where specific additional learning needs have been identified for a group of students or individual student, the Special Educational Needs and Disability Coordinator (SENDCO) will have additional responsibility for appropriate education planning and achievement. The Governing Body will nominate a governor to take responsibility for oversight of SEND.

Our SENDCO role will be specified in line with current national guidance. The post will be set at a Senior Leadership level to enable the post holder to be proactive in addressing the needs of students with special educational needs and disabilities and provide strategic support to the senior leadership team.

Our SENDCO will be a fully qualified teacher working at the school. We will ensure that they have achieved a National Award in Special Educational Needs Co-ordination or have access to a suitably accredited programme of post – graduate study. They will be a key part of the school leadership team provided with appropriate time and resources to be able to carry out the role effectively to ensure the achievement of students with SEND. The responsibilities of the SENDCO will be to:

- Work with the Principal, Senior Leadership Team and Governing Body to determine the strategic development of SEND policy and provision and publication of the school SEND information report;
- Work with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all students with SEND up to date
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively

- Take responsibility for day-to-day operation of the SEND policy and coordination of specific provision made to support individual students with SEND including those who have Education Health and Care plans;
- Provide professional guidance and support to colleagues
- Advise on the graduated approach to providing SEND support
- Liaise with the relevant Designated Teacher where a looked after student has SEND
- Work closely with staff, parents and other agencies including other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external support agencies, taking on the role of a lead professional as appropriate
- Retain an awareness of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high quality teaching across the school
- Liaise with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned

In addition, all subject specific teaching staff working and the graduate coaches will fulfil their responsibility for the progress of each and every student, planning learning opportunities appropriate to the individual needs of the students and ensuring an excellent standard of teaching.

Safeguarding

The HIP school believes that it is the responsibility of all staff to protect and care for our students and to put their welfare and needs first. We will adhere to the Hounslow and pan London Local Safeguarding Children's Board (LSCB) guidance and child protection procedures. We will also have regard to government guidance such as "Working Together to Safeguard Children" (2013) and "What to do if you are worried a child is being abused" (2006).

All staff will be expected to ensure that they know the child protection procedures that apply and which staff member is responsible for this area. The staff member with responsibility for child protection, in the first few years of the school development will be a Vice Principal. To meet the requirements of the LCSB the HIP school staff will attend and have access to single and multi-agency training on safeguarding. This will be achieved by a combination of school based input and attendance at externally provided courses.

“Safer Recruitment” procedures will be followed in relation to the appointment of staff and job advertisements and application packs will make explicit reference to safeguarding including:

- The need to provide an enhanced DBS disclosure (unless directly transferring from a similar position without a break in service of more than three months)
- Reference in the job specification to the responsibility of individuals for safeguarding
- Information about policy and practices to applicants for a post.

Summary

Our holistic learning model and curriculum plan will enable staff and students to understand and engage in effective thinking and learning that will support both their success in learning and teaching and their ability to participate as leaders in response to changing educational and global business requirements. All of our students will be supported to have high aspirations irrespective of their starting points in life and our focus on individual student led pathways will enable everyone to have the ability to make positive and courageous life choices.

Section D: Education plan – part 2

D2: Measuring student performance effectively and setting challenging targets

Improving the school's performance – monitoring and evaluation

At the HIP school we believe that successful outcomes for us in relation to the vision will be achieved when our students are:

- Confident, resilient and excited about learning
- Leaders who are forward-looking and who are transferring their skills to the world of work
- Well informed problem-solvers
- Taking a pride in the community and have high aspirations

Our achievements in relation to these goals will be measured in a number of ways that range from external validation and awards to personal student and family feedback. These measures will include:

- external evaluation e.g. Ofsted judgements; achievement of quality marks and awards; student achievement in public examinations, nationally accredited qualifications and future employment
- internal self-review e.g. self-evaluation and development; school as a learning organisation; performance appraisal and management of staff; governor monitoring
- stakeholder views e.g. student voice; parent feedback; community feedback; school popularity and reputation

In order to ensure a focus on continuous improvement we propose to develop a school development plan based on our vision for education. This will form a framework within which we establish specific, measurable goals relevant to the new school and from which we can gauge our success. It will be based on a three-year development cycle but progress towards achieving the targets set will be monitored on a regular basis by senior leaders and reviewed on an annual basis by school staff and the Governing Body. This will enable the school to learn from the outcomes and inform us of areas that require further development or a change in approach. We will ensure that the template used identifies clear criteria for success, monitoring activity and evidence of impact and evaluation. A sample of our proposed template appears below.

Key target area.....

Action	Responsible person	Timescale (Start – end date)	Resources	Success criteria	Monitoring activity and evidence of impact	Evaluation
Specific actions that need to be taken	Named person/s	Key milestones	People/time? Money? Training? Supply cover? Equipment?	Includes numerical data What will it look like when achieved? What effect will it have on the school?	What will be done by whom to check actions are in progress? What evidence will they consider?	Who will be involved in judging outcomes? Governors SLT Other?

Key performance indicators

We have identified a number of criteria as key performance indicators (See also Section C) relevant to the vision for the school and the success of our expected student intake.

Key performance indicator	Target	Target date
Ofsted judgement “outstanding”	Being judged as an ‘Outstanding’ school by Ofsted at first inspection 100% of teaching judged as Good or Better	2019
Academic qualifications	Ambitious and achievable outcomes in terms of academic qualifications, including national measures for Progress 8, Attainment 8, percentage A*-C in	2022

The HIP School Final October 2014

	<p>English and Mathematics and percentage EBacc.</p> <p>End of KS4:</p> <p>Positive Residual for Progress 8</p> <p>Aspirational Targets for Attainment 8 achieved</p> <p>10% above national achieving grades 6 – 9 on the EBacc</p> <p>KS2 – 4:</p> <p>80%+ making more than expected progress in English from KS2 – 4</p> <p>80%+ making more than expected progress in Maths</p>	
Academic qualifications	<p>End of KS5:</p> <p>85% achievement of A levels A* - E (3 or more)</p> <p>95% achievement of A levels A* - E (2 or more)</p> <p>100% achievement of A levels A* - E (1 or more)</p> <p>10% achieving at least 3 A levels at AAB in “facilitating subjects”</p> <p>15% achieving at least 2 A levels at AAB in “facilitating subjects”</p> <p>Average point score per A level student: 800</p> <p>Average point score per A level entry: 225</p>	2025
	Having filled the gap in provision for families, with 80% of local families having a place at their first preference school and a greater number of families attending school closer to home	2019
Student Engagement	High levels of student satisfaction and engagement from students e.g. 96% attendance	2019
Student engagement	100% of students indicate in annual survey that they feel safe in school	2019

Parental involvement	High levels of parental satisfaction and engagement with over 90% attendance at parent consultation events	2019
Individual Learning goals	95% students achieve their individual learning goals each academic year	2019
Behaviour	Level of fixed term exclusions 10% below LA average Permanent exclusions = 0	2019
Student well being	97% of students report in annual survey that they enjoy coming to school	2019
Staff well being	98% of staff in annual staff well being survey indicate that they are satisfied with the structures in place to support them in their work	2019
Destinations	Destination data indicates high level of employability of students: 100% of students' progress successfully to FE and or HE, training or employment with an appropriate career structure	2022

The performance indicators have been set to reflect key aspects of our vision in relation to educational outcomes for all and to address the social elements important to our inclusive school ethos. All of the secondary schools within the EIP partnership are good or outstanding in terms of Ofsted judgement; we have therefore set our targets to be either similar or slightly more ambitious to reflect the fact that the student profile will be similar but knowing that we have an excellent track record in understanding what is required to achieve these outcomes.

We are mindful of forthcoming changes in the arrangements for measuring the academic success of students and schools and so have made reference to some of the planned changes in the performance indicators. We are aware that these may be adjusted further before the school is open and before the school is at a stage where students are entered for public examinations.

Progress towards meeting the targets identified will form the core of our self-evaluation process and be an integral part of the school improvement planning cycle. This target data will be used to identify goals and actions to inform improvements in teaching and drive progression and attainment for all students

Assessment and data tracking

In D1 we described our approach to establishing a baseline of learning success for each student and the formative assessment process through which we plan to continue to reflect upon and monitor progress. The target setting process that we will implement will be guided by effective use of data and in particular the setting of student goals will be informed by the following:

- National progression data
- Prior attainment e.g. Key Stage 2 results
- Any external test information e.g. CAT referred to in D1
- Use of Fischer Family Trust data
- Teacher, subject and leadership moderation
- Student expectations and aspirations

All assessment will be used consistently and accurately to inform the next steps and learning goals i.e. Assessment for Learning. In addition regular formative and summative assessments will be undertaken. Summative assessments will be utilised at the end of each learning block and internal moderation will ensure consistency.

We will utilise the RAISEonline database to support our ability to analyse performance data accurately. This will enable us, as the school grows, to benchmark our students' outcomes against other comparable secondary schools nationally.

For student's in the SEND centre even more personalised approaches will be used. Each student will have an Education Health and Care (EHC) plan detailing agreed learning and developmental outcomes. These will be specified for a number of different transition points in their education and range from long term aspirational outcomes for adult life to discreet short term outcomes for learning over an academic year. The EHC plan will be delivered by breaking down the annual outcomes into short term targets and goals set on a minimum of a termly basis. These will be recorded in the student's individual learning record. Progress tracking will be based on measurement of the achievement of the identified outcomes and progress. A database such as Comparison and Analysis of Special Student Attainment (CASPA) or B squared will be used in order to accurately benchmark and track student progress.

The implementation and organisation of student assessment and progress tracking will be the responsibility of the Vice Principal – progress and achievement. Through the gathering, sharing and use of assessment and other data the Assistant Principals, who have responsibility for different subject and pastoral areas, will be able to work together with other staff, including the SENDCO to keep track of student progress and to plan any action required in order to extend the learning of students who are

exceeding their goals and to intervene effectively with additional or different approaches for any student who appears to be at risk of not achieving their potential.

Responsibility for ensuring that the school has coherent systems in place and the organisational capacity to fulfil our obligations to secure successful educational outcomes for all students lies with the school Principal. They have overall responsibility for monitoring and evaluation of the school's performance. Their successful implementation of the school strategic improvement plan, strategies to support and enhance learning and achievement of the education vision will be overseen in turn by the Governing Body who take responsibility for his/her performance management and appraisal.

