



Department  
for Education

# Free school application form 2014

Mainstream and 16 to 19

**HAMPTON GARDENS**

Application checklist

Name of task	Yes	No
1. Have you completed the <a href="#">pre-application registration form</a> ?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section B:</b> Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section C:</b> Education vision	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section D:</b> Education plan	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section E:</b> Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section F:</b> Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section G:</b> Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section H:</b> Premises	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input type="checkbox"/>	<input type="checkbox"/>
6. 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: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a> (see guidance for dates and deadlines)?	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 <sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).	<input type="checkbox"/>	<input type="checkbox"/>

Section I of your application		
8. Have you sent: <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ 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</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 <sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?	<input type="checkbox"/>	<input type="checkbox"/>

## Declaration

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

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

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

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

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

**Signed:**

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

**Print name:**

**Date:**

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



**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	83296
Name of proposed school:	Hampton Gardens
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:	Hampton College, Eagle Way, Hampton Vale, Peterborough, PE7 8BF
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A single academy
If 'Something else' please describe your group:	We have already set up a multi- academy trust, in readiness to open Hampton Gardens
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:	Hampton Academies Trust
Company address:	c/o Hampton College, Eagle way, Hampton Vale, Peterborough, PE7 8BF
Company registration number:	9129775
Date when company was incorporated:	14.7.14
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>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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**Further details about the group**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	No
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How many existing free schools or academies are run by your group?	1
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Hampton Academies Trust
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	141300
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Good
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135002">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135002</a>
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	<a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=135002">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=135002</a>
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How many free schools are you seeking to open in this application round?	1
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**Links to other organisations**

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>No</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	
<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>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>Have you received help and support from the New Schools Network (NSN)?</p>	<p>No 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>&lt;Redacted&gt;</p>



SECTION B: OUTLINE OF THE SCHOOL

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

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.	N/A
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In which local authority is your preferred location?	Peterborough
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Proposed opening year:	2017
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Age Range:	11-19
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If 'other' please specify	
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	Not a hybrid
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
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If other, please specify	
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Maximum capacity of proposed free school:	1500
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	1200 secondary places, 300 Post 16 places
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Please say which year groups the school will have in first year and the PAN for each	Year 7, PAN 240
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Date proposed school will reach expected capacity in all year groups:	2023
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	11-18
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal?	No
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If yes please say when you propose the principal would start:	
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Please say how many people will sit on your governing body:	11-15
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**Use of freedoms**

Will you operate a non-standard school day?	No
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	
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## Section A: Applicant details

See Excel spreadsheet

## Section B: Outline of the school

See Excel spreadsheet.

## Section C: Education vision

### Section C1

*What does the country need more of? Schools that educate only the top 20% of pupils, 80% of whom get good GCSEs, or schools that educate 100% of pupils, 80% of whom are capable of getting good GCSEs? The answer is pretty obvious.’ Sir Michael Wilshaw, June 2014.*

#### **1: Overview**

Hampton Gardens is being established in response to a call by Peterborough City Council (PCC) and Cambridgeshire County Council (CCC) for an educational provider to set up a school to deliver the additional capacity which is urgently required in the Hampton planning area of Peterborough, on the Cambridgeshire border. The two Local Authorities ran a competitive process to determine which potential provider would be supported to submit a Free School application, and Hampton Academies Trust (HAT) was selected through this process as the preferred provider for the new school: Hampton Gardens. Hampton Academies Trust runs an existing academy, Hampton College, [REDACTED]. We, the Trust, are extremely excited by the opportunity to establish a new school in our local community. Many of the project team – school staff and governors – were involved in leading the establishment of Hampton College itself in 2005, and therefore have direct experience in setting up an extremely successful school to serve our community. We have a strong vision for Hampton Gardens, and for the partnership between the new and existing schools, which will enable us to deliver a top quality education to children and young people in our area.

#### **2: Rationale**

##### **2.1: Basic need for places**

Peterborough is experiencing extremely rapid growth, and PCC’s ambitions over the medium- and long-term will ensure that this growth continues to accelerate. Peterborough’s ‘School Organisation Plan 2014-19’, published in July 2014, identifies Hampton clearly as one of the areas

which is experiencing particularly pressing basic need for school places.<sup>1</sup> The development here has been ongoing for over a decade, and pupil numbers thus far have significantly exceeded usual estimates: around 40 primary aged pupils per 100 dwellings, as opposed to the predicted 25. At the point of making this application, around 4500 dwellings have been completed, and this stage of development necessitated the establishment of Hampton College in 2005 to meet this need. By 2017, need will exceed the places available at the existing school, and pressure on schools across the city means that a new school is urgently required.

The next stage of development in the Hampton area will result in around a further 3000 dwellings. A further major development is also planned in Great Haddon, to the south of the Hampton area. Both of these factors ensure that a new school is not only necessary in the medium term, but will be sustainable in the long term.

For further analysis of the basic need factors supporting our application to establish Hampton Gardens, see section E1.

## 2.2: Boosting local standards

There are nine secondary schools within a three mile radius of the proposed site for Hampton Gardens, one of which is Hampton College. Of the other eight, one is a recently opened Free School which has not yet published any results.

Although the school and student averages across the eight schools which have published results are very close to national averages – and slightly higher than the Peterborough borough average – these averages hide a significant inconsistency in the quality of local provision. For example, although on average 60% of students achieved 5 A\*-C GCSEs including English and Maths in 2013, the range across schools varied from 84% at the highest performing school to 44% at the lowest. Indeed, three schools supported less than 50% of their students to achieve this measure, whilst only two schools – of which Hampton College was one – achieved over 70%.

The same inconsistency is evident in the numbers of students who achieved the EBacc in the same year. The average across the schools was 19%, but the range was 4-52%, with four schools achieving 10% or less and only three reaching or exceeding 25% (again, Hampton College among them).

Finally, there is also significant variation in the proportions of students making expected progress in English and Maths. Averages of 70% and 68% respectively across these two measures are again hiding variations of 51-87% in English and 55-88% in Maths.

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<sup>1</sup> All references in this sub-section taken from this document unless otherwise referenced.

It is evident, therefore, that whether students from our community succeed or not at the end of KS4 is hugely dependent on their being admitted to the right school at the start of KS3. By establishing Hampton Gardens, we wish to address this unsatisfactory situation in two ways: Firstly, we will provide another high quality local option which has the same targets and is held to the same standards as Hampton College, which is currently a local leader across all measures (see section D2). And secondly, our vision is for a school which collaborates within our local educational community, improving the quality of education provided to all and boosting outcomes for young people across the City and beyond. For further analysis, see section E1.

### **3: Our Vision for Hampton Gardens**

#### **3.1: Mission and Values**

Our mission is to meet the needs of our students and equip them to fulfil their potential, and to provide high quality learning and leisure opportunities for members of our community.

The following values underpin all the Trust's activities and form the basis of the vision for Hampton Gardens:

#### **We value people:**

- Our schools will be welcoming places, at the heart of our community, valuing all people and their talents, beliefs and cultures equally;
- Students will feel safe and respected as individuals at school; they will feel happy to come to HAT schools to learn;
- All staff will feel valued, informed and involved in decision making;
- Parents and carers will feel well informed, and involved in their child's education.
- We recognise families as sources of love and care for their members, and as the basis of a society in which people care for others.

#### **We value learning:**

- HAT schools will provide for high quality teaching and learning, involving challenging and enjoyable activities; this will enable our students to think, and to produce high quality work;
- Our curriculum will cater for a wide range of ability and talent, and will provide students with a broad, general education of the highest quality. We will provide an outstanding choice of extra curricular activities.

#### **We value positive behaviour:**

- HAT schools will have a positive ethos, which emphasises respect, responsibility and participation;
- Students will be encouraged to grow spiritually, morally, socially and culturally;
- We will place a high emphasis on maintaining positive relationships with students based on honesty and fairness;
- We will expect all members of the HAT school community to act with courtesy, respect and good manners;
- We will emphasise the pleasure in learning, and we will do our best to make sure that fun is part of the experience for all at HAT schools.

#### **We value health:**

- HAT schools will promote the importance of healthy living, and we will emphasise its impact on learning;
- In all areas of operation, HAT will stress the importance of healthy eating; students will be encouraged to drink water in most classes;
- All school sites are no-smoking areas at all times;
- We believe that the health and safety of students, staff and visitors are of paramount importance, and they will always be our first considerations;
- We will work with students, parents/carers and relevant external agencies to promote safe travel to and from school;
- In the interest of safety, students will receive clear messages about items that should not be brought onto HAT premises, or on school visits.

**We value leadership:**

- HAT schools will be well governed, managed and led, having excellent relationships with other schools and agencies. Resources will be used effectively to support learning;
- Students will be offered opportunities to show responsibility, and to develop leadership skills.

**We value our community:**

- HAT schools will emphasise the opportunities and responsibilities that life in a large community can bring;
- We will make our facilities available to members of our community for learning and for leisure;
- HAT schools will enhance community life;
- Students will be made aware of the positive roles they can play in our global community;
- Students will learn to respect religious and cultural diversity.

**We value our environment:**

- We will provide an outstanding learning environment: stimulating, colourful and well cared for;
- Students will learn to respect their environment at a local, national and international level.

**We value the future:**

- We will develop the next generation of citizens and leaders, willing and able to play active roles in their communities;
- We will lead out into the world young people who feel positive about themselves and demonstrate a passion for life, who respect the rights of other people and who are ready to make their mark.

**3.2: Outstanding Teaching and Learning**

At the heart of our vision for Hampton Academies Trust schools is the commitment to excellence in teaching and learning. We are passionate about providing stimulating, compelling learning experiences for learners and being innovative in our approach to teaching and learning. As a

*Leading Edge* school, Hampton College is well placed to coordinate both the deployment of key staff (SLEs/ outstanding practitioners) into Hampton Gardens, and the professional development of all student-facing staff, to ensure that children and young people across both schools have access to outstanding teaching and learning.

Hampton College has a strong ethos of supporting and developing new and existing professionals. Over the last 3 years we have had 10 ITTs and 15 NQTs. Our rigorous provision of targeted professional development, assessment practices, and mentoring from highly skilled professional tutors is acknowledged by partner organisations as exemplary practice and we present at the Local Authority NQT Welcome Day and at the Peterborough TeachEast conference for ITTs. We have strong links with ITT providers in the region and value those who are entering the profession. Both our ethos of professional development, and our experience in its highly successful delivery, will transfer to Hampton Gardens, ensuring that the quality of teaching and learning is high from the school's inception.

### 3.3: A Hampton Hub for Training and CPD

The Hampton Academies Trust employs key members of staff who are specialist CPD leaders in the region. Establishing Hampton Gardens will enable the Trust to expand our activities and become a regional centre of excellence in teacher CPD. At present, we are establishing ourselves in this field through initiatives such as *Leading Edge*, our Science CPD offer as the eastern region Science Learning Centre hub, and as an Institute of Physics partner school.

In 2014-15, we will host and co-deliver the new Cambridge Teaching Schools CPD course: Developing Teaching Excellence in partnership with another local provider, who has requested our involvement in recognition of the outstanding teaching and cross-phase capacity available at Hampton College.

Our vision will make Hampton Gardens central to the extension of training places offered in conjunction with TeachEast and CPD opportunities provided both internally and externally, to establish the Hampton Hub as a beacon of exemplary practice.

### 3.4: Inclusive Ethos

We are committed to educating all students, regardless of their starting points and abilities and assisting each individual to achieve to *beyond* the level that their starting point might normally suggest. We will support each individual at Hampton Gardens to develop as a person and to progress to their next destination as a responsible citizen.

We have established a successful inclusive school at Hampton College, evidenced by our very low permanent exclusion rates and considerable academic successes from cohorts which contain an above average proportion of students with SEND. As Hampton Gardens grows, the Trust will have a greater capacity and flexibility to support students with SEN by pooling expertise and resources across the two schools. There would be the potential, depending on student need, to develop specific expertise on an aspect of SEND (e.g. ASD) and then concentrate provision on

one of the two sites in order to better meet this need. The exact nature of any such provision would be determined in consultation with PCC and CCC.

### 3.5: All-through Provision: by conviction

In 2012 Hampton College became an all-through school. Our original involvement in Primary Education came about in conjunction with PCC in order to help meet the unprecedented demand for reception and infant places in the locality. Since then, we have developed a detailed vision around, and commitment to, all-through education and believe that the configuration has the potential to deliver a number of educational benefits. Although the current local need is for secondary provision, and this application is for an 11-19 school, we anticipate that there will be an increasing need for primary provision in the medium to long term and will therefore consider our strategic options in partnership with Cambridgeshire and Peterborough LAs, and our educational advisor at the DfE, should Hampton Gardens be approved.

## **4: Hampton Academies Trust**

### 4.1: The Development of Hampton College

Hampton College opened in 2005, as a new build secondary school. We opened our doors to 180 Year 7 and 8 students, then grew a year group at a time. We quickly established a reputation for excellent teaching and learning and very positive student outcomes, and received an 'Outstanding' judgement in our first two Ofsted inspections. Since the early years, the school has expanded, added a Sixth Form in 2009, and, in 2012 became an all-through school. In 2011 the school was invited to join *Leading Edge*, in recognition by the SSAT of its high performance and place in the top 20% of schools nationally in terms of KS4 value added.

The school is currently rated 'Good with Outstanding features' by Ofsted and in 2014 achieved its best ever GCSE results: 75% of students achieved five or more GCSEs at A\*-C including English and Maths, including 74% on the GCSE only measure. These results placed the school within the top performing institutions in the East of England region for the fifth year in a row. Hampton College has also been the highest performing school at GCSE level in the North West Cambridgeshire parliamentary constituency since our first GCSE results in 2009. The APS at Key Stage 5 is the best for a non-selective sixth form in the local authority.

### 4.2: Hampton Academies Trust

Hampton College has continued to flourish this year. We achieved our best ever GCSE and A level results in summer 2014, representing exceptional progress given that the cohort's entry profile was in line with the national average. We continue to play an active role in *Leading Edge*, and have this year hosted a successful regional event to share our strategies for achievement in GCSE Maths, Science and English.

Hampton College was a community school at its inception and enjoys a positive and close working relationship with Peterborough City Council (PCC). However, we recently took the decision to convert to an academy and to form our own Multi-Academy Trust. This decision is linked to the

leadership team and governors' clear vision about the part we would like to play in developing future educational opportunities for the children and young people of our community: Hampton Gardens is the next key step in this strategy.

We are committed to building upon our success at Hampton College in Hampton Gardens. Many key members of our team (see section F) have been involved in Hampton College since its inception, and therefore have critical experience in establishing a new, highly successful school in our local area. This experience will enable us to establish Hampton Gardens as an exceptional school from the day it opens, sharing the staff and systems with Hampton College which will enable it to flourish.

Hampton Gardens, will, however, play a unique role in the community, by complementing and extending what is already available to parents and young people. It will also broaden access to HAT schools, by becoming the catchment secondary for children living in Yaxley and Farcet, located within the Cambridgeshire County Council (CCC) local authority.

#### 4.3: Strategy for the Future

The Hampton Academies Trust (HAT) came into being on 1<sup>st</sup> September 2014. The name reflects the local scope we intend for the Trust's work: our vision is of a truly local family of successful schools, across both Primary and Secondary Phases, all within walking distance of each other.

We believe:

- You replicate success by doing what you know best, in the setting you know best
- A MAT performs well where it is formed, and 100% invested, in a community
- There is an optimum size to a MAT, which can deliver economies of scale, but also maintains the sense of the learner and stakeholders as individuals.

The Trust currently runs one school, Hampton College, both the primary and secondary phases of which have been set up from scratch over the past decade. Hampton Gardens would therefore become the Trust's second school. Because of the new development which Hampton Garden is designed to serve, there is increasing pressure on local primary places, and we expect that an educational provider will be required for at least one additional local primary school in a very similar geographical area. We will bid to become this educational provider, or to grow the age range of Hampton Gardens to meet this need in the same way as in Hampton College. Our expansion will be driven by local need and always in line with the principles above.

#### 5: Aspirations

We are extremely ambitious for Hampton Gardens. A full suite of short, medium and long term targets is laid out in section D2. These targets are based on the extremely high record of attainment at Hampton College (see section E1), which when compared to similar schools is the highest performing school within a 75 mile radius.<sup>2</sup> As well as excellent academic results, we aim for all HAT schools to be rated 'outstanding' by Ofsted.

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<sup>2</sup> [http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?ctype=SSC&tab=512&ord=desc&sort=ks4\\_13.ptac5em&set=20&no=135002&superview=sec&sscla=874](http://www.education.gov.uk/cgi-bin/schools/performance/group.pl?ctype=SSC&tab=512&ord=desc&sort=ks4_13.ptac5em&set=20&no=135002&superview=sec&sscla=874)



## Section D: Education plan – part 1

	2017	2018	2019	2020	2021	2022	2023
Year 7	240	240	240	240	240	240	240
Year 8		240	240	240	240	240	240
Year 9			240	240	240	240	240
Year 10				240	240	240	240
Year 11					240	240	240
Year 12						150	150
Year 13							150
<b>Totals</b>	240	480	720	960	1200	1350	1500

## Section D: Education plan – part 2

### Section D1:

#### 1: Student Demographic

The following table shows the student demographics of all secondary schools within a three mile radius of the proposed site for Hampton Gardens:

Name	Age Range	FSM	SEN	EAL	Pupil Premium
City of Peterborough Academy	11 to 19	n/a	n/a	n/a	n/a
Hampton College	4 to 18	11.5	14.9	7.3	22
Jack Hunt School	11 to 18	20.8	11.3	52.1	34.2
The Kings' (the Cathedral) School	7 to 18	3.1	3.6	7.6	32.2
Nene Park Academy	11 to 19	17.8	9.5	24.4	31.7
Ormiston Bushfield Academy	11 to 19	24.4	11	9.2	42
St John Fisher Catholic High School	11 to 18	30	8.4	57.7	45.3
Stanground Academy	11 to 19	17.8	3.1	15.9	29.5
Thomas Deacon Academy	11 to 19	18	11.5	39.8	31.5
Schools average		17.9	9.2	26.8	33.6
Student average across schools		17.5	9.2	29.1	32.9
LA average		17.2	9.4	26.4	29.7
National average		16.3	7.7	13.6	28.3

As can be seen from the above, Peterborough Local Authority has a proportion of children with SEN, on FSM, and with EAL in excess of the national average (1.7%, 0.9%, and 12.8% respectively). Given that the proposed new school will be in close proximity to, and share the excellent reputation of, the existing Hampton College, it is likely that it will have a similar intake: a higher than local – and almost double the national – average of pupils with SEN (14.9% compared to 9.4% locally and 7.7% nationally).

