

Section A: Applicant details

Main contact for this application	
1.	Name: : ██████████
2.	Address: The Old Manor House, 54 Park Lane, Blunham, Bedfordshire MK44 3NJ
3.	Email address: ██████████
4.	Telephone number: ██████████ mobile: ██████████
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details:
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An academy chain <input type="checkbox"/> A federation <input type="checkbox"/> An independent school <input type="checkbox"/> A state maintained school <input checked="" type="checkbox"/> Something else
8.	If 'Something else', please provide more details: West Herts Community Free School Trust (WHCFST) is a partnership between local parents, education professionals, local schools, Squirrels Day Nurseries Ltd, West Herts College, the University of Hertfordshire and Hertfordshire County Council.
9.	Is your group seeking to open more than one Free School application in this round? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details: The intention of WHCFST is to open three two-form entry primary free schools in 2014 and further schools in the future. The three 2014 schools will all be in the West of Hertfordshire, two in Watford and one in Hemel Hempstead, and will be part of a multi-academy trust.

<p>The Trust will exercise strategic and focused educational leadership to enable schools to deliver our ambitious education vision. Our schools will benefit from a single approach to school improvement across the Trust, opportunities for joint practice development for teachers, and leadership development at all levels.</p> <p>The Trust believes that there are great benefits from the flexibility that a multi-academy trust provides to manage finances across the schools. While each school will receive an individual budget to manage locally, there is potential to combine some of the budgets to fund shared services such as business management. This will help to achieve economies of scale and support the negotiation of contracts that achieve better value for money across the group than would be possible by individual institutions.</p> <p>With a multi-academy trust there is only one employer for all staff which should ensure greater consistency in quality and approach. It should also bring economies and efficiencies to recruitment processes and allow staff movement across the Trust schools to respond to fluctuating numbers and provide professional development opportunities and more flexible career pathways.</p> <p>The Trust is fully aware that it will be ultimately accountable for the performance of the schools in the chain. Although much of the power will be delegated to local governing bodies, the Trust will decide whether to delegate different levels of power according to the circumstances of the schools to allow effective and additional support to any school that may require it.</p> <p>As part of a report produced by the National College, researchers looked at the impact of academy chains on school improvement by examining evidence related to three particular areas: attainment; overall effectiveness as judged by Ofsted; and the performance of federations. While the research acknowledges that the impact of academy chains is, at this stage, inevitably provisional and largely related to secondary schools, in all three areas the gains made by schools in academy chains were greater than that of other schools or individual academies.</p> <p>The wider report, 'The growth of academy chains: implications for leaders and leadership', concluded that academy chains are a positive development which is: bringing innovation and systematic improvement; helping to raise attainment; nurturing an able new generation of school leaders; evolving new structures and roles for executive leaders; using their economies of scale to drive efficiency; reinventing the concept of</p>

	school governance; standardising the best aspects of school improvement and driving new learning and practice.	
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
12.	<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>The West Herts Community Free School Trust has been supported in putting this application together by the Hertfordshire Community Free School Company Ltd (company number 08115364). This not for profit company has been established by Hertfordshire County Council, the University of Hertfordshire, [REDACTED], [REDACTED] and [REDACTED], to build on the learning from the successful establishment of the Hatfield Community Free School and support further Free School applications in areas of need. It is not envisaged that HCFSC will have any further role if the application is successful.</p>	
Details of company limited by guarantee		
13.	Company name: West Herts Community Free School Trust	
14.	Company address: 12 Brewhouse Lane, Hertford, SG14 1TZ	
15.	Company registration number and date when company was incorporated: 8324782 10/12/2012	
16.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
17.	If Yes, please provide details:	
<p>Company members</p> <p>The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.</p>		
18.	Please confirm the total number of company members: 8	

19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: [REDACTED] (on behalf of Francis Combe Academy)
	2. Name: [REDACTED]
	3. Name: [REDACTED] (on behalf of Squirrels Day Nurseries Ltd)
	4. Name: [REDACTED] (on behalf of Hertfordshire County Council)
	5. Name: [REDACTED]
	6. Name: [REDACTED] (on behalf of the University of Hertfordshire)
	7. Name: [REDACTED] (on behalf of West Herts College)
	8. Name:

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: [REDACTED] - [REDACTED]
	2. Name: [REDACTED] - [REDACTED]
	3. Name: [REDACTED] - [REDACTED]
	4. Name: [REDACTED] - [REDACTED]
	5. Name: [REDACTED] - [REDACTED]
	6. Name: [REDACTED] - [REDACTED]

	7. Name: [REDACTED] - [REDACTED]
	8. Name: [REDACTED] [REDACTED]
	9. Name: [REDACTED] - [REDACTED]
	10. Name: [REDACTED] [REDACTED]
21.	Please provide the name of the proposed chair of the governing body, if known: To be confirmed
Related organisations	
22.	<p>Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
23.	<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their name; • their Companies House and/or Charity Commission number, if appropriate; and • the role that it is envisaged they will play in relation to the Free School. <p>The University of Hertfordshire, Hertfordshire County Council, West Herts College, Hammond Academy, Francis Combe Academy and Squirrels Day Nurseries Limited (Registered number: 08178206) are all active partners in The West Herts Community Free School Trust, and under the articles of association may appoint one member to the Trust. This they have all chosen to do. Collectively the members have selected a number of directors to take the Trust through the next phase of its development and a number of these directors are employed by the various partner organisations as explained in more detail in the pen portraits presented at the end of section A. As members of the partnership these organisations are committed to supporting and developing the vision of the Trust as described in section C.</p> <p>As stated in section 12 the West Herts Community Free School Trust</p>

	<p>has been supported in putting this application together by the Hertfordshire Community Free School Company Ltd (company number 08115364). This not for profit company has been established by Hertfordshire County Council, the University of Hertfordshire, [REDACTED], [REDACTED] and [REDACTED], to build on the learning from the successful establishment of the Hatfield Community Free School and support further Free School applications in areas of need. It is not envisaged that HCFSC will have any further role if the application is successful.</p>	
24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p>	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website:	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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



Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: [REDACTED]

Print name: [REDACTED]

Date: 14/12/2012

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

Pen Portraits

[REDACTED]
[REDACTED]

[REDACTED]

[REDACTED]
[REDACTED]

[REDACTED]

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[REDACTED]
[REDACTED]

[REDACTED]



Section B: Outline of the school

1.	Proposed school name:	Hemel Hempstead Community Free School																																																																								
2.	Proposed academic year of opening:	2014-15																																																																								
3.	Specify the proposed age range of the school:	<p>x 4-11</p> <p><input type="checkbox"/> 4-16</p> <p><input type="checkbox"/> 4-19</p> <p><input type="checkbox"/> 11-16</p> <p><input type="checkbox"/> 11-19</p> <p><input type="checkbox"/> 14-19</p> <p><input type="checkbox"/> 16-19</p> <p><input type="checkbox"/> Other</p> <p>If Other, please specify:</p>																																																																								
4.	Date proposed school will reach expected capacity in all year groups:	<p>The school is expected to reach capacity in all year groups by September 2020, as set out in the table below</p> <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Reception</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 1</td> <td></td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> <td></td> <td></td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>60</td> <td>60</td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>60</td> </tr> </tbody> </table>		2014	2015	2016	2017	2018	2019	2020	Nursery	60	60	60	60	60	60	60	Reception	60	60	60	60	60	60	60	Year 1		60	60	60	60	60	60	Year 2			60	60	60	60	60	Year 3				60	60	60	60	Year 4					60	60	60	Year 5						60	60	Year 6							60
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Year 6							60																																																																			
5.	Will your proposed school be:	<p><input type="checkbox"/> Boys only</p> <p><input type="checkbox"/> Girls only</p> <p>x Mixed</p>																																																																								
6.	Will your proposed school include boarding?	<p><input type="checkbox"/> Yes</p> <p>X No</p>																																																																								

.7.	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.	
8.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	
10.	If Yes, please specify the faith, denomination, etc of the proposed school:	N/A
11.	If you have a preferred site, please give details, including the post code:	The address of the preferred site is: ████████████████████ Hemel Hempstead ██████████
12	Please tell us how you found this site:	The site was identified on the basis of a review of the site searches undertaken by one of our partners, Hertfordshire County Council through its advisers ██████████, ██████████ and the dialogue between the county council and Dacorum Borough Council over the past few years.
13	Is the site:	<input type="checkbox"/> a private building? <input checked="" type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?