The best management information systems are only as good as the quality of the data that is recorded. We will ensure that all staff are confident and routinely using the systems in place for tracking student progress. If introducing new or alternative tracking systems, electronic or organisational, we will provide suitable training and coaching for all staff during a school based INSET day or through an external provider. Additional professional development needs will be identified for staff in relation to the areas of improvement needed for the school and in relation to their personal development needs identified through performance management, staff support, mentoring and coaching sessions.

Monitoring and improving the quality of teaching

The quality of teaching is critical to the success of all of our students and to the overall success of our school.. Our core purpose is to provide learning that is consistently excellent. The quality of teaching and learning will initially be the responsibility of the Principal. As the school grows and the full staffing structure falls into place this responsibility will lie with the Vice-Principal responsible for the quality of Learning and Teaching.

Teaching and learning will be continually monitored throughout the year using a multi-layered approach. At the informal level there will be an open door policy where regular 'learning walks', (visits to lessons) will be completed by all members of staff in order to share best practice and ensure consistency. On a half-termly basis there will be calendared 'showcase days' when planning, marking and lessons will be reviewed by the Assistant Principal's and Curriculum Leaders to monitor and report on the quality of learning and progress in the material produced by students and the records of teaching staff. Each subject area will have an annual calendared review which will form the basis of a report to governors on the progress and achievement of that subject, along with identified key areas for action.

All teachers will have a lesson observed at least 3 times a year in order to provide them with clear feedback on their agreed strengths and on how they can continue to improve as professionals. Pedagogical areas for focus will feed into each teachers primary area of research and development through the year. Teachers requiring or requesting greater support will be offered an eight week development programme by the Learning for Teaching Team. Teachers will be graded on student

progress overtime when their lesson has been observed by two people, one of whom will take responsibility for looking carefully at the students classwork and the assessment of work over time. Grades for progress over time will be used to make whole school judgements on the quality of teaching and learning and will inform judgements on the teacher's performance. The regularity of observation and walk-throughs are designed to be developmental and to stimulate professional discussion whilst identifying particular individual or whole school training and development needs.

Liaising with and reporting to parents

The involvement of parents will be actively encouraged in order to maximise the engagement of the student with schooling, in order to celebrate successes and if necessary share concerns.

On entry to the school, a meeting will be held with every student, an Assistant Principal and their parents to explore the student's aspirations for education and employment and as an introduction to the school. At this meeting the beginning of a student portfolio will be drafted. The student portfolio will be updated on an annual basis so that by the time the student leaves the school it provides a positive portrait of the student's dreams, successes and educational achievements.

During the first term of each academic year, parents and students will be invited to meet together with the form tutor to set and agree the learning outcomes for the year and shorter termly targets.

A parent review meeting will be held in the Summer term, where achievements towards meeting the outcomes identified will be discussed as well as progress in different specific subject areas.

If a student has special educational needs, additional termly meetings will be held with parents and the student, which may involve other professionals, who will contribute their views on appropriate outcomes and any additional support or resources that may be required in order to achieve them.

Communication with parents regarding their child and the school's progress will also be provided in a number of different ways in addition to the face to face meetings. These include:

- A half termly school bulletin
- The school website
- A termly attainment record
- A parent log-in to their child's learning platform
- Text alerts

Students and parents will be invited to participate in working groups to discuss, develop and review the efficacy of policy and procedures in the school. For example: deterring bullying; behaviour management; attendance; rich curriculum options. This will encourage ownership of the activity and

requirements of the policies, which in turn will encourage a stronger commitment to their implementation.

D3: Staffing structure

The proposed staffing structure, key roles and responsibilities outlined below will support the development of the school from 2017 to 2024 when it reaches capacity, with the sixth form fully operational. The staffing proposed enables the school to achieve the vision (see section C) and address the key goals and performance indicators outlined above. The staffing required for the SEND centre will be discussed and agreed together with the local authority when clear details of the requirements and students' needs that the centre will address are confirmed.

Senior Leadership Team

Post	Key responsibilities
Principal	Strategic leadership and management; planning and overall accountability; setting the framework for success; quality assurance; school organisation; recruiting staff and performance management; overseeing partnership development; participation in strategic work with HEIP
Vice Principal	Progress and achievement – manager of Sixth form Assistant Principal – curricular oversight – manage Year Progress Leaders 7 and 8; line manage senior curriculum leader English or Maths
Vice Principal	Business partnerships and richer learning – guilds – (pastoral oversight) – manage Year Progress Leaders – 9, 10 and 11; Designated Child Protection officer; line manage senior curriculum leader English or Maths
Assistant Principal 1	Quality of learning and teaching – development coaching and mentoring
Assistant Principal 2	Raising standards – assessment and data management; progress tracking and intervention; attainment

Assistant Principal 3	Student well-being; celebration of achievements; attendance and behaviour; planning transitions; student council
Assistant Principal 4	SENDCO - strategic development of SEND policy, provision and practice across the school including publication of the school SEND information report (see para x in D1
Assistant Principal 5	Business and financial leadership development (team of finance; facilities management; contracts; admin and office management)
Assistant Principal 6	Head of Sixth form
Senior Curriculum Leader (Maths)	Responsibility for the development of the Maths curriculum, policy and practice across the whole school; raising achievement and engagement
Senior Curriculum Leader (English)	Responsibility for the development of the English curriculum, policy and practice across the whole school; raising the level of literacy skills, achievement and engagement

The senior leadership team will work with the school Principal to oversee the leadership and management of staff; ensure high quality learning and teaching across the school; promote student well being and achievement and keep the vision for the school at the forefront of strategic development and practice across the school and in work with the school's business partners.

Learning and teaching

They will in turn be supported by a number of key posts designed to enhance the attainment of all students in core subject areas and enable all to achieve the vision that every child is a leader.

Senior Curriculum Leaders in English and Maths: These post holders will be responsible for the strategic development of literacy and numeracy across the whole school, from Year 7 upwards, and across all subject areas. They will be appointed as associate members of the Senior Leadership Team in order to acknowledge the importance that The HIP School attaches to these core subject areas and our belief that they are central to student achievement within education and success in their future working lives. The status of the posts has been designed to ensure that we are able to attract and retain teachers of the highest calibre to undertake these roles.

Curriculum Leaders: The ten curriculum leaders will have subject specific responsibility and act as heads of department in their subject area. They will be in charge of curriculum development, organisation of learning, assessment and quality of teaching for their subject area. The initial proposal provides an enhanced salary for teachers of the core EBacc subjects in order to acknowledge their importance and to attract well qualified teachers to those positions.

Deputy curriculum leaders: The delivery of the curriculum in the three key areas of English, Maths and Science across the whole school will be improved by support from three deputy curriculum leaders. Working with the curriculum leaders and subject teachers they will have responsibility for identifying areas for improvement and supporting teachers to introduce differentiated teaching activities in order to support the learning styles and abilities of all students and ensure that they can make better than expected progress in these areas.

Guild leaders: We propose to implement a number of guild leaders from year 2 of the school's growth to promote opportunities for staff to develop and enhance their leadership skills. They will have a developmental role for subject focussed areas linking to enrichment activities and business partnership and providing opportunities for study in vertical student groupings. The formation of the guilds may in the longer term inform the structure of the school's pastoral system as well as providing a structure within which to extend cross age learning and collaborative working. These roles will not attract any additional remuneration at this stage.

Pastoral support

Year Progress Leaders: From year 4 of the school's growth we will begin to recruit year progress leaders. Five with responsibility for the individual well-being and progress of students in years 7 – 11 and one to support the personal achievements and well-being of sixth form students. They can be appointed with any subject specialism as the priority skills that will be required are communication and the ability to build positive relationships.

Graduate Coaches: It is proposed to employ, initially, up to 9 graduates to work as coaches across the school to support individual students and to support work in the core subject areas of English, Maths and Science. One graduate coach will be allocated to each year group (7 – 11). They will support the work of the year progress leaders and be managed by them. Whilst providing an effective model of support for students their work will also provide them with a career pathway into teaching. One coach will be allocated to support SEND students and be appointed from year one of the school's opening.

The table below outlines the proposed staffing arrangements for the HIP school from year 1 to full capacity. The planned growth is reflected in the budget plan in Section G.

Phased growth

Staff/Year	Sept 2017	Sept 2018	Sept 2019	Sept 2020	Sept 2021	Sept 2022	Sept 2023	Sept 2024
Students on roll	150	330	510	690	870	985	1110	1150
Leadership team								
Principal	1	1	1	1	1	1	1	1
Vice Principal 1	1	1	1	1	1	1	1	1
Vice Principal 2		1	1	1	1	1	1	1
Assistant Principal Quality of Learning and Teaching		1	1	1	1	1	1	1
Assistant Principal Student wellbeing				1	1	1	1	1
Assistant Principal Raising standards				1	1	1	1	1
Assistant Principal Business management	1	1	1	1	1	1	1	1
Assistant Principal SENDCO		1	1	1	1	1	1	1
Assistant Principal Sixth form					0.3	1	1	1
Senior curriculum leaders English and Maths	2	2	2	2	2	2	2	2
Total Leadership	5	7	7	10	10.3	11	11	11
Teaching								
Curriculum Leaders 1. Science	1	1	1	1	1	1	1	1
2. Modern Foreign Languages	1	1	1	1	1	1	1	1

3. Arts and photography	1	1	1	1	1	1	1	1
4. PE/Sport	0.2	0.2	1	1	1	1	1	1
5. Geography		1	1	1	1	1	1	1
6. History		1	1	1	1	1	1	1
7. Computing			1	1	1	1	1	1
8. PHSCE/RE			1	1	1	1	1	1
9. Music/Dance/Drama				1	1	1	1	1
10. Business studies				1	1	1	1	
Deputy curriculum leaders								
1. English		1	1	1	1	1	1	1
2. Maths		1	1	1	1	1	1	1
3. Science			1	1	1	1	1	1
Year Progress Leaders					5	6	6	6
Assistant SENDCO			1	1	1	1	1	1
SEND teacher			1	1	1	1	1	1
Guild Leaders - up to 6 guild leaders will be appointed from within the existing staff structure.								
Total teaching (including teachers, senior and curriculum leaders and year progress leaders shown above)	5.2	10.2	21	31	43	49	56	58
Student Support								
Graduate Coaches	1(SEND)	3	4	8	9	9	9	9
Administration								
Finance Manager				1	1	1	1	1
HR casework			0.5	0.5	0.5	0.5	0.5	0.5
Admin assistants	1	1	1	1	2	2	2	2
Principal's PA	0.8	1	1	1	1	1	1	1
Reception			1	1	1	1	1	1