Although Hampton College has a pupil population with uptake of FSM lower than the local average, the two other schools nearest to the proposed site – Nene Park and Stanground – both have intakes with FSM rates around the local average (both 17.8% compared to a local average of 17.2%). They also have around 30% of pupils who attract the pupil premium. We would therefore expect to see at least the same proportion of these students as we currently admit to Hampton College, and probably slightly more.

The population of Peterborough is becoming more culturally diverse: between the 2001 and 2011 censuses, the proportion of residents identifying as other than white British rose from 13% to 29%. Around one third of these identify as 'white – other', and the majority of these are from newer EU member countries. The other major ethnic group is those identifying as Pakistani, who make up around 7% of the total population of the city. We will be mindful of the cultural needs of our diverse student population both in planning and implementing school activities.

Because Hampton Gardens is rendered necessary by the new housing developments nearby, its student population is not entirely predictable. Our experience in establishing Hampton College will therefore be invaluable: we have a strong record of setting up a successful school that meets the needs of the local pupil population and would leverage this experience to address the needs of the local population – and be flexible to meet the needs of the student population even where these may differ from those of the population currently in situ.

## **2: Curriculum Overview**

### **2.1: Strength in the Core: English, Maths and Science**

One of HAT's undoubted strengths lies in teaching, learning, progress, and achievement in the core subjects: in 2014 over 80% of Y11 students made expected progress or better in all core subjects. We therefore have the capacity to develop core provision at Hampton Gardens which matches or improves on this, building on the following strengths:

- A Mathematics department, judged as *Outstanding* by Ofsted and which consistently performs within the top 20% of schools
- A resilient and able English team, whose results in 2014 were exceptional
- A Science team passionate about a practical and active learning, which offers personalised pathways to ensure success, regularly performing in the top 20 % of schools.

During the establishment of Hampton Gardens, these teams will support the staff of the new school; there is the potential to grow SLEs from within these current core subject teams who will ensure that the new school is successful from its inception.

## 2.2: Complementary Provision: The Broader Offer

In establishing Hampton Gardens, we will ensure that children and young people across both schools have an equal access to a wide range of subjects, courses and high quality learning opportunities. We will offer joint options at KS4 across the two schools, therefore creating a complementary offer of diverse choices for all students.

By offering joint options choices at KS4 across Hampton College and Hampton Gardens we will offer a greater range of specialist subjects for learners of all abilities. This will include a substantial widening of an appropriate vocational offer at KS4. Our input and involvement at the current design stage of the Hampton Gardens buildings should ensure that specialist facilities complement rather than duplicate those at Hampton College, and that the opportunity for new vocational areas are provided for. For example, Hampton College already has a new electronics laboratory, which could be shared with Hampton Gardens' students. In addition to enhanced vocational learning opportunities, joint provision will also allow the mainstream timetabling of more specialised courses, such as GCSE Astronomy.

Pre-16 we subscribe to the views of the Wolf Report (2011), that vocational courses should be worthwhile and only be offered if the qualifications gained have a genuine currency for the learners' future education or career choice. We also believe they should, in most cases, take up no more than 20% of learning time at KS4 so that achievement in the core is maintained. Hampton College has never used 'vocational equivalence' to bolster league table performance, and as a result we are well placed to develop the highest quality vocational offer which is focused on meeting student needs and equipping them with the skills and knowledge required by employers and universities.

## 2.3: Joined Up Thinking: The Sixth Form

We are all aware that the current and likely future funding situation around Post 16 education is particularly austere. In reality, the *only* way that two school sixth forms can flourish in such close proximity is to make sure that their relationship is collaborative and not competitive. We believe the best way to ensure that decisions around provision are joined up and genuinely in the best interest of the learner, is to effectively have one Sixth Form between the two HAT schools.

We will grow 16+ provision at Hampton Gardens which complements and enhances existing provision. Currently, there are gaps in local provision around the choice of level 3 vocational qualifications and level 2 programmes. We are keen to collaborate with PCC and CCC to look strategically at audits of existing provision and learner demand and interest, to ensure that the exact combination of subjects across the HAT Sixth Form meets the needs of learners and the local and national economy.

Currently, over 70% of students in Hampton College's Year 13 go on to university, including a good number to leading research universities. The development of the joint sixth form across the two schools opens up the possibility of a more structured pathway for those hoping to progress into apprenticeships and training and to create a 'Tech-Bacc' route through the Sixth Form leading to employment, apprenticeships or specialist university courses, as well as to continue to develop a high quality academic route.

#### 2.4: Partnerships with Local Schools

The Trust enjoys a productive and cordial relationship with the other two primary schools (Hampton Vale and Hampton Hargate Primary Schools) on the Hampton Development, as well as the primary phase of Hampton College itself. The Headteachers of the schools meet regularly to discuss pedagogy and ways of working together to optimise the achievement and opportunities for children and families on Hampton. Uniquely, there has also been a regular convening of Headteachers and their Chairs of Governors, to meet with PCC to discuss local issues (predominately school place planning at all phases on the Hampton Development).

The partnership working has extended well beyond the traditional primary/ secondary liaison over Year 6 into year 7 transitions. Collaborative working in the last two years has included:

- Hampton College operating two reception classes on the site of Hampton Hargate School
- Hampton Vale seconding a senior leader to Hampton College, to help establish our primary phase
- Hampton College supporting the development of Hampton Vale's financial control and budgeting systems
- Joint musical rehearsals and performances across all Hampton Schools ( e.g. a joint choir singing together at a Christmas celebration event hosted in Hampton College's hall)
- Hampton College providing the SSCO support for Hampton Hargate and Hampton Vale
- The Hampton Academies Trust to staff KS2 Modern Foreign Language tuition at Hampton Vale in 2014-15
- A member of Hampton College's SLT serves as a governor at Hampton Vale
- Hampton College Sixth Formers assist in specialist subject delivery at both Vale and Hargate (eg Year 12 A level Geographers assist with a Year 5 'Our Earth' project at Hampton Hargate)
- Sharing site and facilities management staff with Hampton Hargate, during a period when the school was short staffed in this area

We are keen to develop an innovative liaison model between Hampton Gardens and the primary schools in Yaxley and Farcet. The Trust may also be able to offer services to these schools (e.g. specialist Music/ PE/ MFL tuition etc), as we expand our operations over the next 2-3 years.

### **3: Curriculum Models and Content**

Hampton Gardens will offer the National Curriculum. We have found that this is fit for purpose in Hampton College, and has enabled us to achieve outstanding outcomes for our comprehensive student intake.

#### **3.1: Key Stage Three**

During KS3, students will have 25 taught hours per week. They will be timetabled over a two week period with the following allocation of subject hours over those two weeks:

#### **National Curriculum Core Subjects:**

	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>ICT</b>
<b>Year 7</b>	6 (12%)	6 (12%)	6 (12%)	2
<b>Year 8</b>	6 (12%)	6 (12%)	6 (12%)	2
<b>Year 9</b>	6 (12%)	6 (12%)	6 (12%)	2

#### **National Curriculum Foundation Subjects:**

	<b>Tech</b>	<b>PE</b>	<b>*MFL</b>	<b>Drama</b>	<b>Music</b>	<b>RE</b>	<b>Hist</b>	<b>Geog</b>	<b>Art</b>	<b>PD</b>
<b>Y7</b>	4 (8%)	4 (8%)	6 (12%)	2 (4%)	2 (4%)	2 (4%)	3 (6%)	3 (6%)	2 (4%)	2 (4%)
<b>Y8</b>	4 (8%)	4 (8%)	6 (12%)	2 (4%)	2 (4%)	2 (4%)	3 (6%)	3 (6%)	2 (4%)	2 (4%)
<b>Y9</b>	4 (8%)	4 (8%)	6 (12%)	2 (4%)	2 (4%)	2 (4%)	3 (6%)	3 (6%)	2 (4%)	2 (4%)

\*Students will study French and German alternately in year seven and year eight. Some students will then study both languages in year nine; others will continue study in either one.

#### **3.2: Key Stage Four**

In KS4 students will continue to access 25 taught hours a week timetabled over two weeks. All students will study English, Maths, Science, Physical Education and Personal Development (incorporating Citizenship, PHSE, RE and Careers advice), plus four subjects from our options block.

The following curriculum model shows the time allocated to each subject:

Subject	Hours per fortnight	% taught time
English	8	16%
Maths	6	12%
Science	10	20%
PE	4	8%
Personal Development	2	4%
Option 1	5	10%

Option 2	5	10%
Option 3	5	10%
Option 4	5	10%

Most students will follow timetables which match the above and will work towards nine GCSEs. However, we strongly believe that students are entitled to access options which match their needs and interests so far as this is practicable to deliver within the school's resources. We will provide significant information, advice and guidance for all students and their parents to enable them to make the right choices for KS4. Typically, more able students will access discrete Science subjects and will therefore work towards ten GCSEs; we place high value of the English Baccalaureate subjects, and where appropriate will guide students towards studying at least one Humanity and one MFL in addition to our compulsory core subjects. Students who choose vocational options which require more curriculum time may work towards eight accreditations in total.

Our exact qualification offer will be determined in consultation with our first cohorts of parents and students, as well as the Trust's existing staff members and governors. Our aim will be to provide a suite of qualifications which mirrors that offered by Hampton College, so that all students at both schools receive their core entitlement, whilst also expanding on that curriculum so that more options are available across the whole Trust. Because of timetabling constraints, we do not anticipate that there will be as much scope for students to access qualifications at both schools during KS4 as in KS5 (see below), but where possible we will endeavour to develop a process by which students with particular aptitudes or interests from either school can have their learning extended at the other. For example, we may introduce a GCSE in Astronomy at Hampton Gardens which would be accessed by students from both schools. Similarly, we will ensure that departments such as MFL are complementary across the two schools.

Our current proposed options list includes:

Art and Design	Engineering (level 2)	MFL 1
Astronomy	Fashion/design (level 2)	MFL 2
Business (GCSE and BTEC)	Food technology	Music
Catering (level 2)	Geography	PE (GCSE and BTEC)
Computing	History	Product design
Drama	ICT	RE
Electronics	Media Studies	Textiles

### 3.3: Key Stage Five

Our knowledge of local 16-19 provision suggests that there is a gap in level 2 and 3 vocational options at KS5. The sixth form at Hampton College mainly focuses on A level options and university entrance. Over the last two years we have added vocational courses to our offer, and can see that given the demand triggered by raising participation, a strong mix of academic and vocational subjects at 16+ would best meet the needs of young people in the area. By establishing Hampton Gardens on the proposed site, next to the current site of Hampton College, we will be

able to develop a comprehensive and complementary KS5 offer across the two schools, thus broadening the opportunities available to both schools' students.

The vocational offer at Hampton Gardens will focus on the same areas as the vocational offer at KS4: engineering, catering and fashion/design, for the same reasons given above. The focus will be on providing high quality level two and three accredited courses which provide students with the skills and qualifications that they need to take positive pathways on leaving school at the end of year 13. The specific courses to be offered will be decided upon during the pre-opening stage, through consultation with Trust staff, young people and parents and on the basis of research into different awarding bodies. These new courses would be in addition to successful BTEC Business, Science and Health and Social Care courses running at Hampton College.

In addition to the vocational offer, the HAT schools will work together to provide and sustain a broader suite of A level options. The offer will be broadened through the opportunity to employ staff with distinctive skills and specialisms who can deliver subjects in addition to those on offer at Hampton College. For example, we intend to ensure that the MFL department at Hampton Gardens includes staff members who can teach a third MFL A level option. The offer will be sustained by combining some classes across the two schools in order that subjects which are less numerically popular remain viable to deliver, for example, A level Music. A levels currently offered at Hampton College are: English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, French, German, History, Geography, Computing, Sociology, Psychology, Music, Art & Design, Media Studies, Business Studies, Food Technology and Design Technology. We are committed to maintaining a core offer of Russell Group facilitating subjects, to ensure that the most able are well qualified to apply to leading research universities.

Both sixth forms will be encouraged and supported to work in a genuinely collaborative way, overseen by the Executive Headteacher. The Directors of Sixth Form across the two schools, will put in place a process by which students can access options across both schools to suit their interests, aptitudes and abilities. Students will study the majority of their courses at the school at which they are on roll, but we anticipate significant cross over between schools for some courses. The proximity of the two schools means that it will be easy for 16+ students to move between sites at break or lunchtime, enabling them to follow a highly personalised programme of study at 16+. See section F6 for further detail.

## **4: Curriculum Delivery**

### **4.1: Organisation of Students**

Student organisation will change to meet the particular developmental and educational needs of our students as they progress through the school:

**Year seven:** Students will be set in ability-based groups in English and Maths, on the basis of baseline assessments. All other subjects will be delivered in mixed ability groups.

**Year eight:** as year seven, with the addition of broad banding in modern foreign languages. Most students will study two MFLs at this stage; some students who require more support will focus on one.

**Year nine:** as year eight, with the addition of further broad banding in Science to prepare for working towards either a double Science award or three discrete Science subjects at GCSE level.

**Years 10 and 11:** setting based on ability in English, Maths and Science, with mixed ability option-based groups throughout the rest of the curriculum. Class sizes in optional subjects will tend to be smaller during KS4 than the standard 30 students.

**Years 12 and 13:** all groupings mixed ability. The entry requirements will be set on a course by course basis to ensure that all students who access each course have the aptitude to succeed.

In addition to horizontal grouping for teaching across the school, we will use vertical tutor groups and Houses as our pastoral care structure. See section D2 for further detail.

## 4.2: Structure of School Day, Week and Year

### 4.2.1: Structure of the school day and week

The structure of the day and week at Hampton Gardens will mirror that which we implement at Hampton College. Every day of the week will be structured in the same way:

Time	Activity
8.30 – 8.45	Morning registration/assembly
8.45 – 8.50	Movement
8.50 – 9.50	Period one
9.50 – 9.55	Movement
9.55 – 10.55	Period two
10.55 – 11.20	Break
11.20 – 12.20	Period three
12.20 – 13.00	Lunch break
13.00 – 13.05	Movement
13.05 – 14.05	Period four
14.05 – 14.10	Movement
14.10 – 15.10	Period five

This model enables us to deliver a full 5 hours teaching per day, and therefore 25 hours per week. By scheduling time for students to move around the building, we will ensure that the entirety of each lesson is used for learning without wasting any allocated time.

### 4.2.2: Structure of the school year

Hampton Gardens will, like Hampton College, follow the same structure and dates for the school year as PCC. These are the same dates used by CCC and will therefore be convenient for parents



from both LAs who may have children at different schools. Our academic year will therefore follow a traditional structure of six seven-week half terms divided by week-long half term holidays and longer holidays during the standard Christmas, Easter and Summer periods.

## **5: Meeting All Needs**

### **5.1: SEN**

Our aim will be to understand the individual needs of each student. This process will begin with monitoring for any indication of SEN, through:

- Liaison with Primary feeder schools;
- Additional meetings for identified students at transition;
- Termly monitoring of progress by class teachers;
- Reviewing progress on Grade Cards;
- Parental concerns raised at Parents' meetings;
- Reading tests and other testing as appropriate.

If this monitoring indicates that a student may have an unidentified SEN, then specialist assessment will be commissioned as appropriate to the type of need.

Once an SEN has been identified, either at Hampton Gardens or in the student's previous school, support will be put in place to ensure that the student in question is able to achieve. All students who are being monitored for SEN will have a Monitoring Sheet, which will provide information to all teachers about the barriers to their learning, and the strategies which are being used to overcome these. Where a need is identified as more complex, this Monitoring Sheet will feed into a Coordinated Plan which collects all relevant information about the student's needs, the support being put in place and the progress and outcomes being achieved.

Some students with SEN will be well provided for within the mainstream classroom through universal, whilst others may need to receive targeted support such as additional resources, work with a Teaching Assistant, or additional focus on phonics. Those whose needs require more complex provision will be supported through a Coordinated Plan and may also have a CAF. If further support is required, this will be requested through seeking an Education, Health and Care Plan through the Local Authority.

We will work in partnership with parents and encourage them to be an integral part of the planning for students with SEN. As well as our usual parental liaison strategy (see section D2), parents of children with SEN will be offered:

- At least one annual individual review meeting, dependant on need, which focuses on the students' and parents' views on their provision;
- Regular contact with a Key Worker through informal meetings, emails and calls;
- An opportunity to take part in a Working Party of parents which will review and plan for provision for SEND across the College;

- Annual meetings for all parents and students with SEN in each year group to jointly discuss provision.

HAT has established links with providers of the following specialist support services:

- Autism Outreach
- Sensory Support (Hearing Impairment, Visual Impairment)
- Support from Enhanced Resource Provisions in other schools e.g. Speech and Language
- School Nurse
- CAMH
- ADHD Outreach
- OT and SALT Teams
- Specific support through Local Authority Panels.

### 5.2: English as an Additional Language

Like many Peterborough schools, Hampton Gardens is likely to have an intake which reflects population changes in the area and shows an increasing number of students whose first language is not English and a growing number of students of White European heritage. We estimate that 26 languages are spoken by students in Hampton College, and it is likely that this will be matched in Hampton Gardens.

When EAL students join Hampton Gardens, they will be monitored closely and additional support provided where necessary. This will vary from relatively light touch interventions (such as support with subject specific vocabulary) to intensive English tuition and bought in mother tongue support. Peterborough LA has recently established an EAL Academy as a resource which can be accessed to support students across the city: we see this as a very positive development, as it provides expertise we may not necessarily have in-house at HAT.

Our experience in our nine years of operation at Hampton College has been that our EAL students have a sufficiently good grasp of English by KS4 as to not be disadvantaged in public examinations. Many are not obvious as non-native speakers in the classroom by that stage. In exceptional cases, for example where a student joins in KS4 who is a new arrival to the UK and has little English, we will support them and offer a personalised curriculum to help ensure successful outcomes.

In 2013 and 2014 **all** students with EAL at Hampton College gained 5+ A\*-C passes including Maths and English, indicating both success across the board and that their English has been developed to at least grade C level at GCSE. We intend to replicate this success at Hampton Gardens.

### 5.3: Looked After Children

We are likely to admit a small number of Looked After Children, who will require very structured support and encouragement. We will meet regularly with carers and supporting agencies and

ensure that there is a detailed, personalised plan in place for each LAC student. We will use Pupil Premium funds to support with additional one to one tuition, provide a laptop for home-learning and pay for educational equipment, field trips and visits.

At Hampton College, we have admitted a number of Looked After Children who have been moved from other parts of England, reflecting the level of seriousness and trauma relating to the reasons for their removal from their birth family. One such student was in our Year 11 in 2014. We are extremely proud to have supported her to achieve 8 A\*-C GCSEs including Maths and English, which will have a considerably positive impact upon her future life chances. 100% of our LAC students (3 students) achieved 5+ A\*-C including Maths and English 2012-14.

We also have experience of supporting LAC students in the Sixth Form. We assisted one young man to make the transition to independent living and a training programme (in 2013) and a LAC female student to gain a place at university in 2014. This experience will enable us to put similarly effective support in place at Hampton Gardens.

#### 5.4: More able students

At Hampton Gardens we will follow Hampton College in having a Challenge Coordinator, who tracks the progress of the most able students, co-ordinates interventions and leads on staff training to ensure there is sufficient stretch and challenge in teaching. We will also support a range of learning opportunities for Gifted and Talented students, such as GCSE in Astronomy delivered after school, visits to universities, and support for participation in regional Gifted and Talented events and summer schools. Hampton College is a member school of NACE (National Association for Able Children in Education) and this experience will transfer to the new school.

At HAT we have broadened our focus from the traditional notion of Gifted and Talented to look at the wider cohort identified as more able. Our investment in the Challenge Coordinator posts reflects our wish to do even better by students who are more able. Nonetheless, successes to date at Hampton College have included:

- Total capped GCSE/ equivalent points in 2013 'sig +' for the more able
- As the 2014 unvalidated score is higher in 2014, we expect to be sig + for the more able on the same measure again this year
- Progress in Mathematics GCSE was sig + in 2013 (98% expected progress for the more able)

In terms of student destinations, it is the norm at Hampton College that 100% of the more able progress to Sixth Form or Level 3 study at Hampton College or other centres. Our work on improving our Sixth Form outcomes has seen a rise in A\*-C passes at A2 and overall value added figures suggest students are making at least expected progress. In addition, successes for Gifted and Talented 16+ students include:

- Increase in progression to Russell Group universities (17% in 2014) and other leading research universities (around a third of the Year 13 cohort in 2014 went to universities founded before 1992)
- Two successful applications to Cambridge University: 2011 (Medicine – Downing College) & 2012 (Linguistics – Sidney Sussex College)
- 2014 first successful application to the London School of Economics
- A Year 13 athlete selected for Team GB (Winter Olympics)

The extensions to our curriculum which will be facilitated by establishing Hampton Gardens (see above) will enable us to enhance opportunities for all our more able students across both schools and build on this highly successful record.

## **6: Extended Provision and Services**

### **6.1: School Enrichment**

During the Hampton Garden's preopening phase, we intend to conduct a community audit to establish local needs and interests (see 6.1). We hope that our community and stakeholder audit will help us to determine what is required by the communities of Hampton Gardens, Yaxley and Farcet.

One of the advantages of a school based in a community where students all walk or cycle to school, is that there are no school buses or a mass exodus at the end of school. Therefore, provision on the school site beyond the school day would help to enrich students' experiences of school life and should contribute to healthier lifestyles. We would envisage after school provision including:

- Supervised out of hours access to the school library and study facilities
- A supervised home-learning club
- A full range of sporting activities and fixtures provided by the school's PE department
- A Full range of Arts based activities and rehearsals provided by the school's Arts Faculty
- Additional sporting/ dance/ Arts based opportunities provided on site in conjunction with local providers, such as Vivacity
- To become a hub for twilight youth focused activities (cadets/guides/Duke of Edinburgh Award etc)

Youth provision is an area of real local need. In the past, we have supported PCC and others in trying to establish evening youth work on the Hampton Development (e.g. the Youth Bus initiative). Students at Hampton College have campaigned for youth facilities and visited Cambourne to compare the provision on a similar new development. Two boys in the current Year 9 were instrumental in the successful campaign for a skate-park on Hampton. We would be keen to work with CCC and PCC to seek funding for further youth work/ activities in the locality.

## 6.2: Adult Learning

We are also keen to support lifelong learning for adult members of our community, and will approach the provision of such in innovative and cost effective ways. For example:

- There is the potential to timetable some aspects of the Sixth Form offer into twilight slots, which would allow adult learners to join classes and gain qualifications
- Depending on the levels of local demand and skills gap analyses, we might work in partnership with another provider, to become a satellite centre for their community offer. In the past, for example, we have offered evening courses in conjunction with City College Peterborough
- To make effective use of teaching and resources by providing blended learning models, where participants work online and then have face to face support from a tutor at regular intervals. This model has been used successfully in some areas to promote adult learning

Again, further work will be done as part of our community audit, and in conversation with PCC and CCC and the local Chamber of Commerce, to ascertain where Hampton Gardens can best add value.

## 6.3: Community Partnerships

Hampton College's partnership with Vivacity, a local not-for-profit which manages the major local leisure and cultural facilities, has been developed since September 2013 and will form the model for new partnerships in Hampton Gardens. Furthermore, we have had initial discussions with [REDACTED] Vivacity and believe there is the potential for us to work in partnership to put together an innovative and exciting offer, to enhance the leisure and cultural experiences of both the existing communities of Hampton, Yaxley and Farcet and the new residents of Hampton Gardens.

### **Leisure**

Vivacity currently runs two leisure centres [REDACTED]. We will explore whether Vivacity could have a role in managing the public access to the Sports Hall, MUGA and pitches at Hampton Gardens. Our current partnership and dual use agreement with Vivacity has meant that it has been able to oversee the use of the entirety of Hampton College's current field and the secondary phase's tennis courts. This has given the public a much greater access to the facilities than when we have managed these facilities ourselves in the past, and ensures complete access to those areas in the evening, at weekends and in the school holidays. A similar model could be established at Hampton Gardens, to the benefit of the local community.

### **Families**

We are particularly excited about Vivacity's after school sports club for infant aged children, which will open in September 2014. The children will come from Hampton College's own primary phase and Vivacity has been receptive to our parents' feedback that high quality child-care is their most urgent need. Both the Trust and Vivacity will monitor the popularity and progress of this provision,

as we view it as both a prototype of possible future provision for primary age children in the locality and as a starting point, with the potential to add a further offer over time.

At this stage, such solutions are aimed at younger children. However, there is also the potential to look at youth sports provision in the traditional after school slot, to complement Hampton College and Hampton Gardens' own extended schools and extra-curricular provision.

## **Culture**

We will provide a range of auditoriums and performances spaces across the two HAT schools, including the outside amphitheatre at Hampton College. In partnership with Vivacity, we will develop these as venues for cultural events and performances. Vivacity has done much to put Peterborough on the map in terms of theatre, dance, music and a host of other cultural and heritage events, and Hampton Gardens will use this experience to facilitate its involvement in the cultural life of the community. The ability to bring high quality cultural and performance experiences to the locality would benefit the community and assist in raising aspirations amongst young people.

## Section D2

### 1: Assessment and Tracking

#### 1.1: Overview

Demanding performance targets for student achievement and progress will be set and agreed with the governing body. Hampton College is currently a local leader in terms of KS4 results, and we will ensure that Hampton Gardens performs at this same high standard. We will implement our current sophisticated tracking framework in the new school: this gathers student- and cohort-level data at frequent and regular intervals for analysis and action. As in Hampton College, the Deputy Headteacher will act as the school's 'Raising Standards Leader', ensuring that the use of school improvement data and intervention is a priority for teachers and departments. We will ensure that all members of teaching staff, middle leaders and governors, are conversant with school improvement data. We have invested significantly in this training at Trust level and with Hampton College staff; existing Trust staff and governors will therefore be able to share their expertise with new joiners as Hampton Gardens grows.

#### 1.2: Student assessment

We believe that effective assessment is central to the teaching and learning process, and a key element in achieving our goal of supporting students to attain the highest standards of which they are capable. Effective assessment is that which develops student learning whilst being managed efficiently by teachers as an integral part of their work. At Hampton Gardens, a combination of summative and formative assessment techniques will be used in order to ensure that all students are progressing and achieving, and to generate the data which is required to enable the school to evaluate and improve its practice.

Each department will develop its own assessment policy based on the principles guidelines below:

**Feedback:** students make the greatest progress in their learning when teachers provide effective, clear, relevant and focused feedback. Teachers will provide relevant feedback within a fortnightly lesson cycle; this will usually be in written form, but in whatever form it will include a summary of what the student has achieved and at least one target for improvement. Some feedback will be entirely formative and will not include a grade, level or mark. Where such a grade is given, it should be appropriate to the formal national curriculum levels or accreditation grades so that the student can make the link between their produced work and their periodic reported grade. All feedback will be embedded in the learning process which allows students opportunities to improve their work and have it evaluated against previous targets set.

**Student engagement:** students make the greatest progress when they understand the assessment process and are involved in their own learning. At every stage in the assessment process, this process will be explained to students in language appropriate for their stage of learning, including an explanation of the criteria against which their work is being marked. Each department will make exemplar material showing work at different levels accessible to staff and students.

**Range of techniques:** students make the greatest progress in their learning when teachers use a range of assessment techniques, particularly those that build motivation and self-esteem. Departments and individual teachers will be encouraged to employ this full range of assessment techniques as appropriate to the task being undertaken, including the facilitating self and peer

assessment approaches. Students will be able to display their subject understanding in a number of formal and informal ways, including through written, oral, diagrammatic and physical responses.

**Integrated planning:** students make the greatest progress in their learning when teachers decide how and when to assess student attainment at the same time as they plan their work. Departments will be expected to map out where assessment points fall within their courses. These opportunities for assessment will be identified and highlighted in schemes of work and lesson plans. Assessment will be a fundamental part of the way individual teachers plan their lessons, not something which is perceived as additional or external to the normal process of teaching and learning. They will be supported to do so through the creation and dissemination of appropriate strategies and materials, e.g. mark schemes, writing frames etc.

**Evaluation:** students make the greatest progress in their learning when teachers undertake investigation to evaluate the extent to which assessment is really helping in the learning process. Teachers will take the time to observe and listen to students talking about their work. The key words that will help students to develop and articulate their subject understanding will be made explicit in each department and at each stage of learning. Departments and individual teachers will also develop tasks which require students to demonstrate their learning as part of not only student but self assessment.

### 1.3: Using assessment data

At Hampton Gardens, data will be used to inform teaching, set targets and monitor student progress. This will be supported by the use of a manageable recording and tracking system.

Teachers will be expected to make a summative judgement about each student's attainment and effort on a termly basis, so that progress can be monitored. These judgements will then be entered into the school's management information system, alongside any additional information which it is useful to record for a specific student or subject, as determined by the relevant department. Teachers will always be expected to be able to justify their summative judgements about each student with reference to assessed work and/or prior performance data.

In order that they are able to utilise this data effectively, teachers will be required to familiarise themselves with baseline data on their students. This will usually include KS2 SATs results, reading ages, SEN or other needs information and prior performance data where available, and will be stored within our MIS. This information will also be used to provide predictive grades for students at the end of each key stage, and will therefore feed in to the process of setting individual targets.

Information on the MIS will be collated, analysed and disseminated by members of the middle and senior leadership teams (see section D3). It will then be used to track the performance of individual students, classes, characteristic groups (e.g. pupil premium eligible students), and the whole school cohort against the relevant targets. Where intervention is required, this will be initiated at the appropriate level, be it individual teacher, department, SENCo or senior leadership team, and escalated if necessary.



## 1.4: Intervention

Students in all key stages will be set targets based on prior attainment, which aim for all to achieve the minimum expected progress and 50% to achieve greater than expected progress. Every student will receive a grade card three times a year which reports to parents and carers their current national curriculum level, or the GCSE/A2 grade they are working at. In addition to this, at key stage 4 and 5 we will ask staff for predicted final grades, which are collected at 3 points in the academic year.

Department heads will analyse the data and along with raising standards leaders (one for KS4 and the other for KS5) meet to discuss students at risk of not making the necessary progress. Students will be identified and discussions take place between Department Heads and teachers responsible for individual students to discuss strategies that have taken place or that need to be put in place to get students back on track. A similar procedure will be followed at Key Stage 3, with all students having an additional 15 minute meeting with their form tutor per term to discuss progress and set targets to address concerns. After these discussions, form tutors will contact parents/carers to discuss action points and inform them of follow ups.

Intervention in at Hampton Gardens will have many different forms:-

At a classroom teacher level, teachers will be responsible for completing personal learning checklists for individual students. These will be used at formative and summative assessment points to check students' understanding of the key skills/knowledge required to meet level or grade criteria. Where students have not fully met the criteria, additional classes will be provided to support students or individualised home learning is set to address the issue.

In Key Stage 3 additional one to one or small group activities might be set up for a period of time to help students who have fallen behind or who have been making limited progress with numeracy or literacy.

Additional classes/clinics will be provided for Key Stage 4 and 5 students outside of school hours to address gaps in their understanding.

We will establish a mentoring system where students in years 10 and 11 identified as underperforming have set times to meet with teachers or support staff to discuss concerns. These meetings will be used to help students plan their time more effectively and help them to take responsibility for their learning.

We will build a strong and dedicated team of support teachers/teaching assistants who work with students who have emotional or learning difficulties, providing additional clubs to support homework or give extra help.

All intervention relies on effective communication between staff, parents/carers and the students themselves. Throughout all of these processes there will be a continuous dialogue between all parties to support the student to achieve the best they possibly can.

## **2: Targets**

### **2.1: Targets for the first three years**

Based on cohort profile information of the children currently in Y3 at Hampton Hargate, Hampton Vale, William de Yaxley, Fourfields and Farcet Primary Schools, we would estimate an entry profile in Year 7 in 2017 broadly in line with the national average.

With the demise of national curriculum levels at Key Stage 3 (currently) and Key Stage 2 (from 2016) the Hampton Academies Trust is developing a rigorous method of ensuring the monitoring of progress of students throughout Key Stage 3, setting targets which are equivalent to those we use at Key Stage 4. Therefore, as a minimum, our target will be to demonstrate **75% expected progress and 35% exceeding expected progress** across Key Stage 3 and within each year group in Key Stage 3, to demonstrate that students are on course to meet these targets.

### **2.2: The longer term performance outlook**

The entry profile of students joining Hampton Gardens in Year 7, looks to be broadly in line with students who have been at Hampton College and those who are currently on roll (see section D1). Since opening, Hampton College has achieved results which have been well in excess of national figures on the key benchmark of 5+ A\*-C at GCSE, including English and Mathematics, represented in *Raiseonline* as significantly positive for the last 5 years. This is a result of rigorous monitoring and structured intervention to achieve the best possible outcomes for the young people of Hampton.

Of equal, if not of greater importance, is the progression of students based on prior attainment data. At Hampton College we strive to set high targets for Key Stage 4, aiming to achieve a minimum of 78% expected progress and 35% greater than expected progress. Current data for the 2014 Year 11 cohort predicts 80% / 40% (expected/greater) for both English and Mathematics.

Based on the current Key Stage 1 data of the partner primary schools for Hampton Gardens, we would predict similar outcomes at the end of Key Stage 4 to those achieved by Hampton College students. The following, therefore, are our proposed **targets** for our first KS4 cohorts:

% 5 A*-C including En & Ma all qualifications	70%
% 5 A*-C all qualifications	80%
% A* - G all qualifications	100%
% Ebacc	33%
English Progress	85%
Maths Progress	84%

However, looking to the future, the metrics of accountability are changing and schools will be judged on new measures. Of these new measures, Progress 8 will be a key indicator in judging schools' performance. Current modelling for students at Hampton College (Years 10 and 11) would indicate that the average for both year groups would be in excess of 0.5. This equates to an average of half a grade above the national average, which would place Hampton College in the top 20% of schools nationally. This is what we expect for students at Hampton Gardens in 2022 and beyond.