Finance/HR Assistant			0.5	0.5	0.5	0.5	0.5	0.5
Premises								
Facilities Manager			0.5	0.5	0.5	0.5	0.5	0.5
Premises officer	1	1	1	2	2	2	2	2
Other support staff								
Welfare / student services				1	1	1	1	1
Exams officer				1	1	1	1	1
Data Manager				1	1	1	1	1
SIMS / data entry			1	1	1	1	1	1
Attendance Officer			1	1	1	1	1	1
Network manager					1	1	1	1
Technicians	0.5	3.4	3.4	4.4	6.4	6.4	6.4	6.4
Total staff	12.5	24.6	41.9	63.9	80.2	86.9	93.9	95.9
Clerk to the Governing Body – this role will be commissioned from external sources								

The proposed staffing model relevant to the incremental growth of the school is based upon a number of assumptions:

Opening years of the school:

- In 2017/2018, 150 students will be taught in 5 mixed ability groups of 30
- In 2017/2018, the vice principal will undertake the SENDCO role supported by the graduate coach. They will also in conjunction with the Principal be responsible for the quality of teaching and learning, standards and student well being.
- The vice principals and principal will undertake additional teaching activity in the first years of the school opening
- Key appointments to the senior leadership team in year two will enable the principal to focus on strategic development and successful growth of the school
- Vice principals and assistant principals will teach in their specialist subject areas – especially in the early years of the school
- Responsibility for the management of data and student progress tracking and student well being will be shared across the leadership team until year four

- Proposed staffing reflects the small numbers in the school and available funding until the fourth year of operation when the funding for KS4 students comes on stream
- Improved student staff ratio from fourth year of operation
- Year progress leaders will also cover subject specific posts

Teaching time: Lessons are timetabled for 31 periods per week. When the school is fully staffed teaching 26 out of 31 periods will be the norm except for:

- Vice Principal 8/31
- Asst Principal 16-18/31
- Curriculum leaders Science,23/31 Eng and Maths 22/31
- Other curriculum leaders 24/31
- Year Progress Leaders 22/31

Section E: Evidence of need – Part 1

- **Column A:** proposed number of places in each year group.
- **Column B:** number of children whose parents have indicated that they will choose the HIP School as their first choice
- **Column C** blank
- **Column D:** demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$

	2017				2018			
	A	B	C	D	A	B	C	D
Year 7	150	349		233%	180	402		223%
Year 8	0	n/a			150	349		233%
Year 9	0	n/a			0	n/a		
Year 10	0	n/a			0	n/a		
Year 11	0	n/a			0	n/a		
Year 12	0	n/a			0	n/a		
Year 13	0	n/a			0	n/a		
Totals	150	n/a			330	n/a		

Parental Demand

The table above provides evidence that parental demand far exceeds proposed provision.

We have engaged with families and gathered parental evidence of support in a variety of traditional methods as well as utilising social media. The school's website was established in May 2014:

www.hipeducation.org.uk

In addition, HIP Education is on Twitter: twitter.com/HipEducation

More traditional methods of engagement included face to face engagement at schools with parents of primary school students; use of the local media and on-line community fora (see Section E2 below).

An informed choice has been made by those families registering their interest as the website and leaflets used in marketing set out information about the proposed school including the vision and curriculum. For example, the details provided on the website (www.hipeducation.org.uk) set out the vision: 'Every child a leader' and outline the characteristics of the HIP School including:

Our objective is to open a new outstanding mainstream 11-18 six-form entry, non-denominational, mixed gender, all ability secondary free school. This to be based in the Isleworth / Brentford area to address parental demand for more mixed provision and to enhance local choice for families living in the area by filling an existing gap in provision....

Hounslow's secondary head teachers are applying to open their own free school in the Brentford and Isleworth area with the full support of local primary head teachers and the local authority. We are planning to open the mixed, inclusive, non-denominational school with 150 young people in Year 7 in September 2017; at a time when in Hounslow there will be a huge increase in families searching for places in secondary schools.

In our new outstanding school we will have high expectations, nurture the talents of our young people, expand their horizons, provide them with ample opportunities to grow as individuals and to prepare them to take their place in the world as both team players and as potential leaders. We will do this through an exciting innovative curriculum which supports the transition from primary school, teaches the national curriculum whilst promoting sports and the arts and that looks outwards to the challenging business and economic world of the future.'

Potential parents were asked to provide contact details, the dates of birth of their child/children and to indicate if they wished to be kept informed as well as indicating that they welcomed this school creating increased choice and diversity. In addition they were asked about the school being the first choice for their child / children.

As well as the specific data in the table above regarding first choice, 49% of the total respondents have asked to be kept informed about the school as plans develop and 62% have indicated that they welcome the additional choice and diversity which the HIP School will afford.

It is clear from the responses from parents and families through face to face meetings, the website, emails, local online fora and lobbying that a lack of real diversity in provision has long been a concern and support for a new mixed, non-denominational school is evident.

Hounslow LA 'recognises that there is limited access to co-educational secondary school provision for parents in Brentford' (LA School Place Planning Strategy 2010 – 2020). 61% of responses to the consultation believed that providing mixed secondary school provision in Brentford should be a priority as places are added.

The following are individual extracts from the feedback which has been received by the HIP School group recently:

██████████

██████████

██████████

Parental support for the HIP School proposal for a co-educational, non-denominational school is evident. This has included lobbying local Councillors and correspondence to the local MP for Brentford and Isleworth, Mary Macleod, asking her to confirm her support for the HIP School application. It stated : *'as parents who very much wish our children to attend a mixed and non-religious school local to our home we currently have no options for our Y1 and Y3 children... HIP being developed and run by trained educators is the best way forward given the lack of choice in the system....'* Mary Macleod replied, with clear, explicit support for the partnership as well as stating her awareness of the 'acute need' for places.

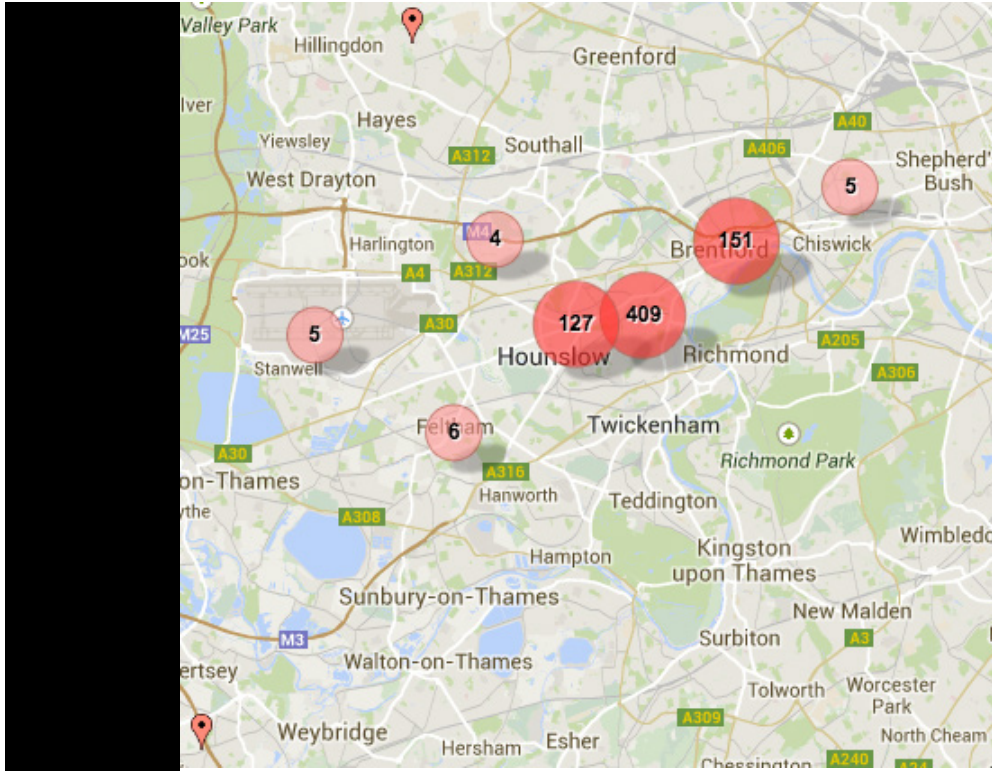
Similar email correspondence to a local Councillor stated: *'I am emailing to register my support for the HIP Education Free School initiative being promoted in Isleworth. As parents ...we can only be concerned at the current lack of any choice for their secondary education. We would very much like our boys to attend a mixed gender and multi faith school. On this basis there are currently no secondary schools available to us within our local area. As parents we will do all we can to support the HIP initiative ...We would be grateful if we could have assurances from our local Ward Councillors that HIP is also being supported 100%...'*

Support is evident, not only amongst parents with children of the relevant age to benefit from the opening of the school, but from the wider community: ██████████

The HIP School group was sent evidence by a parent of correspondence from parents to LA officers and local councillors from as far back as 2008, regarding the lack of co-educational, non-denominational schools, particularly in the Brentford area.

Informal parents' support groups have been formed by parents. We continue to gather evidence of need and parental support and are providing regular feedback to those on our database, as well as the wider community through the website, email and the social media links, as well as through local primary schools. This is targeted activity which is in addition to wider stakeholder engagement (see E2 below).

The map (below) shows that the majority of those families included in the table above live within or at a viable travelling distance from the Brentford / Isleworth area (the HIP School's preferred location) with many students able to walk to school or access direct public transport.



Basic need for places

As indicated in Section C (Vision) there is clear evidence of basic need for secondary school places in Hounslow.

The birth rate in the borough increased by 37% between 2001- 2009, and due to the subsequent increase in the number of children under 15 there is a growing demand for primary and secondary school places throughout the borough. This is set in the context of the figures shown in the Draft Further Alterations to the London Plan (January 2014) concluding that the estimated population within London will increase to 10.11 million by 2036. The 'Do the Maths 2014': London's school places challenge report by London Councils identifies that 'One third of London boroughs will need to increase secondary school capacity by over 5 per cent in the next six years.'

Currently, there is stability in terms of places in the secondary phase but projections show that this situation will change dramatically starting in 2017. Figure 1 below illustrates the level of demand in terms of the projected shortfall in secondary school places and Figure 2 shows the rise to the additional 29.5 forms of entry needed by 2019.

Figure 1 Hounslow – projected shortfall in secondary places (source: GLA standard projections 2014)

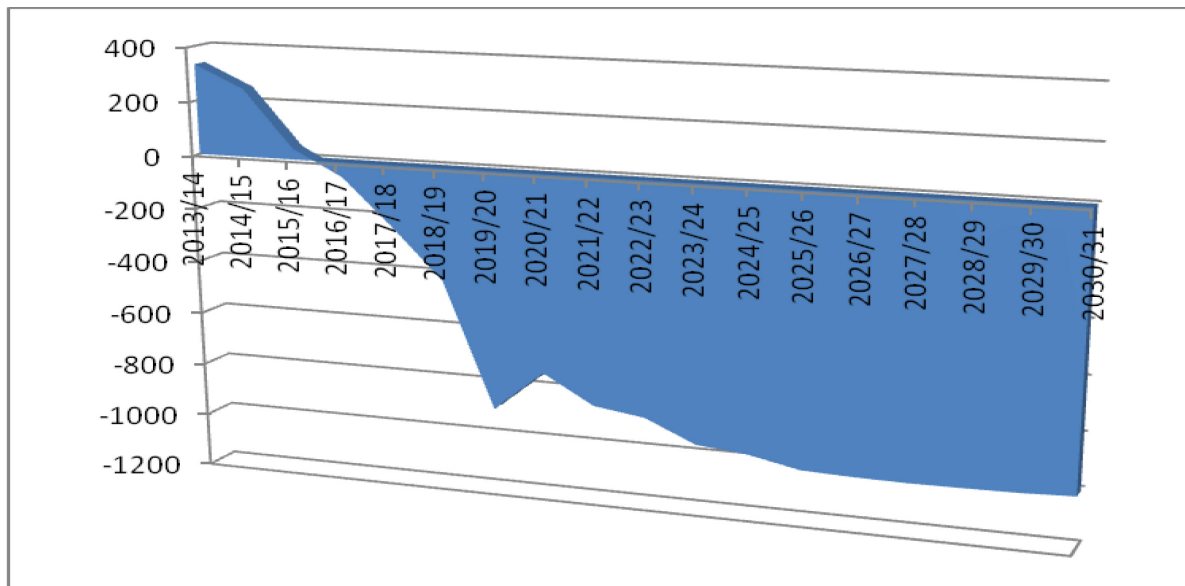


Figure 1 (above) shows the position from a 2013 baseline and charts the move from the current stable position to one of intense shortfall within 5 years from 2014-19 and beyond.

29.5 additional forms of entry will be required to satisfy need by 2019. The Secondary Place Planning Group has commissioned the LA to undertake more detailed feasibility studies to ascertain the potential for further expansion of existing schools. This work is scheduled for completion by autumn 2014. Whilst some secondary schools have indicated to the LA that they are willing and able to expand, the capacity of the system to accommodate the level and rate of growth required by 2019 represents a very significant challenge.

Figure 2 below shows that the need in 2017 is for approximately 7 forms of entry rising to 14 by 2018 and 29.5 by 2019. Figure 3 is a detailed table showing the rise in demand against capacity.

Figure 2 Hounslow – forms of entry shortfall to 2020

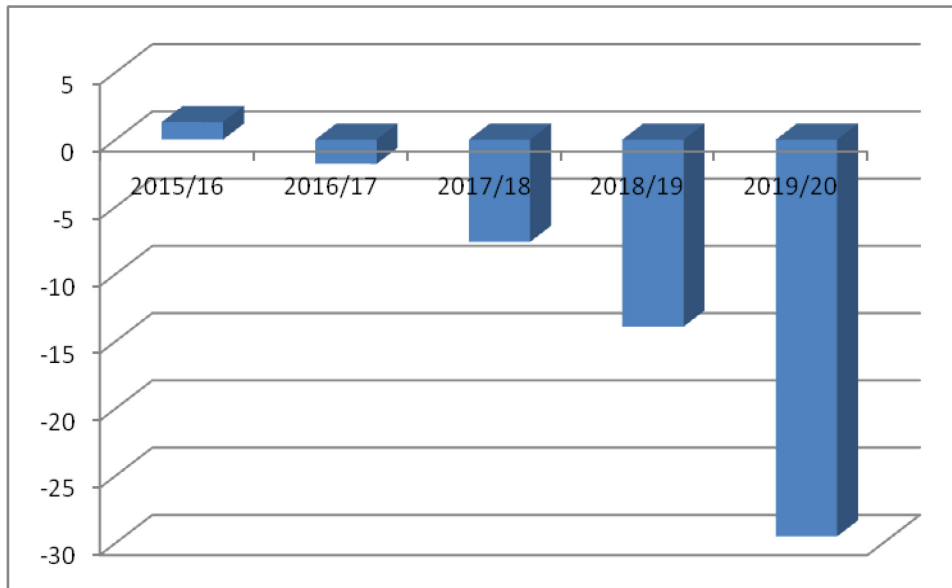


Figure 3: Borough level Secondary (Year 7) Projections (June 2014)

Year	Projection (GLA standard data 31 03 14)	Permanent Capacity (not "bulges")*	Surplus/ Shortfall	Forms of Entry(FE) Equivalent
2013/14	2,545	2879*	334	11.1
2014/15	2,628	2879	251	8.4
2015/16	2,840	2879	39	1.3
2016/17	2,934	2879	-55	-1.8
2017/18	3,208	2979**	-229	-7.6
2018/19	3,395	2979	-416	-13.9
2019/20	3,864	2979	-885	-29.5
2020/21	3,712	2979	-733	-24.4

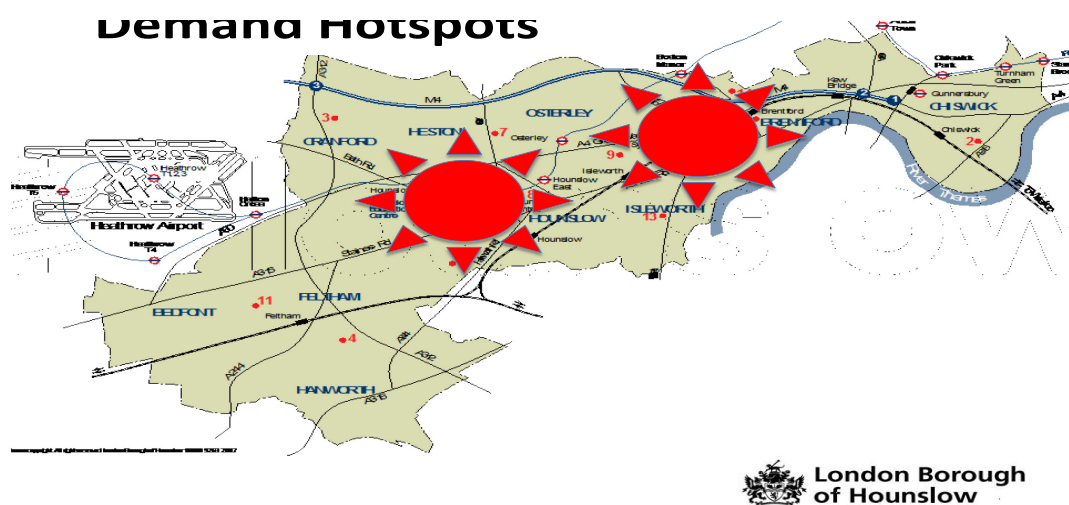
*includes Reach

** includes Nishkam

Since 2008 the LA has created additional reception places to meet the need in primary: to date 13 additional FE have been permanently created in the Central Hounslow Planning area and 7 additional FE in the Brentford planning area. In 2015 the first 5 additional FE from these planning areas i.e. 150 places, will emerge in year 7.

Although demand is uneven across the borough, primary projections illustrate that the most intense growth is projected in Brentford and Central Hounslow; Brentford / Isleworth is the preferred location for The HIP School. Figure 4 below demonstrates these ‘Demand Hotspots’.

Figure 4 Demand Hotspots



The HIP School will respond to the unprecedented increase in demand. Opening in 2017, it will provide much needed capacity going forward and will be a part of the solution to provide 29.5 FE by 2019.

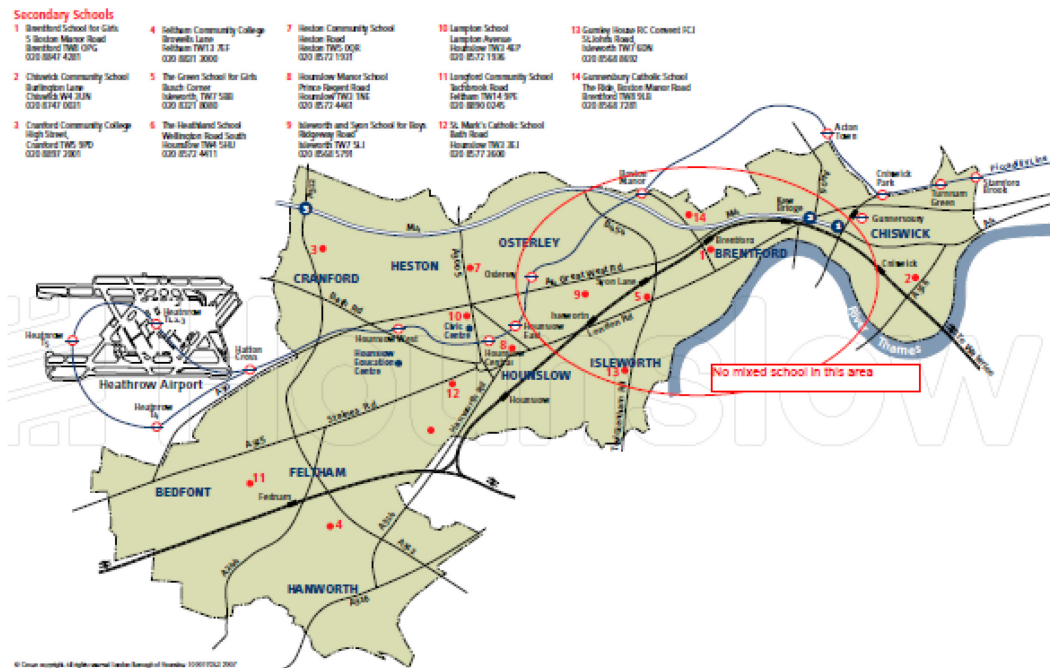
Choice and diversity for local families

In addition to the basic need for places, there is a lack of real choice for parents in the Brentford /Isleworth area in terms of the option to choose a school which is both co-educational and non-denominational.