We have similarly based our KS5 targets on current attainment and aims for the Hampton College sixth form, but these will be responsive to our actual student demographic and to changes in measures over the intervening period.

	<b>KS5 Targets</b>
<b>A Level Results (Academic)</b>	
3 or more A* - E	100%
2 or more A* - E	100%
Average point score per pupil.	800
Average point score per entry	210
<b>Vocational Results</b>	
Average point score per entry	226
Average point score per pupil	680
% at least 2 substantial vocational qualifications	100%

### 2.3 Closing the gaps

Hampton Academies Trust is committed to improving the life chances of all its students; as a result, the closing the gap agenda is a top priority. At Hampton College, the results for disadvantaged students on all measures are now on a par with or in excess of those of non disadvantaged students nationally. Whilst a gap still exists within the college, this has reduced significantly over the recent years and we continue to strive to reduce this even further. The same aspiration holds for Hampton Gardens.

### **3: School Improvement Cycle**

HAT operates a number of rigorous school improvement processes throughout the school year. These were commended by Ofsted during Hampton College's 2013 inspection and will be implemented at Hampton Gardens. The following are the key elements of the cycle.

#### **3.1: External school improvement partners**

The Trust buys in the services of an external school improvement partner (SIP). The SIP will visit Hampton Gardens each term, with a varying focus, to examine a range of outcomes and evidence bases. The SIP will also write a both termly and annual reports which are shared with the governing body, and verify the self-evaluation form produced by the senior leadership team (see below).

We were also involved in the pilot of school improvement triads in Peterborough in 2013-14 which has now been rolled out across the LA for the 2014-15 academic year. Within each triad, Headteachers act as additional SIPs for each others schools, visiting each term with a different focus and producing a report which is shared with the other school's governors and the LA school improvement board. This arrangement requires the Trust and other local schools to act transparently and share data such as Raiseonline reports; is also allows schools to share areas of expertise and best practice. For example, in 2014/15 Hampton College is supporting a local community school by providing training in GCSE English and Maths teaching along with opportunities to observe practice at Hampton College. We intend that Hampton Gardens should also join one of these triads. Following precedent set by another MAT operating locally, the two HAT schools will be involved in separate triads, providing an additional level of peer to peer support both to, and from, each school and the Trust as a whole.

#### **3.2: Self evaluation**

Although we appreciate it is no longer an Ofsted requirement to prepare a self-evaluation form, HAT has found it extremely useful to continue to produce a similar set of documents on a termly basis in Hampton College and will implement the same process in Hampton Gardens. These documents will include headings on leadership, progress and achievement, behaviour and safety, and teaching and learning. They are used to support the senior leadership team in constantly evaluating the school's performance and ensure that the necessary steps are taken, in line with our strategic planning, to improve and develop practice across all areas of the school's operation. During this academic year, 2014-15, HAT is piloting a parent/public SEF for Hampton College, in line with our commitment to transparency and excellent communication with our key stakeholders. Depending on the results of this pilot, a similar document will also be produced for Hampton Gardens.

#### **3.3: The role of the governing body**

The Hampton College governing body are an active and well informed group, who offer the right balance of support and challenge to the senior leadership team. We will ensure that the governing body of Hampton Gardens is similiary effective in their role in school improvement. The governing

body will be actively involved in evaluating the development planning process, and will discuss and approve school improvement processes as the new school grows.

The governing body will also hold copies of the school’s operational and strategic plans (see below), and nominated link governors will discuss these plans with middle and senior leaders before they are finalised. Every year, the governing body will set development priorities through discussion with the senior leadership team.

**3.4: Strategic planning**

HAT will create two school improvement plans for Hampton Gardens once it is established:

- One year detailed operational development plan covering the next academic year;
- Three year strategic plan to secure the longer term vision and aims of the school.

These plans will be created using a five stage cycle:

Stage 1 - How well are we doing ? – analysis of current data

Stage 2 – How do we compare with similar schools? – analysis in context

Stage 3 – What should we aim to achieve over the relevant time period? – Clear, SMART targets

Stage 4 – What must we do to make it happen? – development planning

Stage 5 – Taking action and reviewing progress? – Act, evaluate, then start cycle again

In line with these stages, our planning will follow the schedule laid out below:

Time	Tasks
September	Review results from previous academic year
Autumn term	Review other student achievement and progress targets Evaluate previous year’s plan Finalise development plan
Spring term	Six month review of plan
Summer term	Draft development and strategic plans, with targets, for the following year

**4: Quality of Teaching**

We will implement a rigorous set of processes to ensure that the quality of teaching at Hampton Gardens is appropriately monitored and consistently improves. These will include:

- A rigorous system of teacher observations which link both to whole school quality assurance processes (see above) and individual teacher appraisals. These observations will be used developmentally, to support staff members to improve their practice and ensure that development and training opportunities are tailored to staff need.
- Analysis of data using the school’s MIS, which will identify any areas of weakness at teacher level and enable appropriate support and challenge to be put in place.

- An accessible database of effective practice across the Trust, which enables teachers to seek out colleagues who have a particular strength across any HAT school, and observe and work with them to improve their own practice.
- Formal peer coaching programmes, which again will operate across both HAT schools.
- Involvement in external programmes which are focused on boosting the quality of teaching, such as the Outstanding Teaching programme and the Improving Teacher programme.

## **5: Liaising with Parents**

We know that positive relationships with parents and carers are critical in ensuring good outcomes. From our experience of establishing a new school, we also know that this is even more essential to establish the initial trust and confidence that their child will be happy and well taught in the new setting. At Hampton College we engage with parents and carers in a number of ways, which will be replicated in Hampton Gardens and include:

- staging events for parents to share information about key events, such as transitions, options etc
- having a Parent Council, who raise their own agenda items and hear directly from school leaders about developments
- A dedicated Student Services team, who act as the first port of call for most parental contact
- An ever greater use of e-contact (parental dial-in to real-time attendance and achievement data, parentmail, Twitter, SMS, school website, *Show my homework* etc)
- Outreach to the families of vulnerable students
- Links to external services and sources of support for parents/carers

Furthermore, we believe that working in partnership with parents is crucial in order to ensure that students are able to learn most effectively. We will therefore engage with parents in the following way specifically about their own child's learning:

- Teachers' periodic summative judgements (see above) will be shared with parents through termly Grade Cards, which will be sent home via the student in hard copy as well as available in a specific parent area online.
- There will be an annual parents' consultation evening when parents have an opportunity to discuss their child's progress and attainment in a formal setting. Parents will also be able to contact teachers, middle or senior leaders on an informal basis to discuss their child throughout the year.
- Following the Grade Cards, each student's form tutor will meet with them to discuss their progress and to set individual targets. The form tutor will record the outcomes from this meeting, including the targets, on the school's MIS, and parents will be informed of these outcomes via a phone call or email as appropriate from the form tutor.

- We will endeavour to ensure that parents clearly understand the processes and vocabulary of assessment, so that they are able to fully engage with the processes above and to discuss assessment with their child.

During Hampton College's most recent Ofsted inspection, the team commented on the supportive responses from existing parents on *Parentview*. They were also impressed with the school's regular surveying of its parents/carers and the validity of this data based on high returns and efforts to make it a representative sample (up to 40% of the all parents/carers). Key findings from our parental surveys (Years 7-11) conducted in 2013-14 include:

(% who agree or strongly agree with the statement)

- 99% - My child is taught well at this school
- 95.6% - This school is well led and managed
- 97.2% - My child is happy at school
- 96% - I would recommend this school to other parents/carers

These survey results are evidence that we work effectively with parents and carers, who are extremely satisfied with the school. We will apply this experience to Hampton Gardens, ensuring that parents of our new cohorts continue to engage positively with the school to support their children's learning.

## **6: Values and Behaviour**

*'A particularly impressive feature of the college is the excellent relationships between students and staff. This is often seen in the high levels of mature and mutually supportive collaboration that takes place in many lessons.'* Hampton College Ofsted Report 2013

The Trust's vision and aims place people and learning as our top priorities. We believe that students flourish in safe, calm environments, where good behaviour is modelled, rewarded and reinforced, and where learning is valued. Vertical tutoring and our house system will be effective vehicles for developing a caring, positive ethos and encouraging children and young people to be respectful of others and their community, as well as being conscious of their own responsibilities in modelling positive behaviours to younger members of the school.

Strategies and initiatives to encourage positive values at Hampton Gardens will be developed from those proven to be successful at Hampton College, which have included:

- Community and charitable participation: in 2013 all students took part in the Hampton Fun Run to raise money for MacMillan Cancer Care ( a joint Hampton schools event)
- Strong emphasis on attendance (95.3% for 2014-15)
- House assemblies and inter-house competitions
- Opportunities to support younger students (eg Year 9s supporting Year 1 children reading)
- Regular, public celebration of positive behaviour and contribution
- Emphasis on mutual courtesy

- Impressive showpiece events, such as Whole School Assembly, where extremely high standards of dress and conduct are expected
- Work-shadowing and opportunities for volunteering and student leadership
- Restorative approaches used when appropriate ( eg as the first line response in bullying issues)
- An extensive staff training programme on *Behaviour for Learning*.

The Trust will be fully signed up to local networks and protocols around Fair Access, behaviour and inclusion. Hampton College has worked productively and creatively with the PCC behaviour team, to support students who are vulnerable and/or whose behaviour has become particularly challenging, including using bespoke solutions for individual children/young people. Working together with PCC, we have made permanent exclusion a genuine last resort and a rarity. During our 2013 Ofsted inspection we were able to provide case studies of students in danger of permanent exclusion, who went on to achieve 5+ A\*-C at GCSE, following appropriate, structured interventions. This experience, both of successful interventions within school and working in partnership with the LA, will enable us to be equally successful in supporting and engaging vulnerable students in Hampton Gardens.

Given the very close proximity of the two schools, we feel it will aid community cohesion and support positive behaviour beyond the school day for them to be equally successful and part of the same organisation.

## **7: Pastoral Care**

Every student will have a Form Tutor who leads on their pastoral care. To support this process, the school will have vertical tutor groups within a House system. Form Tutors will support five or six students from each year group, working closely with them and their parents/carers, from when they enter the school in year seven to the end of year 11. The Form Tutor will be the adult who knows each of the students in his or her group best in the school, who those students can turn to for advice or if they need support.

Each House, which will be led by a Head of House, will consist in eight vertical tutor groups and two Sixth Form tutor groups. This structure is used successfully in Hampton College to provide the framework for supporting and monitoring student progress, as well as providing a range of inter-house events and opportunities for student leadership. The Head of House will be responsible for ensuring that achievement within their House is good, standards of behaviour are high and relationships are positive.

## **8: Attendance**

Good attendance ensures that students have every opportunity to achieve their potential and prepares them for the world of work. We have implemented strong systems to ensure good attendance at Hampton College which will be replicated at Hampton Gardens.



Our excellent practice can be seen by the data in the tables below. This data has been collected for the whole academic year. (Ofsted Dashboard first two terms)

National data for 2012-2013: Attendance 94.1, Persistent absence 6.4%

<b>Year</b>	<b>Attendance</b>	<b>Authorised Absence</b>	<b>Unauthorised Absence</b>
2009/10	94.48%	4.81%	0.71%
2010/11	94.17%	4.56%	1.27%
2011/12	94.72%	3.75%	1.53%
2012/13	94.82%	3.96%	1.22%
2013/14	95.10%	3.97%	0.94%
2012/13 (inc Rec)	94.78%	4.07%	1.15%
2013/14 (inc Primary)	95.05%	4.05%	0.90%

<b>Year</b>	<b>Number of PA</b>	<b>Total number of students</b>	<b>Percentage of PA</b>
2009/10 (under 80%)	10	617	1.62%
2010/11 (under 80%)	14	649	2.16%
2011/12 (under 80%)	23	692	3.33%
2012/13 (under 85%)	32	704	4.55%
2013/14 (under 85%)	31	758	4.09%
2012/13 Inc Rec	37	763	4.85%
2013/14 Inc Primary	36	832	4.33%

Our attendance target for 2014/15 is 95.2%, and we will establish similarly high targets for Hampton Gardens.

In order to achieve these targets, we put the following measures in place:

- Ensuring that students understand the impact of absence: that 90% attendance involves 20 days off school per year and that research has shown that this could mean that a student achieved a grade lower than expected at GCSE.
- Celebrating outstanding attendance through termly and annual certificates. This year, HAT celebrated the amazing attendance record of a student who has never had a day of absence in his entire school career from Reception to year 11.
- An inter-house attendance cup will be awarded each year.
- Working closely with parents where attendance has become a cause for concern. Where attendance falls below 90%, letters will be sent home to parents to engage them

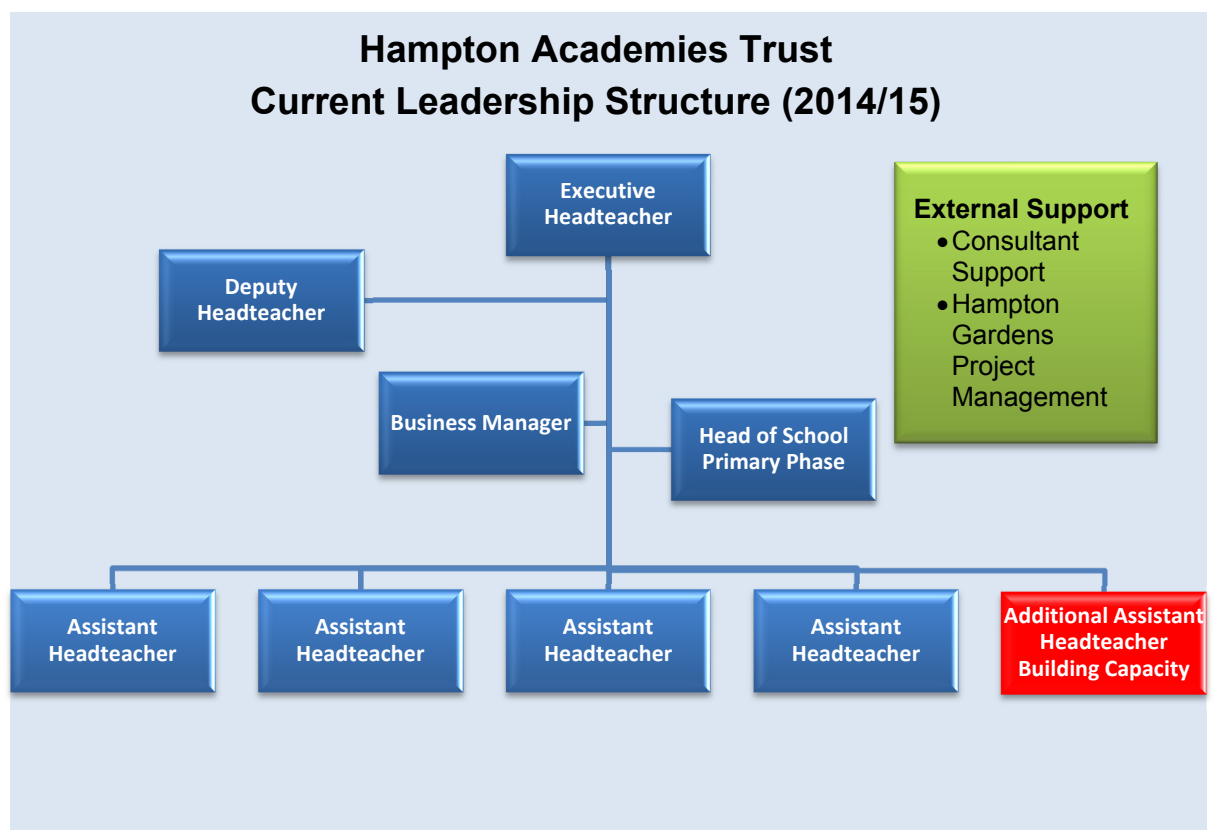
in boosting this figure again. Where there is no improvement, attendance meetings will be held.

- In accordance with the most recent government guidelines, no absence will be authorized except in exceptional circumstances such as bereavement. No term time holidays will be authorized.

### Section D3

#### 1: Current structure

The following diagram shows the current leadership structure at HAT:



The organisational structure above illustrates the current Leadership configuration at HAT. The structure shows how capacity has been added to the leadership team in September 2014, following our successful appointment as PCC and CCC's preferred educational provider for Hampton Gardens.

#### 2: Phased Staff Build Up

##### 2.1: Overview

The Trust has experience of growing schools year by year and recruiting accordingly. At Hampton College, the secondary phase opened with Year 7 and 8 students and then added a year group

each year, and the primary phase opened with just the reception year. Therefore, our staffing projections are based on experience, as well taking due regard of financial forecasting.

In year one Hampton Gardens will have 12 full-time teachers, but the trust has the flexibility of deploying specialists across from Hampton College (eg Music) to ensure that students are taught by well qualified subject specialists from the outset.

## 2.2: Growth in Middle and Senior Leadership Teams

As we did at Hampton College, we have budgeted for TLRs for middle leader responsibilities (see section G). We recognise that a school with just one or two year groups cannot support the leadership structures (middle and senior) of an established school. Therefore, we will use our experiences from Hampton College to implement some transitional structures, which will operate

for the first three years. For example, the Head of School will be assisted by a Head of Year 7 in the first year of operation, By year 4, Heads of Year will be replaced by Heads of House and our preferred vertical pastoral system will be established. Similarly, curriculum middle leadership will be delivered in a number of ways, until the school can support its own Head of Departments. The transition models for curriculum leadership might include some curriculum leadership at a Trust level and, as happened in the first years at Hampton College, some colleagues taking responsibility for more than one subject area ( eg a leader for all Arts and PE).