The map of secondary schools in Hounslow (Figure 5 below) shows clearly the dearth of co-educational provision in the Brentford / Isleworth area. In the area circled on the map below) there are no mixed schools. There are 2 boys’ schools (Isleworth and Syon Boys and Gunnersbury Catholic School) with a combined Published Admissions Number of 358 (PAN) and three girls’ schools (Brentford School for Girls, Gumley House Convent and the Green School for Girls) with a combined PAN of 517. The nearest mixed schools for parents in this area are Chiswick School to the east and

Kingsley Academy(formerly Hounslow Manor) to the west, thus necessitating longer journeys for students and young people, with some travelling out of Hounslow.

Figure 5



In addition, three of these five secondary schools in the Brentford / Isleworth area are denominational schools: the Green School for Girls (C of E); Gumley House (RC) and Gunnersbury (RC). Also, should it be in this area, 50% of the Nishkam free school places will be faith based and students attending this school are likely to come from a much wider area than the local community.

Thus the HIP School would enable local parents seeking a non-denominational, mixed gender school to have greater local choice, providing a real alternative option.

As well as individual comments, some of which are included above, 62% of parents registering their interest for The HIP School have indicated that they welcome this proposal to provide more choice for parents.

Providing more local choice and high quality local places would mean providing places closer to home, enabling many students to travel shorter distances and, where possible, walk to school (see map above).

In 2014, 73% of students received their first preference secondary school and, given the clear parental demand identified, the additional local choice and diversity provided by the HIP School would improve

on this figure.

New post 16 provision would provide opportunities for mixed sixth form education. The HIP School will provide additional student choice with continuity of provision in a mixed setting, complementing the current 11-18 offer in local schools and the FE College. This will provide students with the skills and competencies to support meaningful progression into employment by active implementation of the new Post 16 study programmes.

SEND Centre

The school will include a 20-25 place SEND Centre for students with complex needs. The Centre will be part of the school and a resource available to all Hounslow students, identified in the local offer. Clear access criteria will be determined in conjunction with the Local Authority and review of the projected need for additional specialist provision at the time of the opening of the school. The area of complex need to be supported will be agreed during the pre-opening stage. Current trends are indicated below.

The number of statements of special educational need in Hounslow has increased from 1092 in January 2010 to 1293 in January 2013, a rise of over 18% (see table below). The greatest (and significant) increases in identified need are in Complex, Autistic Spectrum Disorder (ASD) and Social and Communication difficulties, key areas which require specialist provision. Far from seeing any plateauing of numbers, the LA advises that pre-school cases indicate a continued and probably accelerated increase and welcomes the plan to include a 20 - 25 place SEND Centre within the HIP School.

Current indications of the trends and needs are illustrated in the tables below.

	2010	2011	2012	2013
Complex Needs*	157	130	233	225
Autistic Spectrum Disorder	146	187	226	256
Social & Communication Difficulties	19	35	40	56

*Children defined as having 'Complex' needs include some children with a combination of severe learning difficulties and medical/physical needs.

Figure 7 Pupil Projections for SEN Centres in Hounslow (updated September 2014)

Centres - Jan 2019 Projection									
	Primary (N to Year 6)			Secondary (Year 7 to 11)			16-18		
	Projected Demand	Current Supply	Gap	Projected Demand	Current Supply	Gap	Projected Demand	Current Supply	Gap
ASD (Inc SCD)	106	70	-36	83	27	-56	0	-	-
BESD	0	-	-	0	-	-	0	-	-
HI	18	25	+7	7	15	+8	1	-	-1
MED	1	-	-1	2	-	-2	0	-	-
MLD	11	30	+19	0	-	-	0	-	-
PD	15	23	+8	12	12	-	2	-	-2
PMLD	1	-	-1	0	-	-	0	-	-
SLCN	30	30	-	15	16	+1	0	-	-
SLD	39	-	-39	15	-	-15	0	-	-
SPLD	9	14	+5	11	15	+4	0	-	-
VI	5	4	-1	0	-	-	0	-	-
TOTAL	234	196	-38	145	85	-60	3	-	-3

Standards

All Hounslow secondary schools are currently judged to be 'Good' or 'Outstanding' by Ofsted and standards are high, with GCSE results well above both London and national levels. Hounslow is rated 9th out of 152 LA areas for young people achieving the new English Baccalaureate of 5 good GCSEs including English and Maths.

The HIP School will provide essential additional places to expand this high quality current provision, providing a new school supported by the strength of the EIP and its member schools. The school will offer a unique opportunity to strengthen the partnership through the establishment of its own school.

Section E: Evidence of need – Part 2

Engagement with the local community

The HIP School group has engaged actively with parents and the wider community using traditional methods and utilising fully a range of social media and on-line opportunities.

The group has strong support from primary Headteacher colleagues and a range of activities have taken place with their help, particularly across a targeted group of 13 primary schools with over 700 Year 2 and 700 Year 3 children in the relevant area of the borough. Posters have been displayed in primary schools. Flyers were distributed to parents through "at the school gate" engagement with parents by a member of the HIP School group and via schools' newsletters and children's book bags. A number of parents' meetings were held at local primary schools as well as attending school fairs and exhibition evenings. Parents also distributed leaflets about the school and acted as ambassadors in

their local communities. Informal parents' support groups have been formed by parents and all families have been emailed on a weekly basis with information on the growing interest in the HIP school.

What is very evident in communications from parents, and in their lobbying, is the strong support for the proposal for a mixed, non-denominational school.

To reach the wider community, including those who may not use electronic media, marketing has utilised fully the local press and media, in particular via a number of local publications reaching wide areas of the borough. Half page advertisements have appeared for two consecutive weeks in The Informer Group Hounslow newspapers in the summer term and in September. A full page article appeared in the June edition of the Community Magazine 'Out&About' which reaches 10,000 homes in the Brentford, Isleworth and Chiswick area; a double page spread in the July/August edition and a further full page article in September.

The HIP School website: www.hipeducation.org.uk was established in May 2014. The website provides information about the proposal for the school e.g. the Vision and Curriculum and invites parents to register their interest and email the group with any questions. A database of 770 interested parents has been established to date and continues to grow and this will continue to be used going forward to maintain contact and provide updates. A named person in the HIP group responds personally to all queries and sends a weekly update email to all who have responded. The school has a presence on Twitter and a following has been established and tweets are posted regularly. The school also has a Facebook page and Google+ page.

The wider community is reached on line e.g. through two popular community fora: the ChiswickW4 Community Forum and BrentfordTW8, Community Forum, a web site run for and by local people.

Overall, feedback from parents and the community has been very positive and the proposal for a mixed gender, non-denominational school endorsed strongly. One concern raised by parents early in consultation was that The HIP School was described as 'mixed faith'. Parents voiced concern that this may mean that it was a faith school, albeit a mixed faith one. In response to these concerns, clarification was made and marketing materials amended to make it clear that the proposal is for a 'non-denominational' school.

The EIP newsletter has a link on the Hounslow services to schools website so that other education providers in Hounslow are kept updated.

Engagement with the LA has been positive and The HIP School is recognised as an important part of the solution in meeting the need for additional school places.

Marketing via the website and awareness raising via the local press continued over the school summer holiday and further targeted activity took place in early September as the new academic year began. This included visits to local primary schools on the invitation of local primary Heads who are fully supportive of the proposals. A number of Heads ran special meetings or invited colleagues to attend a range of events in order to engage with parents. An interesting feature of the increasing local interest in the application was from a small Catholic school whose parents were unlikely to take up places at a non-denominational school but were concerned about the wider issue of the need for additional secondary places in the area. Parents in other schools also expressed the view that they were supportive of the new school as an additional school, broadening choice and diversity.

Plans are in place for ongoing marketing following submission of this application. The marketing strategy to date could be developed further with the support of Sky, who have already committed resources and can provide technical and marketing skills.

The group will continue to engage with parents who wish to express an interest or state a more specific preference for the HIP School as a potential first choice for their child/children for admission in 2017 and beyond.

Upon approval, all statutory consultations will be undertaken e.g. in relation to entering into a Funding Agreement and regarding Admissions. The latter will be carried out in the context of the LA coordinated framework. It will engage parents by responding positively to concerns voiced about the need for easy access to a good local school at a reasonable distance. Consultations will be carried out through a range of media including face to face.

Engaging the wider community and a wide range of stakeholders, including those groups who are harder to reach, continues to be a priority. Sharing the development of the school will be a focus and local people will be encouraged to influence the development of the school.

The future approach will include: a presence at local events and venues such as shopping centres and libraries; parent champions who will reach out into local groups and clubs; focus groups of primary age children to consult on what they would like life to be like in 'their' school; public meetings; high profile engagement with the local media; sharing timely information e.g. regarding site proposals; engaging further with local businesses, FE and HE providers, local community groups and local residents.

A key priority for the Principal Designate, as the 'face' of the school, will be engagement with local people and prospective families.

Beyond opening, the most powerful marketing tool will be the success of the school and its students.

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

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)
██████████	Y	██████████	██████████	██████████	5

[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	12
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	N	[REDACTED]	[REDACTED]	[REDACTED]	4

In addition to the expertise outlined above our prospective business partner, Sky could provide resources and expertise in a range of areas including, for example Finance, HR and Marketing. In addition we can call upon the skills and expertise of colleagues across the wider EIP.