At senior leadership level, the model will grow over time in a similar way. Whilst we have not yet recruited a Head of School (as we are still 3 years ahead of opening), the Trust's Executive Headteacher is in place, with an established track record of school leadership and of securing successful student outcomes. We are confident of an exceptionally strong field for the Head of School post.

The SLT structure at Hampton Gardens will grow over time, to match the needs of the school. Where we have described the roles we will intend to have in place over the first 6 years, it is possible to combine some of these roles, while the school only has a small number of year groups. We would then add a senior leader each year until year four of operation. This was exactly the way the Hampton College leadership team grew. The final SLT post ( Director of Sixth Form) will

## 2.3: Phased staff build up

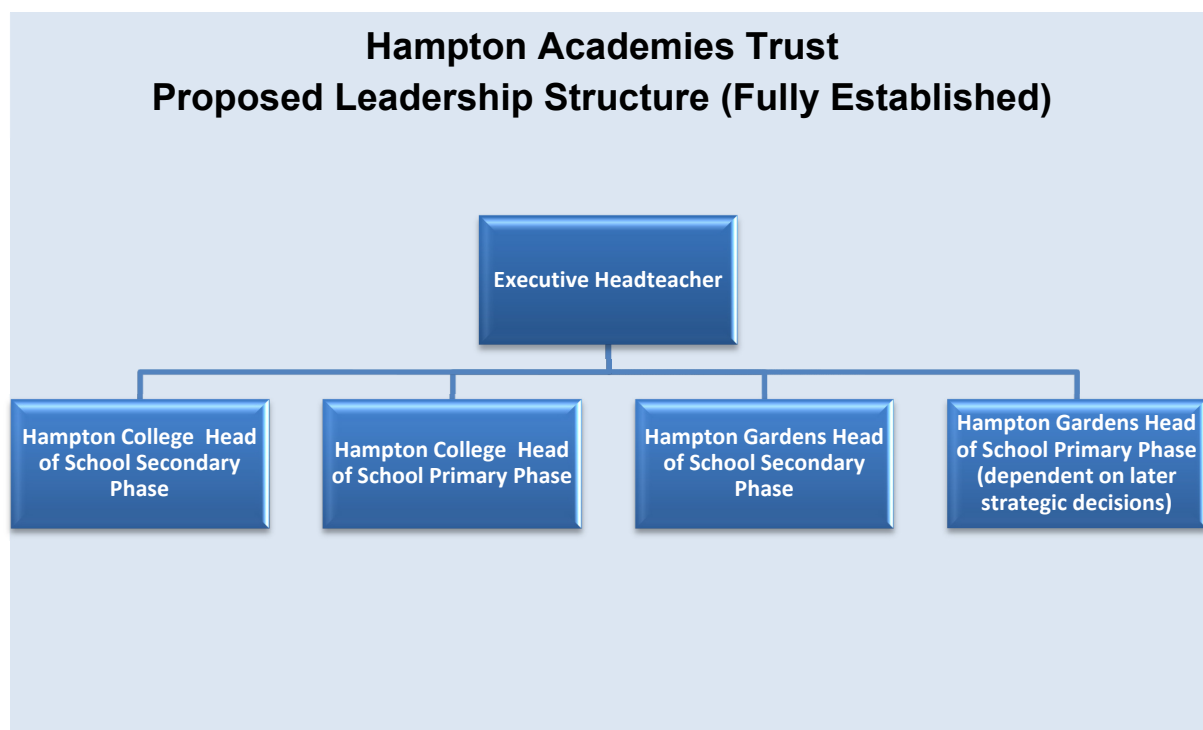
The table below shows how our staff will grow from 2017 until the school reaches capacity:

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
Pupils on roll KS3	240	480	720	720	720	720	720
Pupils on roll KS4	0	0	0	240	480	480	480
Pupils on roll KS5	0	0	0	0	0	150	300
<b>LEADERSHIP*</b>							
Executive Principal	0.20	0.25	0.30	0.35	0.40	0.45	0.5
Head of school / Headteacher	1	1	1	1	1	1	1
Deputy Headteacher	0	1	1	1	1	1	1
Assistant Headteacher	0	1	2	3	3	4	4
Business Manager	0.20	0.25	0.30	0.35	0.40	0.45	0.50
SENCO	0.5	0.5	1	1	1	1	1
<b>TEACHING STAFF</b>							
Classroom Teachers	12	25	40	52	64	66	68
<b>EDUCATION SUPPORT STAFF</b>							
Teaching Assistants	5	10	12	12	12	15	15
Librarian	0.75	0.75	0.75	1	1	1	1
Pastoral Support/Inclusion	2	2	3	3	4	4	4
Technicians	2	4	6	7	7	8	8
Cover Supervisors	1	1	2	2	3	3	3
<b>SUPPORT STAFF</b>							
Caretaker	1	2	2	2	2	2	2
Site Officer	0	0	1	1	1	1	1
Site Manager	0	0	0.5	0.5	0.5	0.5	0.5
Cleaner	4	4	6	8	9	10	10
Lunchtime Supervisors	6	10	15	20	20	20	20
ICT	1	1	2	2	2	3	3
Receptionist/Admin	1	1	1	3	3	3	3
Data/Exams	1	1	1	2	2	2	2
Finance Staff	0.5	0.5	1	1	2	2	2
PA/Office Manager	1	1	1	2	2	2	2

The TLR structure will not increase the number of teaching staff, but will affect overall staffing costs. Therefore the TLR structure has been included in the budget forecast information.

### **3: Leadership at Capacity**

The organisational structure below illustrates the proposed structure once Hampton Gardens is a fully established school. If we decide against the establishment of a primary phase for Hampton Gardens in the medium – long term, the relevant Head of School will obviously not be required.



### **4: Roles and Responsibilities**

#### **4.1: Executive Headteacher**

The Executive Headteacher will be responsible for establishing and maintaining high quality provision at all HAT schools. She will line manage and support the Heads of School, and will create safe and productive learning environments where excellence, equality and high expectations are standard by deploying resources in an effective manner across the Trust. She will work with the Business Manager to manage the Trust's budgets and ensure financial probity.

The Executive Headteacher will also be responsible for external relationships, such as those with the Local Authorities, other local schools, including primary schools, and others at a regional and national level as appropriate. She will identify priorities for continuous improvement and provide the strategic leadership necessary to secure these.

For more information on the role of Executive Headteacher, see section F4.

#### **4.2: Head of School**

The Head of School will be a member of the SLT and will have significant input into the development of the strategic vision for Hampton Gardens. They will be expected to evaluate the school's performance, identify priorities and provide vision, leadership and direction to the entire school. They will also contribute to the recruitment of staff. With the Executive Headteacher, they

will be responsible for determining the curriculum, and then for its implementation and review. With the Business Manager, they will deploy resource efficiently to ensure that the school can achieve its vision and aims.

Within the school, the HoS will lead on the effective management of teaching and learning to ensure that an outstanding education is provided for all students. They will promote excellence, equality and high expectations for all staff and young people. By creating a safe and productive environment, they will engage students in learning. They will also have responsibility for building links with the community to enrich students' learning opportunities and to ensure that Hampton Gardens is embedded within our area.

See section F4 for further detail on the role of the Head of School.

#### 4.3: Deputy Headteacher

The Deputy Head will be a member of the SLT and as such will contribute to the development of the school's strategic vision, policy and planning for the school; they will be responsible for co-ordinating the development planning process, including the evaluation of previous plans and the production of new ones. They will assist the Head of School as required and deputise for him/her, and other members of the SLT, as necessary.

The Deputy Headteacher will leading on curriculum development, assessment and act as the raising standards leader for KS3/4. They will provide guidance and support to departments in implementing schemes of work and school policies. This person will be the lead practitioner in relation to the use of school improvement data, coordinating its use, having an overview of interventions and training staff, where necessary.

#### 4.4: Assistant Headteachers

Hampton Gardens will have four Assistant Headteachers, all of whom will be members of the SLT. As such, they will all be expected to contribute to the development of the school's policies, to promote these in discussions with staff and all other stakeholders, and to share responsibility for their implementation. All Assistant Headteachers will play a specific role in the day to day organisation of the college, as follows:

**Assistant Headteacher – Monitoring and Evaluation:** this AHT will be responsible for leading the school's self-evaluation processes, including coordinating the SEF, work scrutinies and the Strategic plan. They will manage the KS4 option choice and guidance programme, and will have oversight of IAG. It is likely that this person will also produce the school's timetable and will work on joint elements of the KS4/5 timetable with their counterpart at Hampton College.

**Assistant Headteacher – Professional Tutor:** this AHT will have duties as the Professional Tutor. They will lead the quality assurance processes for teaching and learning. They will furthermore be responsible for co-ordinating staff induction, CPD for teaching staff, overseeing training days and overseeing NQTs, GTP and ITT students (with the associated reporting procedures).

**Assistant Headteacher – Student Services:** this AHT will manage a student services division encompassing student welfare, attendance, behaviour and inclusion. They will manage staff training around these issues, and continue to develop our support offer to students. They will also lead on parental liaison, including coordinating the Parent Council

**Assistant Headteacher – Director of Sixth Form:** this AHT will lead a team of Form Tutors to support students in KS5 in their learning and personal development. They will lead recruitment into the sixth form, both from Hampton Gardens' own year 11 and by co-ordinating publicity and marketing externally. They will also oversee transition post-19, including the management of the UCAS application process. They will work closely with their counter-part at Hampton College, to provide a comprehensive joint offer. (This post will not be filled until autumn 2021).

#### 4.6: Business Manager

The Business Manager, as the trust's leading support professional, will be part of the trust's leadership team. They will work at trust level, but retain accountability for financial management at Hampton Gardens. It is envisaged that a finance assistant or assistant business manager will be in place on the Hampton Gardens site from the outset.

The Business Manager will be responsible for providing professional leadership to, and ensuring the effective management of, Hampton Gardens' support staff in order to enhance their effectiveness. They will be expected to promote the highest standards of business ethos within the administrative function of the school, strategically ensuring the most effective use of resources in support of the school's vision, strategic priorities and learning objectives. The Business Manager will specifically be responsible for:

- Financial resources management
- Administration management
- Management information and ICT
- Human resources management
- Facility and property management
- Health and safety management.

They will also be responsible for establishing and maintaining links between Hampton Gardens and the local business community, with the aim of supporting students in developing their understanding of the world of work.

## Section E: Evidence of need – part 1

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

	2017				2018			
	A	B	C	D	A	B	C	D
Year 7	240	143		60%	240	122		51%
Year 8					240	143		60%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
<b>Totals</b>	240	143		60%	480	265		55%



## Section E: Evidence of need – part 2

### Section E1

#### **1: Analysis of Demand**

As can be seen from the table above, we have gathered over 50% of the necessary demand from parents for Hampton Gardens. We have furthermore gathered demand representing another 50 children in younger years. We believe that this is particularly compelling evidence given that:

- Due to the Local Authority process we underwent to become the preferred provider for the school, we have operated on extremely tight timescales. The demand above represents what has been gathered in just two weeks before the submission of this application.
- Because a significant part of the rationale for establishing Hampton Gardens is the new housing development which has not yet been completed, we expect a large proportion of our cohort to come from families who are not yet living in the area and who are not therefore available to show their support at this stage.

Despite these challenges, we have been able to gather demand representing 143 children for 2017 and 265 for 2016. A sample of 250 of the postcodes of these children is shown in the map below:



This map clearly shows that demand is centred within the Hampton area itself, and the Yaxley area slightly to the south of it, as we would expect given the need factors and existing local educational situation (see below). It is also evident that these families will be able to physically access the school, and therefore that this demand is viable in practical terms.

#### **2: Informing Parents**

The following image shows the info page of a leaflet which has been distributed to local parents to ensure that they have made an informed decision about whether to support the new school. This leaflet also contained the contact details and website information for parents to respond:

## Information for Parents and Carers

### Who are the Hampton Academies Trust ?

Hampton College became an academy on 1 September 2014. As a successful school, we were approved by the Department for Education to form our own multi-academy trust. Hampton Academies Trust is effectively the same team who currently lead and govern Hampton College.

### What is the vision for the new school at Hampton Gardens?

Our aim is to create a school which shares a number of common features with Hampton College, but which will also have its own distinct identity. Our three key priorities for the school are that it should be:

- A high performing school, with strong results
- An inclusive school, which meets the needs of all learners in the locality
- A school which supports children and young people from all backgrounds to succeed

### How will Hampton Academies Trust achieve this?

Our first school, Hampton College, is a high performing, inclusive school. This year, 75% of students achieved 5 or more A\* - C passes at GCSE, including Mathematics and English. Hampton College has been rated as Good or Outstanding at every inspection, since the school opened in 2005. Therefore, we intend to use our expertise and experience to establish strong practice and excellent teaching and learning from the beginning.

### Will the two schools work together?

Yes. We believe a unique advantage of running two schools in close proximity is our ability to share staffing and facilities. For example:

- Hampton Gardens and Hampton College will have a joint Sixth Form, enabling us to offer an even broader range of subjects and courses
- Students in Years 10 & 11 will be able to choose option subjects, GCSE or vocational, from a range offered across both schools. Again, this will widen student choice and personalise learning
- Subject specialists can be shared across the two schools, ensuring high quality specialist teaching at Hampton Gardens from day one

### Who will be able to attend the new school?

Hampton Gardens will become the catchment school for Yaxley and Farcet from 2017. It will also serve the new housing which will be built on Hampton Gardens in the coming years and, in addition, the existing Hampton Development (the Hampton College campus will reach capacity in the next few years).

### We are really interested, what do we do next?

We are hoping to open Hampton Gardens as a free school. In order to prove demand to the Department for Education, we are seeking expressions of interest especially from parents and carers of children currently in Year 3 or Year 4.

**You can register your interest online, via the link on our website or in person at one of our drop in events. (please visit our website for details).**

### **3: Basic Need**

The central rationale for the establishment of Hampton Gardens is the need identified by the Local Authority and caused by the significant new housing developments which are ongoing in the Hampton area of Peterborough. For information on this core basic need, see section C. The information in this section is supplementary to that within the earlier section.

In addition to a surplus of students within Peterborough itself, around 4.3% of the total school population are from outside the City Council's planning area – around three times as many as the number of Peterborough students who are educated outside this area. Many of these are Cambridgeshire students, and the need for a school with capacity for students from both Local Authorities is reflected in their joint support of the application for Hampton Gardens. Letters stating this support are included at the end of section E.

#### **4: Current Educational Community**

The following table shows the performance of the secondary schools within a three mile radius of the proposed Hampton Gardens site. This table is based on the most up to date validated data available, that from the academic year 2012/13.<sup>3</sup>

Name	GCSE A*-C inc E&M 2013	Making Expected Progress English	Making Expected Progress Maths	Ebacc 2013	Ofsted grade	Ofsted date
City of Peterborough Academy	n/a	n/a	n/a	n/a	2	n/a
Hampton College	74	70	86	25	2	May-13
Jack Hunt School	65	87	67	26	1	May-13
The Kings' (the Cathedral) School	84	77	88	52	2	Mar-13
Nene Park Academy	58	79	68	7	2	Nov-13
Ormiston Bushfield Academy	44	59	55	9	2	May-12
St John Fisher Catholic High School	46	68	60	4	2	Oct-13
Stanground Academy	62	75	69	21	2	Feb-14
Thomas Deacon Academy	49	51	57	10	3	Jul-13
Schools average	60	70.8	68.8	19		
Student average across schools	60.3	70.1	67.9	19.9		
LA average	56.2	67.3	65.8	17.9		
National average	61	70.4	70.8	23		

As can be seen from the above, Hampton College is one of the highest performing schools in the area, meeting and in some cases significantly exceeding national averages in the key areas identified above. Academic performance across Peterborough is generally weaker than the national average at secondary level, and this is reflected in the performance of the comparator schools shown above. HAT was selected by PCC and CCC as their chosen educational provider for the new school in part because of the potential for the expanded Trust to further boost local educational standards.

Amongst these comparator schools, Hampton College is consistently in the top 3 - including the King's (The Cathedral) School, which admits using an entrance exam. Hampton College comfortably outperforms the two nearest schools, Nene Park and Stanground, on all subject measures, by 14% on GCSEs and 11% on EBacc in 2013. Maths performance is also particularly

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<sup>3</sup> All data from the DfE school performance tables; accurate as of September 2014.

strong compared to the two nearest schools, with the percentage of pupils making expected progress in the subject being 17% higher than at Nene Park and Stanground (and exceeded in Peterborough only by King's The Cathedral, by 2 percentage points). Given the relative weakness of this indicator across the local authority – as compared to English – the experience of Hampton College can be expected to support improvement at the new school.

Although validated data for 2014 has not yet been released, and there is therefore little analysis available, HAT has been informed of the topline unvalidated data of the local schools within the table below (a slightly wider radius than used for our analysis above). These preliminary results indicate that Hampton College has again significantly outperformed all non-selective local schools:

School	% 5+ A*-C inc Maths and English (first entry)	5+ A*-C inc Maths and English (all entries)
Hampton College	74	75
Jack Hunt School	45.6	47.4
Ken Stimpson	44.2	47.4
Nene Park Academy	40.6	40.6
Ormiston Bushfield Academy	45.7	46.2
St John Fisher	46.2	46.2
Stanground Academy	49.5	49.5
The King's School	85.3	85.3
The Voyager School	39.5	39.5
Thomas Deacon Academy	39.5	53.4
Schools average	51.0	53.1
Schools average without Kings and Hampton	43.9	46.3
LA average 2013		56.2
National average 2013		61

The extent to which The King's School and Hampton College skew the average can be seen from the table, which shows the average both with and without these schools included. With these two schools excluded, the local average for all entries was almost 15% below the national average, and almost 30% below Hampton College's own results. These figures show clearly the contribution which another HAT school would make to the local educational community and the lives of young people in our local area.