Key staff will be appointed on a phased basis to support pre-opening and the growing school. (see Section D3 for phased approach).

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Finance	██████████ has been engaged to develop the financial plan for this application and to provide financial management advice and support for pre-opening. ██████████
Legal	██████████ have been engaged to set up the HIP education company and charitable trust and will continue to be engaged during pre – opening as required.
HR	Expertise in this area will be commissioned as required from within our partner schools.
Sky could provide additional resources and expertise in a range of areas including, for example Finance, HR and Marketing. Where	

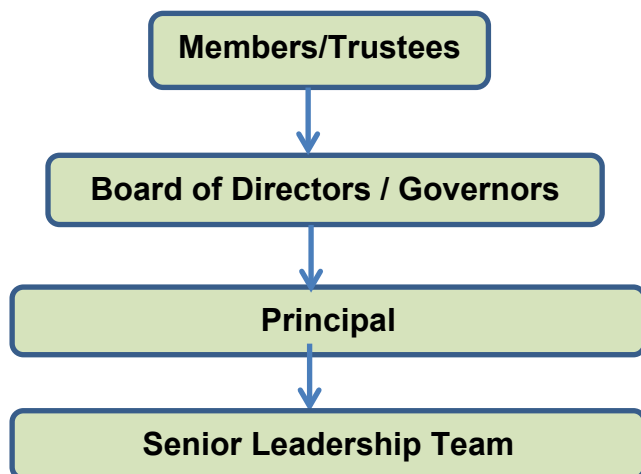
Skills/experience missing	How you plan to fill the gap
there may be other gaps in knowledge, the skills and expertise of colleagues across the EIP will be drawn upon.	

Section F2

Proposed governance structure

A robust governance structure will be established in order to provide a framework for clear accountability, challenge and decision making to drive and sustain improvement.

The diagram below provides an illustration of the four levels of responsibility: Members, Directors/Governors, Principal and the Senior Leadership Team.



Members/Trustees

The trustees have an overarching strategic role. They are responsible for:

- Ensuring that the Trust is managed efficiently and effectively
- Monitoring compliance with the Articles of Association and Funding Agreement
- Promoting and sustaining the success of the school
- School assets
- Enforcing processes to ensure the avoidance of potential conflicts of interest
- Appointment of the Directors.

The three members are: [REDACTED] (See CVs in the Appendix)

Board of Directors/Governing Body.

The responsibilities of the Governors/Directors are delegated to them by the members of the Trust and they will be appointed in line with the Articles of Association. The Governing Body will regularly report to the Members to ensure sufficient rigour and clear lines of accountability and separation.

It is proposed that appropriate levels of delegation will be given to relevant committees and 'Task and Finish' groups. These will report to and be monitored by the Governing Body. (See structure

below)

The Governing Body is a strategic body and will not be involved in day to day operational management which will be the responsibility of the Principal. As strategic leaders of our school, the Directors/Governors are responsible for ensuring that our vision “Every child a leader” is achieved by establishing clear aims and objectives for the school; approving policies to achieve those aims and objectives and setting challenging targets. They will regularly monitor and review progress and strategy in line with outcomes.

The three main functions, as identified in the DfE Governors’ handbook 2014 are:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Principal to account for the educational performance of the school and its students, and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

In carrying out their strategic role, they will:

- Employ staff, establish conditions of service and HR policies and procedures
- Appoint the Principal and other key staff
- Undertake performance management for the Principal and provide appropriate support and challenge
- Establish robust self-evaluation strategies with clear criteria and performance monitoring indicators
- Provide rigorous review, support and challenge to deliver outstanding outcomes
- Encourage community engagement
- Be responsible for safeguarding
- Ensure that policy and practice is compliant with the 2014 SEND Code of Practice
- Ensure value for money and compliance with all relevant statutory requirements in line with the Academies Financial Handbook
- Review admissions, appeals and exclusions policy
- Ensure that appropriate arrangements are made for admissions and exclusions independent review panels
- Have oversight of health and safety and risk management

The Governors will be a visible part of the developing school, supporting, encouraging and celebrating success for staff and students. They will have a key role in building relationships with business and other employers.

The Principal / Principal Designate

Appropriate levels of delegation will be given to the Principal, by the Governors/Directors, to provide him / her with clear autonomy. S/he will be responsible for the day to day operational management and organisation of the school in line with the strategic framework set by the Governing Body.

Responsibilities and expectations will be clearly set out in the Principal's job description.

S/he will be responsible for

- Setting the ethos, the strategic direction and delivery of the vision of the school
- Teaching and learning
- The recruitment and retention of high quality staff
- Leading, managing and developing staff
- The efficient and effective deployment of staff and resources
- Ensuring that accountability mechanisms promote excellence and achievement
- Building partnerships and community relations
- Ensuring the Safeguarding of Children & Safer Recruitment.

S/he will:

- manage the school
- be responsible for the recruitment and professional development and training of staff
- be responsible for the safeguarding and wellbeing of students
- provide professional advice and appropriate information for the Governing Body
- formulate aims and objectives, supporting policies and targets for review
- report termly to Governors on the progress made towards achieving overall aspirations, aims and objectives and progress against key performance indicators.

Senior Leadership Team

Appropriate levels of delegation will be given to senior leadership team members by the Principal, in line with the strategic framework established by the Governing Body. Individual leadership roles will be attributed in line with the expertise required to enable the school to deliver its goals and highly successful outcomes. (See D3)

Avoiding conflicts of interest - Accountability and Challenge

The clear separation of roles and responsibilities outlined above will provide a robust framework for accountability and challenge and the avoidance of conflicts of interest.

Regular reporting schedules will be agreed to formalise lines of accountability. Termly reports to Members from the Governing Body regarding key areas of their responsibility will enable robust monitoring and, if needs be, challenge of activity. Termly reports from the Principal to the Governing Body against strategic aims, objectives and key performance indicators provide an additional level of scrutiny. Performance Management for the Principal will provide a further opportunity for independent challenge. Performance Management / appraisal for all staff, including the Senior Leadership Team, will provide the vehicle for the operational level of accountability.

A conflict of interest can be defined as: 'Any situation in which a person's personal interests, or interests that they owe to another body, may (or may appear or be perceived to) influence or affect their decision making.' (DfE)

We are not aware of any potential conflicts of interest with the wider partnership or our business partner at this stage. However we believe that the strategies and lines of accountability that will be in place will enable us to be aware at an early stage of any potential conflicts and to manage and challenge these.

To ensure probity in the use of public money, the HIP School will put in place structures and protocols to mitigate the risk of conflict of interest. These will be in line with the Memorandum of Understanding, the Articles of Association and the Academies Financial Handbook and will include:

- Clarity of procurement routes and processes
- Clear decision making protocols in meetings
- Identifying an independent member capable of holding suppliers to account
- Establishing and maintaining a register of interest to identify and record potential areas of conflict
- Standing item on each Governing Body meeting to update the register and allow Governors to declare any potential interests

Model and Structure of the Governing Body

Our Governing Body constitution will be based on the skills needed to achieve our vision. We will attract high quality Governors and recruit based on a robust skills set analysis. High quality creative governance is crucial to 21st century learning. In response to recent policy review of governance we will establish a cohesive and dynamic Governing Body that has a size and a structure that is fit for purpose.

We will build capacity through training and support and also will have an expectation that Governors will take part in continuing professional development to acquire new skills. Whenever a vacancy arises we will conduct a skills audit to identify any gaps in the skills, knowledge and experience of the Governing Body and base the appointment on the experience and expertise required.

Once the school is open we propose to base the membership and recruitment on the National Governors' Association skills matrix / audit 2014 and use this tool as an ongoing reference document to identify any skills gap and those needed to ensure a spread of experience and expertise. In addition, we will implement an annual governor self-evaluation approach to review the impact of governance on the performance of the school. This will ensure that Governors have an opportunity to reflect on their knowledge and understanding of the work of the school and can fulfil their statutory duties.

The structure set out below aims to be an efficient and lean model. The Governing Body will have, as a maximum, eleven members. The working model is based on a flat structure with few

standing committees; establishing time limited 'Task and Finish' groups to take on specific pieces of work and setting up appropriate arrangements for required panels e.g. staff disciplinary and appeals panels.

Governing Body Structure

The initial Governing Body Structure will be as follows:

Number	Role	Notes
1	Principal	Statutory
2	Parent Governors	Statutory Recruitment based on distinct skills required Term of office ends when child leaves school
2	EIP Governors (primary and secondary)	2 years post opening
1	Higher Education Governor	
1	Staff Governor	
3	Business Governors	Skills in HR, legal, marketing as required
1	Partnership Governor	From Sky providing financial expertise
11		

Individual Governors will be allocated areas of responsibility linked to the three key strategic functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the Principal to account for the educational performance of the school and its students and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent

In addition key roles will relate to statutory requirements e.g. Safeguarding and Looked After Children.

These roles will be allocated once the expertise of individual Governors has been clarified and will include:

- Chair of Governors
- Vice Chair of Governors (allocated)
- Safeguarding and Looked After Children
- Finance
- Premises and Health and Safety

Committees Structure

The proposed Committees Structure is streamlined and designed to enable efficient agenda planning and joined up decision making. It is intended that our governing body, whilst leaner than perhaps other governing bodies, will be actively involved in the life and development of the school. The two main committees will be clerked by the appointed Clerk to the Governing Body to ensure consistency and quality in record keeping and communication. The clerk will be recruited based on a clear job specification and encouraged to participate in further training opportunities.

The following Committees are proposed:

- Resources (Finance, Premises, Pay and Human Resources)
- Learning and Teaching (Curriculum, Student Matters, Staff Development)

The Resources Committee will fulfil the statutory requirement for an Academy to have a Finance Committee with an audit function included in its remit.

Time limited 'Task and Finish' groups will be established as required to take on specific pieces of work e.g. specific areas of curriculum review, assessment tracking and monitoring and policy review.

In addition, arrangements will be put in place to set up, as required: staff disciplinary panel; independent admissions review panel; independent exclusions review panel; Principal's appraisal panel. Where there is a need for additional capacity to attend specific panels, we will co-opt members with the relevant skills from the wider EIP governing bodies, as appropriate.