## Section E2

### 1: Defining our Local Area

The location of Hampton Gardens is based on the basic need which will be generated in the Hampton area as the local housing developments are completed. We have submitted detailed maps and plans as part of our section H.

## **2: Community Engagement**

### **2.1: Gathering Demand**

Because of the timescales of the Local Authorities' process for selecting their preferred educational provider, we have had to run a brief and intense programme of engagement with our community and potential parents, between the 29<sup>th</sup> September and the 7<sup>th</sup> October. All evidence of demand shown in section E1 was gathered during this time – an average of xx sign ups per day – which demonstrates the enthusiasm with which local parents have greeted our plans.

Over the course of this time period we have:

- Written to/parentmailed all parents at the existing Hampton College
- Promoted the new school on the BBC radio Cambridgeshire breakfast show, alongside a representative from PCC talking about the urgent need for a new school
- Appeared in the Peterborough Evening News paper and website
- Used and engaged with social media through the Hampton College website and twitter feeds, and community Facebook pages.

We also carried out a programme of appointments at local primary schools, where senior leaders from HAT attended after school sessions for interested parents:

<b>Day</b>	<b>Time</b>	<b>Venue</b>
Mon 29 <sup>th</sup> Sept	3.15 – 4.15	Farcet CoE Primary
Mon 29 <sup>th</sup> Sept	4.45 – 5.45	Hampton Hargate Primary School
Wed 1 <sup>st</sup> Oct	3.15- 4.15	Fourfields Primary School, Yaxley
Wed 1 <sup>st</sup> Oct	4.45 – 5.45	Hampton Vale Primary School
Thurs 2 <sup>nd</sup> Oct	3.30- 4.30	William De Yaxley Primary School

We also used the opportunity provided by the Hampton College year 6 information evening on the 30<sup>th</sup> September to speak with parents who might have younger children.

### **2.2: Future Community Engagement**

Because of the extremely short timescales involved, we have focused on engaging with parents rather than with our community more broadly. We have begun this broader work: for example, we have met with the Chief Executive of Vivacity to discuss the potential for partnership working in the new school (see section D1).

On submitting this application, we will develop a strategy for engaging with all key local stakeholders. We will continue to seek out parents who wish to send their children to Hampton Gardens, as well as identifying and communicating with other individuals and organisations in our area. We will also continue to work closely with PCC and CCC to ensure that we take into due consideration the new community which grow on the new development which has initiated the basis need for the school.

Current feedback on our plans has been extremely positive and we have not yet received any feedback which has caused us to re-examine any aspect of our plans. During the next phase of our engagement strategy, we will continue to record any comments or questions from parents or other stakeholders, and will take these into account in order that our plans meet the needs of our community.

Telephone: 01733 863612  
Facsimile: [REDACTED]  
E-Mail: [REDACTED]  
Please ask for: [REDACTED]  
Our Ref: JL/hla  
Your Ref:



[REDACTED]  
Hampton College  
Eagle Way  
Hampton Vale  
Peterborough  
PE7 8BF

[REDACTED]  
Corporate Property and Resources  
Children's Services Department  
Bayard Place  
Broadway  
Peterborough  
PE1 1FB

7 October 2014

Dear [REDACTED]

Re: Free School Bid – Hampton Gardens

This letter is to express our full support to your free school bid for Hampton Gardens. Hampton College has been a leading education provider in Peterborough since 2005 and we are delighted that Hampton Academies Trust is developing a bid to open a free school on the Hampton Gardens site. Our senior education officers have reviewed your bid and are incredibly positive about its focus, understanding of the local communities involved and its strong educational vision. We also know that you have the full support of the community and you have harnessed this to ensure the bid is comprehensive and reflective of local need. Peterborough is one of the fastest growing cities in the UK and there is a significant need for additional secondary school places. We have negotiated our Section 106 agreement with the developers of Hampton to release sufficient land to ensure this project can be undertaken and will make available capital resources to support the costs.

As previously outlined, you have our full commitment to ensure the school is delivered on time and that it proves to be another academic success for the children and young people of Hampton, Yaxley, surrounding villages and Peterborough generally. Please do not hesitate to let us know what support we could provide. We would welcome a discussion at a later date around incorporating one of the future primary schools in the development into the school.

We wish you every success.

Best wishes

Handwritten signature of Marco Cereste in black ink.

Cllr Cav. Marco Cereste OSSI OMRI  
Leader of Peterborough City Council

Handwritten signature of John F. W. Holdich in blue ink.

Cllr John Holdich OBE  
Deputy Leader and Cabinet  
Member for Education,  
Skills and University

[REDACTED]  
Peterborough City Council

cc - [REDACTED]

My ref: AL/LB  
Your ref:  
Date: 6 October 2014  
Contact: [REDACTED]  
Direct dial: 01223 727993  
E Mail: [REDACTED]



Children, Families and Adults Services  
[REDACTED]

Box No: CC1001  
Shire Hall  
Cambridge  
CB3 0AP

Fax: 01223 475937

The Rt Honourable Nicky Morgan  
Secretary of State for Education  
Sanctuary Buildings  
20 Great Smith Street  
Westminster  
London  
SW1P 3BT

Dear Mrs Morgan

**Letter in support of the Free School bid by Hampton Academies Trust for the new secondary school at Hampton Gardens, Peterborough**

The Hampton Academies Trust (HAT) is in the process of submitting an application to you for the opening of a Free School at Hampton Gardens, Peterborough in September 2017. The proposed school, which will provide 1200 places for pupils aged 11-16 and sixth provision, will serve the needs of the new housing development of Hampton Gardens and the existing communities of Farcet and Yaxley in Cambridgeshire. For children from this part of north Cambridgeshire their secondary catchment school is currently Stanground Academy, a Peterborough City Council school.

Cambridgeshire County Council fully supports the application being made by HAT to establish the proposed new school at Hampton Gardens as a Free School. The County Council's Children's & Young People's (CYP) Committee, on 29 July 2014, supported the promotion of the new school as a Free School, or should a Free School application be unsuccessful, as an Academy.

In reaching its decision the County Council's CYP Committee was mindful of the continued growth in Peterborough, particularly the demographic pressures upon Fletton and Woodston, the areas of the city which are closest to Stanground Academy which mean that Cambridgeshire pupils may, in future, find themselves unable to secure places at Stanground Academy. The new school at Hampton Gardens is required if the County Council is to meet its statutory duty to provide a sufficient number of school places to serve its pupils.

The County Council has been working in partnership with Peterborough City Council for some time on all aspects of the proposal, in particular admissions, access and procurement options and the panel which selected HAT as the preferred sponsor included elected Members and officers from both Peterborough and Cambridgeshire. Elected Members have made clear that they are prepared to commit capital resources to support this project.

If there is any further information required from the County Council which would assist the consideration of the Trust's bid please do not hesitate to contact me.

Yours sincerely

[REDACTED]

[REDACTED]

Cc [REDACTED]



## Section F: Capacity and capability

### F1 (a) Pre-opening skills and experience

Name	Member of core applicant group	Where live (town/city)	Role(s) in pre-opening	Summary of relevant expertise	Available Time
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1.5 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1.5 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1 day
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	0.5 days
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	1 day

### F1 (b) Skills gap in pre-opening

In the short term, we will immediately add an additional Assistant Headteacher role to our current SLT structure (see section D3). This person's brief will include growing capacity and excellence in the teaching staff, and particularly in supporting three key teachers in the core subjects to gain SLE status. These middle leaders, as well as developing teaching excellence in English, Mathematics and Science at Hampton College, will be instrumental in CPD and delivery of the core KS3 curriculum at Hampton Gardens in 2017.

In the medium term, we will roll out a recruitment and training programme to have the staff in place to run the Year 7 curriculum from 2017. One of the advantages of being located very close to the Hampton Gardens site is the flexibility this provides in terms of recruitment of Trust staff. We will be able to recruit and develop some of our staff over the next three years, with the aim of moving them across to Hampton Gardens from 2017. However, we will also have the flexibility of supplementing the staff based permanently at Hampton Gardens from 2017, with other trust staff who can deliver specialists inputs, when required. This means that in the early years of operation, students at Hampton Gardens are not disadvantaged by having teachers delivering curriculum areas outside of their main specialism.

While Hampton Gardens is in ‘set up mode’, 2017/-2019, the Trust will maintain a flexible approach to staffing and structures and will deploy staff across the Hampton Academies Trust, depending upon need. In the longer term, 2020 – 2023, teaching and support staff numbers will grow at Hampton Gardens, with it eventually becoming a bigger school than the current Hampton College. As a Trust, we will plan for the staged growth of the school and will have an annual recruitment plan, for each year of the school’s development. This is exactly the way that we have grown the staff at Hampton College and are currently doing in Hampton College’s Primary Phase.

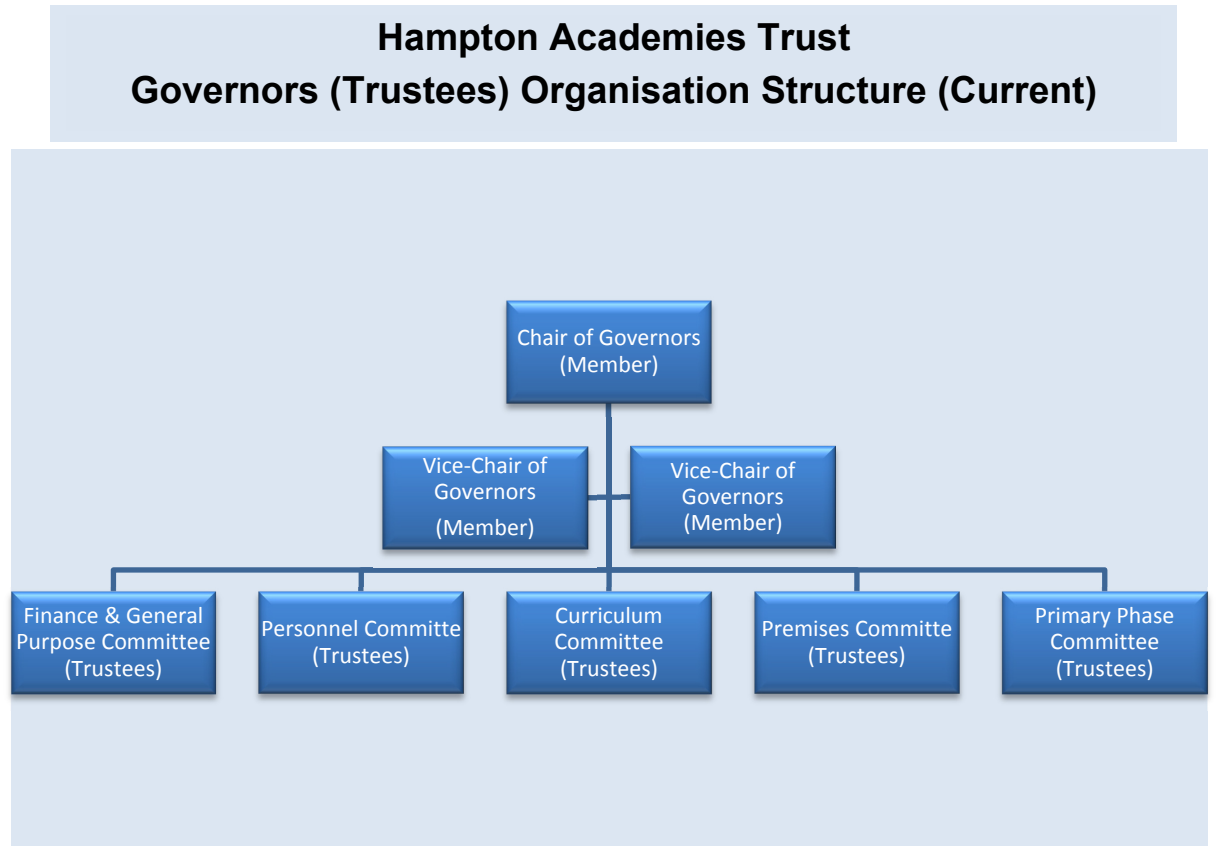
<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Project management	Whilst several members of the project team have experience in managing major projects, including the establishment of the existing Hampton College, we will need to create more project management capacity within the team in order to manage the pre-opening phase of Hampton Gardens. We will procure support in this area as required, and will be able to provide high quality oversight of this work through our previous experience.
Legal	HAT currently has a retained legal service from the individual who supported us through our successful academisation earlier in 2014. As part of this, we have bought in training around the legal aspects of multi-academy governance. We will continue to do both of these things during the pre-opening phase of Hampton Gardens, and if necessary once

Skills/experience missing	How you plan to fill the gap
	the school has opened.
Multi-academy governance	We have an experienced team of governors (see sections F2 and F3), but have identified a need for further support around managing multiple schools during different phases of development to ensure that we continue to run Hampton College to our usual high standard whilst developing Hampton Gardens. We will identify an individual or organisation with experience of governance or management within a multi-academy Trust who is able to provide support and advice during the pre-opening phase.

**Section F2**

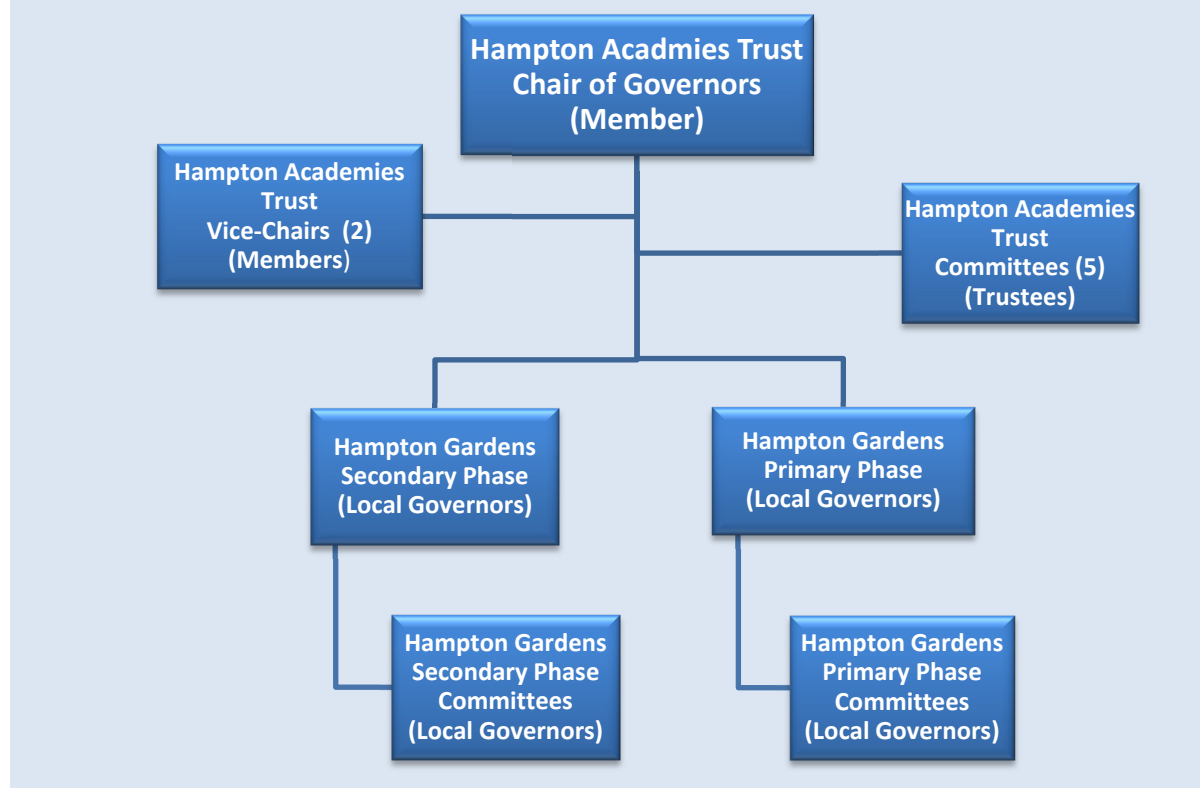
**1: Structure of the Trust**

The below diagram shows the current structure of HAT's governance:



The below diagram shows how the structure of the Trust would change and expand in order to effectively govern Hampton Gardens:

## Hampton Academies Trust Governance (Trustee) Organisation Structure (Fully Established)



As a new academy Trust, we are still developing our governance structure. Because we currently run just one school, our board of directors also acts as the local governing body for Hampton College (supplemented by parent and staff governors). We are therefore keen to work with the DfE and with our legal advisors to establish a governance structure which is highly effective in providing support and challenge to the senior leadership of both HAT schools.

Our intention, initially, is to mirror the process by which we are developing the discrete governance for the Hampton College primary phase for Hampton College. During the pre-opening phase, a committee of governors will be formed from our existing board of directors/governing body, to ensure that the project team are held to account for the development of the new school.

Once the school is established, we will divide the functions of the board of directors and the local governing bodies of the two schools to ensure that there is capacity at each level for the appropriate level of oversight, and that the two schools function with appropriate separateness within the Trust.

## **2: Roles and Responsibilities**

### **2.1: Members**

The Members are the guardians of the Trust's vision. They have ultimate responsibility for the performance and operation of the school. Their primary responsibility is the appointment and,

where necessary, removal of directors (governors). The Trust will always have at least three Members, who will meet at least annually in order to fulfil their oversight function.

## 2.2: Board of Directors

As stated above, we are currently in the process of determining our Trust-wide governance arrangements and have not currently separated the functions of the Board of Directors and the local governing body for our existing school. By 2017, when Hampton Gardens opens, we will have developed our exact division of responsibilities and will be prepared to implement an effective system of governance for the school.

Broadly, our Board of Directors will provide oversight for the workings of the governing bodies of both schools. In addition to ensuring that each governing body fulfils its individual responsibilities, the Board will monitor the operation of the Trust as whole, with a particular focus on the organisation and management of shared service. They will be responsible, with Trust-level staff members such as the Executive Headteacher, for determining the strategic direction and priorities for the Trust.

## 2.3: Local Governing Body

As explained above, the exact scheme of delegation between the Board of Directors and the local governing body will be developed during the pre-opening period, which will be overseen by a dedicated committee of Hampton College's governing body.

Broadly, the local governing body will be responsible for oversight of the performance and operation of Hampton Gardens. With the Executive Headteacher, the governors will be responsible for ensuring that the Trust's strategic priorities are translated into an ambitious, appropriate set of targets for the short, medium and long terms. They will hold the Executive Headteacher and Head of School to account for the extent to which these targets are met. Governors will be involved in the school's recruitment process, and where necessary in any disciplinary process. The governing body will regularly scrutinise performance data and analyse any areas of particular strength or concern.

The whole LGB will meet once per term. Governors will also form committees, to which the LGB will delegate appropriate powers.

## 2.4: Committees

We have developed an efficient committee system at Hampton College (shown in the diagram above) which will be replicated at Hampton Gardens. The following committees will be established:

- Finance
- Personnel
- Curriculum
- Premises.

As we develop our governance structure, we will determine exact schemes of delegation to each of these committees. Each committee will meet once per term, in line with the school's reporting cycles.

## 2.5: School leadership

Our school leadership structure is laid out in detail in sections D3 and F4. The Executive Headteacher will be held to account for her leadership of each school by the appropriate governing body and performance managed by the Board of Directors. She will in turn performance manage the Head of School.

## **3: The Local Governing Body**

The local governing body for Hampton Gardens will be so constituted that it contains a balance of skills, expertise and experience which enables governors to provide support and challenge to the school's leadership team. The LGB will include a combination of Trust Directors, Trust appointed governors and elected governors. It will have between 11 and 15 members at any one time.

Because of the role of PCC and CCC in supporting the establishment of the school, there will be provision for a level of council representation at the LGB level.

In section F3, we have laid out the members of the existing Hampton College governing body, most of whom also form the current Board of Directors. They represent the balance for which we will aim. Our skills gap analysis in section F3 also highlights those areas where we intend to expand the Trust's capacity with a view to developing a high quality pool of candidates from which to create the LGB for Hampton Gardens.

## **4: Conflicts of Interest**

### 4.1: Managing conflicts of interest

We will operate robust systems of reporting, monitoring and mitigating potential conflicts of interest. All Members, Directors and governors will be required to register their interests when appointed or elected to that position, and will be required to keep this register up to date throughout their tenure.

Where an issue arises around which there is a potential conflict of interest, the peers of the individual in question will be made aware of this fact. They will then decide on the appropriate course of action to take, and must all agree that the right action has been taken before proceedings around the issue can continue. Examples of appropriate action include:

- The individual having no right to vote on the relevant issue
- The individual having no right to contribute to discussions of the relevant issue
- The individual being required to leave the room during discussions of the relevant issue.

We have always successfully managed any potential conflicts of interest at Hampton Gardens, and intend to transfer this successful practice to the new school.

#### 4.2: Existing conflicts of interest

There are no existing conflicts of interest which might affect the governance of Hampton Gardens.

#### **5: Trust Intervention**

We will establish a clear system of accountability and escalation across all areas of the Trust's governance. Because there will be informed scrutiny at each level, and an understanding of what good performance looks like, members of each layer of governance will know when there is a cause for concern and will be able to respond appropriately.

In reality, the Trust will be running one all-through school (Hampton College) and one secondary (Hampton Gardens) within very close proximity. Our strategy for growth (see section C) is centred on limited, and highly localised, growth: our current medium-term plan is to explore the need for one new primary school in our community. The Executive Headteacher will be based at one of the schools and will work in the others on a daily basis. In our particular context, the accountabilities are very direct and any areas of weakness will be identified very swiftly.

For example, the job description of the Executive Headteacher retains permanent exclusion and the sign off for Fixed Term exclusions at all HAT schools. This means that there is a built in check and balance as to how behaviour management systems are working. The Trust places a strong emphasis of the use of tracking data to secure pupils progress. Tracking and predictive data will be examined on an at least termly basis for both schools at a school and trust level, ensuring that appropriate interventions are actioned to maintain outstanding pupil progress.

#### **6: Student Voice**

We believe very strongly that students should have a voice at Hampton Gardens and should play their part in decisions about policy. Each House has its own Council of around ten students: students apply by letter and are then interviewed for a place on this Council and, if successful, hold the post for a year.

The House and Deputy House Leader from each House will become members of the full School Council. Other students will be invited to apply for cross-curricular roles on the School Council. There will be six official School Council meetings per year, of which three will be attended by the Head of School.

The House and School Councils are expected to organise events within the school, chair sub-committees, speak in assemblies and report back about discussions in meetings they attend. If the student body wish to make a significant change to an aspect of school life, the School Council will be empowered to make a representation to the Local Governing Body.



**F3 (a) Proposed governors**

Name	Where live	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
██████████	██████████	██████████	██████████	██████████	5 hours
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	██████████
██████████	██████████	██████████	██████████	██████████	3.5 hours
██████████	██████████	██████████	██████████	██████████	2.5 hours
██████████	██████████	██████████	██████████	██████████	2.5 hours
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**F3 (b) Skills gap for governing body**

As explained in section F2, we plan to initially manage Hampton Gardens through a committee of the Hampton College governing body. Once the school is established, the Board and the local governing bodies will be established as separate entities with distinct duties. We are confident that the current Hampton College governing body currently has the expertise, experience and capacity to manage this process. We will undergo a comprehensive skills gap analysis whilst establishing the distinct bodies to ensure that we create local governing bodies and a Board with a similarly high level of expertise and the ability to oversee the school’s development in accordance with the vision laid out in this plan.

## Section F4

### 1: Leadership Structure

We will use a model of Executive Headship with Heads of Schools across HAT schools. See section D3 for further detail.

### 2: Executive Headteacher

#### 2.1: Executive Headteacher Designate

#### 2.2: Executive Headteacher Job Description

The following is the proposed job description for the Executive Headteacher:

**POST TITLE: EXECUTIVE HEADTEACHER**

**MAIN PURPOSE:** The core purpose of the Executive Headteacher is to provide effective leadership and management across the trust, ensuring the successful operation of and outcomes at all HAT schools.

**The Executive Headteacher will:**

- Ensure high quality provision is established and maintained at all HAT schools.
- Line manage and support the Heads of School at Secondary and Primary Phases in all HAT schools
- Work effectively with members, directors and local governors at all HAT schools
- Be accountable for the safe and productive learning environments at all HAT schools, including oversight of student behaviour and direct responsibility for Fixed Term and (very rare) permanent exclusions
- Responsibly manage the Trust's budgets, ensure financial probity and be ultimately accountable for financial management across the trust
- Deploy resources in an effective manner across the trust to support excellent outcomes.
- Be accountable for student outcomes, including achievement and progress, at all HAT schools
- Evaluate the Trust's performance, identify priorities for continuous improvement and provide strategic leadership to secure these.
- Be accountable for the OFSTED judgements across all Trust schools
- Promote excellence, equality and high expectations for all pupils and staff.
- liaise with local authorities and others at a regional level, to represent the trust and ensure the trust's outcomes contribute to regional educational improvement ( eg through *Leading Edge* work or to acting as a Local/National Leader of Education)
- Ensure that HAT schools engage positively with the wider community, including

non-HAT Primary Schools

**RESPONSIBLE TO:** HAT Members/ Trust Directors

## **MAIN RESPONSIBILITIES**

### Strategic Development and Leadership

1. Work with the Heads of School, Directors, local Governing Bodies and other relevant stakeholders to create a shared vision and strategic plan to develop all HAT schools in line with the trust's core aims and values.
2. Be responsible for the overall trust Improvement Plan, using appropriate data to understand the strengths and weaknesses across the trust's schools.
3. Combine the outcomes of regular overall trust self-review with external evaluations in order to develop the work and effectiveness of the trust.
4. Analyse and plan for the future needs of the Hampton Academies Trust as it develops.
5. Maximise the educational opportunities arising from the unique local context of the trust.
6. Provide strategic leadership in a manner that inspires, challenges, motivates and empowers others to deliver the vision for the Trust.

### Curriculum

1. Ensure that across all HAT schools the curriculum is regularly reviewed, ensuring its breadth, balance, relevance and effectiveness for all pupils.

### Teaching and Learning

1. Secure and sustain excellent standards of teaching and learning across the trust.
2. Review monitoring data and evaluate the quality of teaching and learning across the trust.
3. Determine and implement any appropriate mechanisms to achieve continuous improvements in teaching and learning, thereby supporting improved pupil attainment and progress at all HAT schools.

### Financial and Resource Management

1. Manage and be accountable for all school budgets across the trust
2. In conjunction with the Business Manager, to ensure all EFA funding and legal frameworks are adhered to in respect of the schools' budgets
3. Ensure that members, directors and local governors are fully informed and trained in respect of the trust's financial responsibilities
4. Ensure all necessary audits and returns happen in a timely fashion and that financial management is exemplary.
5. Deploy HAT school's resources effectively to best support the success of the schools/ students.

### Staff Management

1. Lead on strategic recruitment across the trust.
2. Develop effective relationships and communication which underpin a professional learning community that enables everyone working across HAT to achieve and thrive.
3. Foster an open, fair, equitable culture and manage conflict.
4. Develop, empower and sustain individuals and teams.
5. Collaborate and network with others within and beyond the trust.
6. Give and receive effective feedback and act to improve personal performance.

### Managing Pupil Matters

1. Retain responsibility for Fixed Term and (very rare) Permanent Exclusions across all trust schools
2. Ensure that across HAT schools an environment which promotes equality, respect and diversity is cultivated.
3. Ensure the highest standards of student conduct in all HAT schools, by ensuring effective behaviour management systems are in place and by regularly monitoring student conduct data at all HAT schools
4. Ensure Heads of School engage with parents/carers to help children and young people succeed and thrive through being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.
5. Ensure you and HAT staff listen, question and respond to what is being communicated by children, young people and those caring for them.
6. Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of children and young people.
7. Ensure that across the trust effective mechanisms to monitor and track pupil progress are developed and implemented, which continuously strive for improved pupil attainment and progress.
8. Work successfully on a multi-agency basis.
9. To be child protection trained and act as one of the designated members of staff across the trust

### Community

1. Foster a culture of collaborative working both within the trust and amongst the local community.
2. Ensure that the trust contributes to school system improvement at a regional level, through activities such as Leading Edge and HAT staff supporting other professionals. As the trust leader, developing a regional profile ( eg as a Local/National Leader of Education or similar)
3. Forge further links with other schools in the region, facilitating positive and mutually beneficial relationships.

4. Build and maintain effective relationships with parents, carers, partners, stakeholders at all HAT schools and the local community, seeking and reflecting on feedback.
5. Recognise the role that HAT schools have in enhancing the well-being of all children and young people and in developing services to meet the needs of the community, e.g. Before/After School Clubs.

#### Accountability

1. Executive Headteacher will be accountable to the HAT members, directors and local governors at each HAT school
2. Lead the preparation for Ofsted inspections at all HAT schools and be accountable for the OFSTED judgements across the trust.
3. Play an active role in local school improvement work, such as the Peterborough Triads/ School Improvement Board and be accountable to the Local Authorities whose students attend HAT schools ( Peterborough City Council and Cambridgeshire County Council)

### 2.3: Executive Principal Person Specification

	<b>Essential</b>	<b>How Measured</b>	<b>Desirable</b>	<b>How Measured</b>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Degree</li> <li>• Qualified Teacher Status</li> <li>• Evidence of continuous professional development</li> <li>• NPQH or equivalent</li> </ul>	AF & D AF & D AF & D AF & D	<ul style="list-style-type: none"> <li>• Good Honours Degree (2.1 or above)</li> <li>• Masters level qualification in Educational leadership</li> <li>• Evidence of CPD related to executive headteacher roles</li> </ul>	AF & D AF & D AF & D
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Significant experience of successful school leadership at headship level in a secondary school</li> <li>• Substantial experience of cross phase working ( primary/secondary)</li> <li>• Proven track record in school improvement/ performance</li> <li>• Experience of managing the curriculum/ teaching and learning/financial management</li> <li>• Experience of managing staff in large organisations and ensuring the development of staff</li> </ul>	AF & I AF & I AF & I AF & I AF & I AF & I	<ul style="list-style-type: none"> <li>• Experience of working in Primary/All-through schools at a leadership level</li> <li>• Experience of leading a new school(s)</li> <li>• Experience of oversight of major building projects</li> <li>• Experience of leadership within a multi-academy trust</li> <li>• Regional profile as an educational leader</li> </ul>	AF & I AF & I AF & I AF & 1 AF & I

	<ul style="list-style-type: none"> <li>• Experience of collaborative working and engagement with a trust's wider community</li> <li>• Experience of effective liaison with Governing Bodies/ Academy Trust Boards</li> <li>• Track record of strong financial management in a large schools/organisation</li> </ul>			
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the principles and practice of effective teaching and learning at all key stages</li> <li>• Evidence of knowledge and understanding of the secondary <u>and</u> primary curriculum and curriculum change at all key stages</li> <li>• Secure knowledge of the changes to the examination/ assessment framework and the changing school performance metrics at primary and secondary level</li> <li>• Strong understanding of how to analyse school performance data at all phases and effectively use it to inform school improvement at a trust level</li> </ul>	       		

	<b>Essential</b>	<b>How Measured</b>	<b>Desirable</b>	<b>How Measured</b>
<b>Knowledge and Understanding (cont./..)</b>	<ul style="list-style-type: none"> <li>• Strong understanding of the statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEN and Child Protection</li> <li>• Knowledge of school finance and the legal framework/</li> </ul>	    		

	accountabilities related to academy/ Free School budgets.			
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Outstanding leadership skills</li> <li>• Excellent communication skills (both orally and in writing) to a variety of audiences</li> <li>• Ability to generate and share a vision</li> <li>• Ability to strategically plan in order to effectively secure appropriate trust improvement priorities</li> <li>• Ability to promote the trust's aims positively and use effective strategies to monitor engagement, motivation and morale</li> <li>• Ability to develop good personal relationships within a team</li> <li>• Ability to establish and develop close relationships with members, directors, governors and the community</li> <li>• Strong organisational skills</li> <li>• Excellent judgement and analytical and problem solving skills</li> </ul>	<p>I A F &amp; !</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I &amp; AF</p> <p>I</p> <p>I</p>	Ability to present well to the media ( e.g. TV/radio appearances to represent the work of the trust)	I

	<b>Essential</b>	<b>How Measured</b>
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Commitment to building and maintaining an outstanding trust, made up of outstanding schools</li> <li>• Energy and drive</li> <li>• Proactive approach</li> <li>• Inspiring</li> <li>• Approachable and enthusiastic</li> <li>• Able to motivate self and others</li> <li>• Calm under pressure and resilient</li> <li>• Adaptable to change</li> <li>• Innovative in approach</li> <li>• Flexible</li> <li>• Cheerful disposition and good sense of humour</li> </ul>	All I



### **3: Head of School**

#### **3.1: Head of School Job Description**

**POST TITLE:** HEAD OF SCHOOL – Hampton Gardens

**MAIN PURPOSE:** The core purpose of the Head of School is to provide effective leadership and management for the Free School.

**The Head of School will:**

- Effectively manage teaching and learning at Hampton Gardens to secure outstanding provision.
- Promote excellence, equality and high expectations for all pupils.
- Provide vision, leadership and direction to Hampton Gardens.
- Evaluate the Free School's performance, identify priorities for continuous improvement and provide strategic leadership to secure these.
- Deploy resources in an effective manner to support excellent outcomes.
- Further develop positive relationships and engagement of the wider community, including local Hampton Primary Schools, as well as liaising closely with Hampton College (and any other future HAT schools).
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils, including managing student behaviour
- Work effectively with the trust Executive Headteacher, Senior Leadership Team, Trust Directors and the local Hampton Gardens Governing Body.

**RESPONSIBLE TO:** Executive Headteacher/ Local Governing Body/ Trust

#### **MAIN RESPONSIBILITIES**

##### Strategic Development and Leadership

1. Work with the Executive Headteacher, Governing Body and other relevant stakeholders to create a shared vision and strategic plan to develop Hampton Gardens in line with the trust's core aims and values.
2. Be responsible for the Hampton Gardens aspects of the overall trust Improvement Plan, using appropriate data to understand the strengths and weaknesses of the school.
3. Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
4. Analyse and plan for the future needs of the Free School as it develops.
5. Maximise the educational opportunities arising from the unique context of the school and trust.
6. Provide strategic leadership in a manner that inspires, challenges, motivates and empowers others to deliver the vision for the Free School and the overall Trust.

Curriculum

1. Determine, implement and review a broad curriculum, ensuring its breadth, balance, relevance and effectiveness for all pupils.

#### Teaching and Learning

1. Be responsible for ensuring the high quality of teaching and learning within a successful learning culture.
2. Demonstrate the principles and practice of effective teaching and learning and contribute to active delivery in the classroom and/or lead teacher CPD, where necessary.
3. Monitor and evaluate the quality of teaching and learning.
4. Determine and implement any appropriate mechanisms to achieve continuous improvements in teaching and learning, thereby supporting improved pupil attainment and progress.