Governor Recruitment

We have identified a number of Governors who will form the core of the new Governing Body (see F3 below).

Two EIP governors whose involvement will provide continuity from the applicant group during the development of the school have been appointed:

- [REDACTED]
- [REDACTED]

A business governor with significant financial experience, currently working with Sky, has agreed to his appointment as Vice Chair. In addition we have nominated a lead parent champion as our first parent governor. Relevant details of their expertise is provided in the attached CVs. We are also exploring options for the role of Chair of Governors in consultation with an experienced governor trainer and consultant who has extensive governance experience at national level.

We will appoint a Clerk to the Governing Body early to ensure effective and efficient communication and organisation from the start.

In carrying out our audit of skills we will ensure that the Governing Body has strong governance and includes key areas of experience and expertise including governance; financial experience and acumen; business expertise; leadership; HR; marketing; legal and local knowledge and community engagement.

We will utilise our strong links with business partners to provide access to business and leadership skills as well as technical expertise in, for example, finance, HR, marketing and legal. We will use local links such as the Chamber of Commerce and local FE and HE partners. We will also carry out targeted marketing campaigns through EIP networks; local community on-line forum; the school's website; local voluntary and community groups; local publications and we could tap into the communications expertise of our business partner, Sky.

Appointments will be made in line with the Articles of Association. We will provide early governor training, having identified the key areas required, including developing the Governing Body as a robust and effective strategic team.

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. 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)
To be confirmed		Chair of Governors			
██████████	██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	██████████	4
██████████	██████████	██████████	██████████	██████████	2

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
Chair	<p>The HIP team are currently exploring options through discussion with a highly regarded person with many years of experience as Chair of governors and in governor training. The skills we are seeking include:</p> <ul style="list-style-type: none"> • Experience of being a secondary school governor and school governance (ideally previous Chair) • Knowledge of self-evaluation and quality assurance methodologies • Leadership and management experience • Ability to engage with parents and key stakeholders
Marketing	Exploring options with Sky
HR	Exploring options with Sky and we will draw on expertise available in the wider EIP
SEND, safeguarding and student well being	Draw on the resources of EIP governors initially

F4 – A credible plan for recruiting a high quality principal during pre-opening

We are fully aware of the importance of recruiting staff of the highest quality and clearly understand that the appointment of the Principal is crucial if the vision for this important new provision is to be realised.

Our Principal will be responsible for the professional leadership of the school ensuring that it is successful, thereby providing high quality education for all its students and good standards of learning and achievement.

The main areas of responsibility for the Principal to lead on, are:

- Setting the ethos, the strategic direction and delivering the vision of the school;
- Teaching and learning;
- The recruitment and retention of high quality staff;
- Leading, managing and developing staff;
- The efficient and effective deployment of staff and resources;
- Ensuring that accountability mechanisms promote excellence and achievement;
- Building partnerships and community relations;
- Ensuring the Safeguarding of Children & Safer Recruitment.

Beyond this we are seeking a candidate that will have an exemplary track record in educational leadership, at either Vice-Principal or Principal level and can demonstrate the capacity to develop further. The appointed person will also need to understand the context of creating a new school and be able to ensure the instant success of this school by engaging with the local community and with existing partnerships. The successful candidate will also have the confidence to work at a high level with our key business partner and be able to understand not only the vision of the new school but how this meshes with the vision of our business partner. It is expected that the Principal will hold the National Professional Qualification for Headship (NPQH) or will be accepted onto the programme.

The key skills and abilities required of the Principal will include:

- An ability to focus in the 'big picture' and to demonstrate strategic thinking;
- A track record of excellent teaching, demonstrated by outstanding outcomes for students;

- A creative and innovative leadership style, able to take considered risks and to demonstrate creativity;
- An ability to lead, motivate and inspire colleagues and to challenge underperformance where required;
- The ability to forensically analyse outcomes and performance and take actions for improvement;
- The ability to form strong partnerships with a range of stakeholders;
- Excellent communication and presentation skills, both oral and written;
- The resilience to deal with complex and demanding situations and the confidence to maintain a focus on the vision for the new school;
- An ability to model outstanding leadership within the school and within the local community;
- Highly developed emotional intelligence.

Experience tells us that 'static' recruitment, through advertisements in specialist educational papers is, not alone, the way forward. We will be adopting a very proactive form of recruitment employing an identified specialist education recruitment agency. Having undertaken a review of various agencies we have engaged with a company called 'Navigate' to lead the recruitment process. [REDACTED], will be the named contact for this process and will lead the recruitment of the Principal.

In addition we will also use our established networks to publicise details of this important appointment. Apart from the expertise across the EIP, many of our partnership schools are already members of wider partnerships e.g. Challenge Partners, Future Leaders and Teach First. Personal contact will be made through these partnerships to broaden and inform the recruitment process.

The whole process of recruitment will be strategically managed by the Governors of the school and the Trust Members. There will be the opportunity for potential candidates to meet informally with Governors and Members, in addition to having normal access to [REDACTED]. There will, within the recruitment process, be the offer of a no commitment opportunity for candidates to talk about their career to date and their plans for the future and to allow them to find out first-hand about the plans for HIP School.

The Trust Members have a proven track record in recruiting and growing strong leaders within their already successful schools. Our vision is that the HIP School will be an attractive, vibrant, energetic place in which to work and grow at every level.

The information pack for all prospective applicants will be available to all identified potential candidates through the HIP School's website and through 'Navigates' own electronic communications.

We have set the salary scale for the principal on the [REDACTED] (currently [REDACTED] for Outer London). It is our expectation that this scale will attract a candidate with the skills and abilities to lead a new school. Should the new appointment be an experienced Headteacher or Principal we would anticipate that the starting point on the scale is likely to be at or near to the top of the scale. In order to ensure high-level recruitment and to ensure that future performance is fully recognised the scale can be reviewed to meet market forces.

Whilst we recognise the potential difficulties of recruiting to a school that does not physically exist, we are confident that we will recruit an outstanding candidate to this post. Not only will the successful candidate enjoy the opportunity to open a new establishment and set standards and the vision for the school but s/he will be doing so in a vibrant and exciting part of West London. In addition there will be the opportunity to join an EIP already made up of 'good' and 'outstanding' schools and to work with highly experienced and innovative colleagues well used to working in partnerships with others. The chance to work with a major business partner will also be attractive to the type of candidate we are seeking to recruit. In addition, we feel that the vision for the school will be recognisable to the type of candidate we wish to recruit. The opportunity to create a new school, with the chance to build a leadership team from scratch, will be an exciting attraction for a new Principal.

The selection process will be in three stages. The post will initially be fully scoped to ensure a thorough understanding of the position. At this stage documentation will be agreed with Governors and Members. The agency will then undertake a period of searching for suitable candidates, both through traditional advertising and through existing networks. Open sessions will be held for prospective candidates and form part of the engagement process to ensure that candidates fully understand the requirements of the job. The assessment process will include long-listing with initial vetting and the production of a final short-list, ideally of six candidates. Selected candidates will then be invited for the final selection process which will include a series of assessments, tasks and interviews. Following this part of the process the candidates will be reduced again and attend a final interview with the full Governing Body and Members.

References will be taken for all candidates and be considered as part of the process.

In terms of the recruitment process the Members of the Trust will be a point of contact for applicants. We will hold open events for potential candidates that will be based in one of the local schools and in the Headquarters of our local business partner, so that applicants can gain a sense of the likely school community that the new school will serve. This will also serve to ensure that candidates immediately feel part of a wider community and that some of the perceived risks of taking on the leadership of a new school are removed.

We will have a Principal in post one year ahead of opening, i.e. by September 2016. The timeline for recruitment is specifically designed to allow for a wide range of applications, including from existing Headteachers or Principals.

The partnership is committed to appointing a very high-calibre candidate that will be immediately successful. Should it prove difficult to appoint a suitable candidate through Round 1 or Round 2, we will appoint an Executive Principal from within the EIP. Within the EIP's existing 'good' and 'outstanding' schools there are a number of colleagues with the capacity to maintain excellence within their own schools whilst taking on a broader leadership role.

Timeline for Recruitment of Principal

September 2014 – Selection of Recruitment Agency

March 2015 – Bid Outcomes known

April 2015 – Recruitment Materials produced

Round 1: for start date September 2016

September 2015 – Job Advertised in Specialist Educational Media

September 2015 – Job Notifications through existing partnerships

14 September – 16 October 2015 – Recruitment Process

Final Interviews – Week of 12 October 2015

Round 2 (if required): for start date September 2016

January 2016 – Job Advertised in Specialist Educational Media

January 2016 – Job Notifications through existing partnerships

11 January – 13 February 2016 – Recruitment Process

Final Interviews – Week of 8 February 2016

	Name	Core Applicant Group	Governor	Member	Other
1	██████████		√		
2	██████████	√	√		
3	██████████				√
4	██████████	√		√	
5	██████████				√
6	██████████	√	√		
7	██████████		√		
8	██████████	√		√	
9	██████████	√			
10	██████████				√
11	██████████	√		√	

Section G: Budget planning and affordability

See also Excel budget templates.

Please note : Following the DfE announcement that there were errors in the spreadsheet template, the version on the website dated 23rd September 2014 was downloaded and tested. Having tested this version it was clear that, in this case, it made no difference to the income shown so we have continued using the original version. However, we are aware that there does seem to be a problem with the deprivation factor income from year four in both versions of the spreadsheet. As the error appears to reduce the income shown we are happy to submit our financial plan using the income shown.

Section G1

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████
TOTAL			██████████

██████████ ██████████

- Preferred site golden mile development zone
- Preferred site golden mile development zone aerial view
- Second choice site
- Third choice site
- Fourth choice site
- Four proposed sites location plan
- Map of sites

SECTION H: LOCATION AND PREMISES

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

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.

The HIP free school will be located in the Brentford area, London Borough of Hounslow. Please refer to the annotated map and aerial view with 4 sites identified; <Redacted>, <Redacted>, <Redacted> and <Redacted>. HIP is in active discussion with Sky as its key business partner which has led to the identification of the preferred site. Sky has a very strong track record of corporate responsibility and is seeking a step change in the organisation's local engagement. The partnership with Sky would provide access to enhanced, exceptionally high quality facilities such as sports facilities, a high level theatre specification, IT equipment and exhibition space. The engagement of Sky is dependent on the ultimate location of the school since proximity to their Headquarters in <Redacted> is regarded by the company as key. This is in order to realise their ambition of being an integral part in the new school through the daily involvement of their employees and partners.