#### Financial and Resource Management

1. In liaison with the trust's Business Manager and the Executive Headteacher, manage the budget for the school.
2. Deploy Hampton Gardens' resources effectively, to best support the success of the school.

#### Staff Management

1. Develop effective relationships and communication which underpin a professional learning community, that enables everyone who works at Hampton Gardens to achieve and thrive.
2. Foster an open, fair, equitable culture and manage conflict.
3. Develop, empower and sustain individuals and teams.
4. Collaborate and network with others within and beyond the Free School.
5. Alongside the Trust HR service and other relevant colleagues, actively participate in recruitment and selection and other staffing matters in relation to Hampton Gardens, as appropriate.
6. Give and receive effective feedback and act to improve personal performance.

#### Managing Pupil Matters

1. Cultivate an environment which promotes equality, respect and diversity.
2. Engage parents, carers and families to help children and young people succeed and thrive through being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.
3. Ensure you and the staff listen, question and respond to what is being communicated by children, young people and those caring for them.
4. Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of children and young people.
5. Develop and implement effective mechanisms to monitor and track pupil progress, continuously striving for improved pupil attainment and progress.
6. Work successfully on a multi-agency basis.

7. To be child protection trained and act as one of the designated members of staff at Hampton Gardens
8. To oversee behaviour management systems, to monitor student conduct, and liaise with the Executive Headteacher over serious student behaviour matters, which may require the use of a fixed term or (very rare) permanent exclusion.

### Community

1. Foster a culture of collaborative working both within the Free School and amongst the local community.
2. Build and maintain effective relationships with parents, carers, partners, stakeholders and the local community, seeking and reflecting on feedback.
3. Forge further links with Primary schools in the Hampton area, facilitating positive and mutually beneficial relationships.
4. Recognise the role of Hampton Gardens to enhance the well-being of all children and develop services to meet the needs of the community, e.g. Before/After School Clubs.

### Accountability

1. The Head of School will be accountable to the Executive Headteacher.
2. Lead the preparation for Ofsted inspections at Hampton Gardens and be accountable for inspection judgements.
3. To be accountable for student achievement and progress at all keys stages at Hampton Gardens

## 3.2: Head of School Person Specification

### THE POST: **HEAD OF SCHOOL – Hampton Gardens**

AF            Application Form            I            Interview

D            Documentation ie references/certificates

	<b>Essential</b>	<b>How Measured</b>	<b>Desirable</b>	<b>How Measured</b>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Degree</li> <li>• Qualified Teacher Status</li> <li>• Evidence of continuous professional development</li> </ul>	AF & D AF & D AF & D	<ul style="list-style-type: none"> <li>• NPQH or working towards</li> <li>• Good Honours Degree (2.1 or above)</li> <li>• Qualification in Educational leadership</li> </ul>	AF & D
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Significant experience of successful leadership within a Secondary School either as a Headteacher, Deputy or a Senior Leader</li> </ul>	AF & I AF & I AF & I	<ul style="list-style-type: none"> <li>• Experience of working in a new School or managing a major change project</li> </ul>	AF & I AF & I AF & I

	<ul style="list-style-type: none"> <li>• Proven track record in school improvement</li> <li>• Experience of managing the curriculum</li> <li>• Experience of managing staff in a manner that empowers them and encourages continuous professional development</li> <li>• Experience of collaborative working and engagement with a school's wider community</li> <li>• Experience of effective liaison with a Governing Body</li> </ul>	AF & I  AF & I  AF & I  AF & I		
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the principles and practice of effective teaching and learning</li> <li>• Evidence of knowledge and understanding of the secondary curriculum and curriculum change</li> <li>• Secure knowledge of the changes to the examination framework and the changing school performance metrics</li> <li>• Secure understanding of how to analyse school performance data and effectively use it to inform school improvement</li> </ul>	I  I  I		

	<b>Essential</b>	<b>How Measured</b>	<b>Desirable</b>	<b>How Measured</b>
<b>Knowledge and Understanding (cont./..)</b>	<ul style="list-style-type: none"> <li>• Secure understanding of the statutory requirements of legislation concerning Equal Opportunities Health &amp; Safety, SEN and Child Protection</li> <li>• Knowledge of the positive links necessary within school and with all its stakeholders and how to best cultivate these</li> </ul>	I  I		
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Outstanding teaching</li> </ul>	I I	<ul style="list-style-type: none"> <li>• High order ICT skills</li> </ul>	AF I

	<ul style="list-style-type: none"> <li>skills</li> <li>• Ability to generate and share a vision</li> <li>• Ability to strategically plan in order to effectively secure appropriate school improvement priorities</li> <li>• Ability to promote the school's aims positively and use effective strategies to monitor engagement, motivation and morale</li> <li>• Ability to develop good personal relationships within a team</li> <li>• Ability to establish and develop close relationships with parents, governors and the community</li> <li>• Excellent communication skills (both orally and in writing) to a variety of audiences</li> <li>• Ability to create a happy, challenging and effective learning environment</li> <li>• Ability to devise and lead lively and interesting assemblies</li> <li>• Strong organisational skills</li> <li>• Excellent judgement and analytical and problem solving skills</li> </ul>	<p> </p> <p> </p> <p> </p> <p> </p> <p>  &amp; AF</p> <p> </p> <p> </p> <p> </p> <p> </p>	<ul style="list-style-type: none"> <li>• Statistical expertise</li> </ul>	
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	<b>Essential</b>	<b>How Measured</b>
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Commitment to building and fostering an outstanding school in line with the Trust's aims and ethos</li> <li>• Approachable and enthusiastic</li> <li>• Able to motivate self and others</li> <li>• Calm under pressure and resilient</li> <li>• Adaptable to change</li> <li>• Innovative in approach</li> <li>• Flexible</li> <li>• Cheerful disposition and good sense of humour</li> </ul>	

### 3.3: Recruiting the Head of School

We will appoint a Head of School for Hampton Gardens by going to national advert and holding a two day selection process. The post will be advertised in the autumn of 2016, with interviews held in December 2016. Making an excellent appointment early in 2016-17 will aid the work of the Trust, as this person would then be able to attend information evenings for stakeholders etc, ahead of the school opening in September. We would anticipate a strong interest in this post and applications from both serving headteachers and talented individuals aspiring to their first headship. Because of our commitment to staff professional development, we would also expect internal candidates from Hampton College to be interested in the role.

Should financial or other constraints mean that the Head of School cannot be recruited in this time-scale, there is sufficient capacity and flexibility in the HAT leadership structure to lead Hampton Gardens in its first year of operation.

## **Section F5**

### **1: School Improvement Support**

Our current school improvement partner has recently retired and we are in the process of appointing another. We have both schools in mind whilst making this appointment, and therefore aim to appoint an individual who is not only an outstanding leader, but has experience of Executive leadership models and/or work within a multi-academy Trust.

### **2: Central Services**

See sections F1 and F6, where all individuals who will provide services across both schools are listed.

### **3: Hampton College's Ofsted**

HAT currently runs one school, Hampton College, which was last inspected by Ofsted in May 2013 when it was rated 'Good' overall. The link to the full report is:

<http://www.ofsted.gov.uk/provider/files/2225037/urn/135002.pdf>

### **4: Hampton College's Performance Data**

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=135002>

See also appendix one.

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

### **1: Current financial performance**

The Trust currently operates one all-through school, Hampton College, which was opened in a brand new building as a new school in 2005 with 180 students in years seven and eight. The school has grown a year group at a time and we welcomed our first cohort of Sixth Form students in 2009. In 2012, the school became all-through with the opening of a new primary phase, opening with Reception students and again growing one year group at a time.

The Trust has faced several financial challenges, not least managing a growing school and the financial demands of operating in under-occupied accommodation with lagged funding each year. However, we have implemented robust strategic and operational financial management procedures, and have effectively managed our budgets and annual accounts to ensure a balanced budget and accounts year on year. The Trust has never reported a deficit budget or year-end out-turn, despite the financial pressures.

To ensure transparency, the Trust's financial reporting includes identifying separate budgets and accounting for the secondary and primary phases of Hampton College, which ensures that both are effectively managed within their allocated funding and that neither phase subsidises the other. The same rationale will be applied to the financial management of Hampton Gardens to maintain similar high levels of transparency and to ensure that funding is used for the benefit of those students to whom it is allocated in each school.

### **2: Growth Strategy**

As stated in sections C and F2, we believe that our Trust will be most effective with a small number of schools focused very clearly on a specific geographical area. Our strategy for growth is, therefore, based on a very small number of local schools: the existing Hampton College primary and secondary phases, Hampton Gardens (opening 2017), and potentially an additional primary school (post-2017), given sufficient need. We have already analysed our capacity and have made significant commitments to its development, e.g. we have recruited for a new Assistant Headteacher role for this academic year. The table below shows the further ways in which we plan to add capacity for once Hampton Gardens is established.

See D3 for more information on how we will grow the staffing structure at Hampton Gardens.



### **3: Financial expertise**

██████████ As well as operational financial expertise, we have significant financial expertise at the governance level. See section F3 for information about our current governing body, which will form the basis both for the Board of Trustees and for the Hampton Gardens local governing body.

### **4: Monitoring Shared Services**

The Trust has robust monitoring systems already in place in regards to Hampton College. In the pre-opening phase the Governors Finance and General Purposes Committee for Hampton College will also monitor financial planning and procurement for Hampton Gardens, which will include services shared across the Trust. We envisage the key shared services during pre-opening as being finance, HR, ICT and premises, and we already have in place robust quality assurance and auditing systems to ensure best value and have appraisal systems which ensure that staff deliver the best offer for the Trust.

Once Hampton Gardens is established, the quality of shared services will be monitored by the Board of Trustees, who will have oversight across all HAT schools. See section F2 for information on how the Board will be constituted.

### **5: Value for Money**

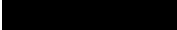
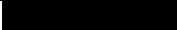
Our model for shared services will provide value for money in the following ways:

- Our leadership structure – an Executive Headship model – will provide numerous benefits which are explained in sections D3 and F4.
- Our financial management structure will ensure that both schools have a coherent financial management strategy which makes best use of resources and takes advantage of opportunities to achieve economies of scale.
- By centralising specialist support services, we will ensure that we not only achieve best value and economies of scale, but also that we provide consistent and high quality services which would be unaffordable for a single school. These services include specialist HR, financial and ICT management and support, which will be made available across the Trust.

We plan to deliver all our shared services through a staff team who will identify and procure services as appropriate for the Trust or for individual schools. As a small and relatively new Trust, we believe this is a more effective and cost-efficient way to deliver support to each school than attempting to provide a suite of central services ourselves.

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
Executive Headteacher	Educational	Leading and Managing all strategic and operational aspects of Hampton Gardens.	25% FTE (approx. 9.25hrs) year 1 increasing year on year to a maximum of 50% FTE (approx. 18.5hrs) by year 6	[REDACTED]
Business Manager	Financial & Resources (HR, ICT, Admin, Premises, Health and Safety)	Supporting the Executive Headteacher in establishing and running Hampton Gardens with the responsibility of Leading and Managing non-teaching strategic	25% FTE (approx. 9.25hrs) year 1 increasing year on year to a maximum of 50% FTE (approx. 18.5hrs) by year 6	[REDACTED]

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
		and operational aspects across the trust.		
HR Executive/Manager	<p>HR Management</p> <p>This will be a new role in the trust to accommodate the planned growth of Hampton College and Hampton Gardens. An appointment will be made to this post in the current academic year. The post holder will work across both schools in the trust.</p> <p>Costs recharged as part of Central Services costs. The budget forecast has assumed a percentage of salary costs to be recharged as part of the central services support but some HR support may also be offered by the admin team currently at Hampton College</p>		25% FTE (approx. 9.25hrs) year 1 increasing year on year to a maximum of 50% FTE (approx. 18.5hrs) by year 6	<div style="background-color: black; width: 100px; height: 15px; margin-bottom: 5px;"></div>

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
Site Manager	<p>New appointment to accommodate the growth in Hampton College and the opening of Hampton Gardens, the role will work across both schools.</p> <p>Actual Salary costs charged directly to Hampton Gardens from appointment (Year 3)</p>		50% FTE 18.5hrs per week	
Finance Manager	<p>Financial Management</p> <p>This will be a new role in the trust to accommodate the planned growth of Hampton College and the opening of Hampton Gardens. An appointment will be made to this post in the current academic year. The post holder will work across both schools in the trust.</p> <p>Costs recharged as part of Central Services costs. The budget forecast has assumed a percentage of salary costs to be recharged as part of the</p>		25% FTE (approx. 9.25hrs) year 1 increasing year on year to a maximum of 50% FTE (approx. 18.5hrs) by year 6	

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
	central services support but some Financial Services may also be offered by the Finance team currently at Hampton College.			

## **Section G: Budget planning and affordability**

**<Redacted>**

## **Section H: Premises**

See Excel spreadsheet

**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](mailto: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 <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.	The school will be situated on a "brown field" development site. The area in which the school will be situated has the working title of Hampton Gardens, which will be developed for circa 3200 properties as well as community facilities. There is already a large housing estate adjacent to the proposed Hampton Gardens development, where the trust currently operates an all-through academy. A plot of land has been secured by Peterborough City Council through a Section 106 agreement for the purpose of building a secondary school. The plot is <Redacted>. Planning is at a quite advanced stage and Peterborough City Council and Cambridgeshire County Council (pupils will come from both authorities) have already invested in feasibility studies to determine the suitability of the site.
--	---

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

Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i> .	The calculated area is 11,060m <sup>2</sup> , based on the formula in Section H of the free school criteria booklet: 11-16 1200 pupils = 1050m <sup>2</sup> + (6.3m <sup>2</sup> per pupil) = 8610m <sup>2</sup> , post 16 300 pupils = 350m <sup>2</sup> + (7m <sup>2</sup> per pupil) = 2450m <sup>2</sup>
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Any comments on your calculated building space:	
---	--

**Preferred site**

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
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In which local authority is the site?	Peterborough
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If the preferred site is near to the boundary with another local authority, please say which:	Cambridgeshire
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	<Redacted>
--	------------

Please confirm the tenure:	Other - please explain
----------------------------	------------------------

If other, please explain further:	<Redacted>
-----------------------------------	------------

Please include information on purchase or lease price if known:	<Redacted>
---	------------

Who owns the site?	<Redacted>
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available)	No
---	----

Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
---	-----

What kind of site is it?	<Redacted>
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What is the current use?	Other - please describe
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If government building or 'other' - please describe:	<Redacted>
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Why have you chosen this site? What makes it suitable for your free school?	<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:	<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:	
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**Second choice site**

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Who owns the site?	Please select
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Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------



Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
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What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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**Third choice site**

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
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Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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**Fourth choice site**

Full address and postcode of your fourth choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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**For independent school convertors**

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
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Please confirm the size of your existing buildings:	
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Please confirm the tenure of your site/buildings including details of any loans or mortgages:	
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## Appendix 1

	Expected Progress in English	Expected Progress in Maths	% 5 + A*-C including En & Ma (including equivalences)	English Baccalaureate	% obtaining A*-C in En & Ma	% 5 + A*-C including En & Ma GCSE only	% 5 + A*-C (including equivalences)	Average Point Score best 8 (all)	Average Point Score best 8 (GCSE only)
England – all schools	-	-	59.2	23	60	52.9	81.8	340	281.8
England – State funded schools	70.4	70.8	60.6	22.8	61.3	53.6	83.0	342	280.1
Local Authority	67.3	65.8	56.2	17.9	57.1	47.8	86.2	337.1	257.5
Hampton College	70	86	74	25	75	70	87	350.8	310.6

	Value added all subjects		Value added English		Value added Maths		Value added Science	
	Disadvantaged	Other	Disadvantaged	Other	Disadvantaged	Other	Disadvantaged	Other
England – State Funded Schools	983.5	1005.8	998.5	1000.6	998.3	1000.6	998.7	1000.6
Hampton College	991.3	1002.2	999.3	1000.1	1000.6	1002.7	1002.2	1003.0

<< Development Home <<

### Capped ('best8') average point scores

>> Help for this report >>

Peterborough

This report compares the 'best 8' average point score proposed by the 2013 DfE consultation on secondary school accountability to the existing capped point score measure. Further details can be found at [www.education.gov.uk/consultations](http://www.education.gov.uk/consultations)

	Actual						National Percentile Rank					
	2010		2011		2012		2010		2011		2012	
	Current	Proposed	Current	Proposed	Current	Proposed	Current	Proposed	Current	Proposed	Current	Proposed
National average	331.1	281.0	339.5	282.8	343.9	288.1						
Local authority average	319.3	261.8	327.9	261.7	337.5	265.1						
Hampton College	350.3	330.8	348.8	322.6	348.5	325.8	28	17	40	22	47	21

	2011	2012	2013	2014
<b>A Level Results (Academic)</b>				
3 or more A* - E		89%	81%	87%
2 or more A* - E		96%	90%	93%
Average point score per pupil.		771.2	833.2	827.9
Average point score per entry		184.1	187	198.9
Value Added			-0.30	Not published yet
<b>A Level &amp; Equivalences</b>				
3 or more A* - E	97%	92%		
2 or more A* - E	97%	100%		
Average point score per pupil	863.3	789.7		
Average point score per entry	189.1	184.9		
<b>Vocational Results</b>				
Average point score per entry			223.4	225.7
Average point score per pupil			635.0	680.0
% at least 2 substantial vocational qualifications			80%	100%
Value added			0.18	Not published yet

The table above represents results published in performance tables 2011 – 2013. 2014 results are for non-validated data. Where there are blanks in the table reflects the Governments changes to the way Key Stage 5 results have been reported