HIP recognises that the preferred site may not be deliverable by the opening date and has therefore investigated options for temporary accommodation <Redacted>. It has done so with the support of the <Redacted>, led by <Redacted>. <Redacted> has leased accommodation in neighbouring office buildings and so has good knowledge of the local market. Current information shows there is likely to be adequate space to support the school in years 1-3 at the following sites, all currently available at competitive rates. All figures quoted below are Sept 2014 and do not include rates, service charges etc. and should be considered as indicative only.

<Redacted>
<Redacted>
<Redacted>

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, *not* SW1:

Not applicable

Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.

GIA Total 9,590-10,916

Any comments on your calculated building space:

Calculated in accordance with BB103 for a 6FE secondary school; 900 secondary places and 250 post 16 places. Fourth choice site is shown as a 4FE secondary school, but has the potential to accommodate 6FE. GIA noted on indicative plans for the 4 sites.

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:

<Redacted>

In which local authority is the site?

London Borough of Hounslow

If the preferred site is near to the boundary with another local authority, please say which:

London Borough of Ealing

If the preferred site is near to the boundary with a third local authority, please say which:

If the preferred site is near to the boundary with a fourth local authority, please say which:

Please tell us how you found the site:	London Borough of Hounslow suggested this site as it forms part of a potential re-development of the area - <Redacted>, which includes the <Redacted>. LBH has worked extensively with HIP and Sky to investigate site options that may be deliverable and are in close proximity to Sky.
--	---

Please confirm the tenure:	<Redacted>
----------------------------	------------

If other, please explain further:	<Redacted> . Also includes 2 sites operated by <Redacted>, <Redacted> and <Redacted>. Subject to London Borough of Hounslow potential regeneration of the whole area facilitated by relocation of the above. Some early consultation has already taken place with<Redacted>
-----------------------------------	---

Please Include information on purchase or lease price if known:	Not known
---	-----------

Who owns the site?	<Redacted>
--------------------	------------

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Availability subject to London Borough of Hounslow progress with the regeneration plan, current indication is a 5 year timescale.
--	---

Name and contact details of owner:	<Redacted>
------------------------------------	------------

Name and contact details of agent or local authority representative where available:	<Redacted>
--	------------

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Not applicable
---	----------------

What kind of site is it?	<Redacted>
--------------------------	------------

What is the current use?	<Redacted>
--------------------------	------------

If government building or 'other' - please describe:	Not applicable
--	----------------

Why have you chosen this site? What makes it suitable for your free school?	<Redacted> has been identified by London Borough of Hounslow for regeneration .<Redacted>
---	---

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	An indicative layout plan has been prepared that shows a split site, based on the <Redacted>.<Redacted>
---	---

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	See attached aerial view of site.
--	-----------------------------------

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, Isleworth Middlesex <Redacted> & <Redacted>, Middlesex <Redacted>
--	---

In which local authority is the site?	London Borough of Hounslow
---------------------------------------	----------------------------

If the preferred site is near to the boundary with another local authority, please say which:	Ealing Council
---	----------------

If the preferred site is near to the boundary with a third local authority, please say which:	
---	--

If the preferred site is near to the boundary with a fourth local authority, please say which:	
Please tell us how you found the site:	Sky suggested this site as it is<Redacted>.
Please confirm the tenure:	<Redacted>
If other, please explain further:	<Redacted>
Who owns the site?	<Redacted>
Please Include information on purchase or lease price if known:	Not known
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	<Redacted>
Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	<Redacted>
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	<Redacted>
What kind of site is it?	<Redacted>
What is the current use?	<Redacted>
If government building or 'other' - please describe:	Not applicable
Why have you chosen this site? What makes it suitable for your free school?	The site is adjacent to the existing <Redacted>. <Redacted> favour co-location with schools as it provides a compatible daytime use and encourages families to access their provision. Some shared access of <Redacted> also regarded as a potential win-win for the same reasons. No formal engagement at this stage.
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	<Redacted> Discussions need to take place with the existing owners and occupiers regarding the siting of the school, possibly straddling the titled areas, <Redacted>.
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	NA There is a listed <Redacted> on site, but not in the location envisaged as the school development. Constraint is MOL, but advice on this has already been taken from LA planners.
Third choice site	
Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, Brentford, Middlesex, <Redacted>
In which local authority is the site?	London Borough of Hounslow
If the preferred site is near to the boundary with another local authority, please say which:	Ealing Council
If the preferred site is near to the boundary with a third local authority, please say which:	London Borough of Richmond upon Thames

If the preferred site is near to the boundary with a fourth local authority, please say which:	
Please tell us how you found the site:	Identified by London Borough of Hounslow in their sequential assessment of potential school sites.
Please confirm the tenure:	<Redacted>
If other, please explain further:	
Please Include information on purchase or lease price if known:	<Redacted> has granted <Redacted> an option to acquire this site for £1 for a school development. Exercise of the option is triggered by <Redacted> securing planning permission for school use.
Who owns the site?	<Redacted>
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	<Redacted>
Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	<Redacted>
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	<Redacted>
What kind of site is it?	Commercial / industrial
What is the current use?	<Redacted>
If government building or 'other' - please describe:	Not applicable
Why have you chosen this site? What makes it suitable for your free school?	This is a large site in the Brenford area that has been identified as suitable for a secondary school.
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Please refer to indicative layout plan - drawing 130049_SK36A. Total building area 10,200m ² .
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Should a site not be available near the existing <Redacted>, then the preferred location would be <Redacted>.

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
In which local authority is the site?	London Borough of Hounslow
If the preferred site is near to the boundary with another local authority, please say which:	Ealing Council
If the preferred site is near to the boundary with a third local authority, please say which:	London Borough of Richmond upon Thames
If the preferred site is near to the boundary with a fourth local authority, please say which:	
Please tell us how you found the site:	Identified by London Borough of Hounslow in their sequential assessment of potential school sites.

Please confirm the tenure:	Currently vacant
If other, please explain further:	
Please Include information on purchase or lease price if known:	Not known
Who owns the site?	<Redacted>
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	<Redacted>
Name and contact details of owner:	<Redacted>
Name and contact details of agent or local authority representative where available:	<Redacted>
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Not applicable
What kind of site is it?	<Redacted>
What is the current use?	<Redacted>
If government building or 'other' - please describe:	Not applicable
Why have you chosen this site? What makes it suitable for your free school?	<Redacted> masterplan identifies development at this end of the site for an industrial unit and affordable housing. Developemnt works have yet to commence.
If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Please refer to indicative layout plan - drawing 130049_SK35A. Total building area 7,024m ² .
Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	As 3 above this site is not near enough to the <Redacted>. Due to the size of the site the secondary school may be limited to 4FE.
For independent school convertors	
Please say whether you will be increasing PAN when becoming a free school:	Not applicable
if yes, from what to what?	Not applicable
Please confirm the size of your existing site:	Not applicable
Please confirm the size of your existing buildings:	Not applicable
Please confirm the tenure of your site/buildings including details of any loans or mortgages:	Not applicable

Annexes: CVs

The following CVs are included below

CV 1		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
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	• [REDACTED]
		• [REDACTED]
		• [REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	• [REDACTED]
5.a	For education only:	n/a
5.b	For education only:	n/a
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional:	

8.	Reference names(s) and contact details	
----	--	---

CV 2		
1	Name	██████████
2	Area of expertise (e.g. education, finance, marketing, etc)	██████████
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.	██████████
		██████████
		██████████
4	Finance only	n/a
5a	All except finance: Track record data (metrics as per section F of the 'How to Apply' guide)	██████████
5b		n/a
6 & 7	Brief comments on why previous experience is relevant, and (optionally) role played in helping to raise standards	██████████
	Reference names(s) and contact details	██████████

CV 3		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	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	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only:	n/a
5.b	For education only:	n/a
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional:	n/a
8.	Reference names(s) and contact details	[REDACTED]

CV 4		
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:	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): 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	For education only:	n/a
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 5		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
	<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>	
4.	For finance only:	N/A
5.a		N/A
5.b		N/A
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	Not directly applicable

	your three previous roles.	
8.	Reference names(s) and contact details	██████████

CV 6		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████

CV 6		
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 10px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 10px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 10px;"></div>
4.	For finance only:	<div style="background-color: black; width: 100px; height: 15px;"></div>
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</p>	

CV 6		
	<p>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	For education only:	n/a
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 7

CV 7		
1.	Name	██████████
2.	Area of expertise (i.e. education or finance)	██████████
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	██████████
4.	For finance only:	n/a
5.a	For education only:	n/a
5.b	For education only:	n/a
6.	Brief comments on why your previous experience is relevant to the new school	██████████

CV 7		
7.	Optional:	n/a
8.	Reference names(s) and contact details	██████████

CV 8		
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:	n/a
5.a	For education only: if you are in a leadership position in your latest school (where available): 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	██████████

CV 8		
	applicable	
5.b	For education only:	n/a
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 name(s) and contact details	██████████

CV 9		
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:	N/A
5.a	For education only:	N/A
5.b	For education only:	N/A
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.	██████████

CV 9

8.	Reference names(s) and contact details	
----	--	---

CV 10		
1.	Name	[REDACTED]
2.	Area of expertise	[REDACTED]
3	<p>Details of your last three roles including:</p> <p>name of school/organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
4.	For finance only:	N/A
5.a		N/A
5.b		N/A

CV 10		
6.	Brief comments on why your previous experience is relevant to the new school	[REDACTED]
7.	Optional:	Not directly applicable
8.	Reference names(s) and contact details	[REDACTED]

CV 11		
1	Name	[REDACTED]
2	Area of expertise (i.e. education or finance)	[REDACTED]
3	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	<ul style="list-style-type: none"> • [REDACTED]
4	Finance only	n/a
5a	<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</p>	[REDACTED]

CV 11

	<p>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>	
5b	For education only:	Not applicable
6	Brief comments on why your previous experience is relevant to the new school	██████████
6	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
7	Reference names(s) and contact details	██████████