14	If you have not identified a site yet, please tell us the postcode of your preferred location:	N/A
15.	Local authority in which the proposed school would be situated:	Hertfordshire
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	The preferred site is not near another local authority boundary.
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <i>If this applies to your application please briefly outline the main differences below.</i> You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Educational vision

Hemel Hempstead Community Free School

Hemel Hempstead Community Free School (HHCFS) will be a school that works closely with its community to reflect the needs and wants of local families. It will be a school where children expect to reach high academic standards and know they are on the way to college, university or a good job. The school will have a strong focus on developing the whole child including their confidence with language and their determination to succeed. It will also specialise in science, technology and sport and strive both to become a teaching school and to achieve the international school award.

This is one of three schools being promoted by the West Herts Community Free School Trust (WHCFST) which will be 'sister' schools to the Hatfield Community Free School which successfully opened in September 2012 with sixty reception aged children and a waiting list. The strap line for these schools is '.....for a better future' and the Trust is passionate about promoting social mobility.

Rationale

Hemel Hempstead Community Free School (HHCFS) will be a two-form entry primary school that will open for reception children in September 2014. It will be located in an area of the town where there is significant and rising demand for school places and where expectations of success in education have often been too low. The number of lower income families in this area is relatively high (five times the Hertfordshire average) and the proportion of children in the local schools eligible for free school meals ranges between 18% and 45%. The local population is predominantly White-British with around 10% from ethnic minority groups, mainly of Pakistani or Indian origin but with an increasing number of Eastern Europeans. The proportion of children from minority ethnic groups in the local primary schools, however, is much higher ranging from 14% to 37% and probably reflects changes in the younger families in the local communities.

The school will be responding to the needs of a community where educational achievement is below the Hertfordshire average and national expectations. Some of the other primary schools in the area are achieving relatively well although the school that is closest to HHCFS achieved only 43% on the level 4+ English and mathematics measure at the end of key stage two.

The Trust wants to create a new school in this part of Hemel Hempstead in partnership with the local community. This will be a partnership which takes

into account the views of parents, children and the wider community and promotes a shared commitment to the success of every child. The school will be part of the local network of educational provision but it will also be distinct and different. It will bring a wider educational diversity to the area with more choice for children and their families. The overall aim of the school is to improve the current and future lives of local children and families and be amongst the highest performing schools nationally and in Hertfordshire.

HHCFS will adopt the common approach to learning found in all WHCFST schools. There will be a distinctive ethos and a distinctive uniform. It will be an inclusive school that welcomes all children and families from the local area including those with special needs and/or disabilities. From the moment that you walk into the school, you will be able to tell that this is a community where the adults care about the children, where children love to be in school and where everyone is focused on achieving a set of common goals. The environment will be clean, attractive and well-ordered with constantly changing exhibitions of children's work which celebrate their success and demonstrate their progress and achievement.

A significant proportion of children in Hemel Hempstead enter school lacking many of the social and language skills already acquired by others of their age. They often have limited vocabularies and poor listening skills. To build children's repertoire of spoken and written language, so that they become confident and effective communicators, the curriculum will have a strong focus on speaking and listening. In order to underpin and complement this work, Spanish will be taught from reception age throughout the school because, as well as being the language of business and one of the most widely spoken languages in the world, its phonetic structure supports the teaching of English. It is critically important to ensure high quality early learning and the confident use of English. To build a strong foundation for this, HHCFS will have small classes in reception and year one. In addition, a private provider will work in partnership with the school to put in place high quality childcare and nursery education prioritizing the prime areas of learning: physical development, communication and language and personal, social and emotional development, so that there is a smooth and consistent passage through the early years and children are well prepared for learning. Careful attention will be paid to the provision of flexible arrangements to meet cultural needs and the needs of families on low incomes.

Vision and Ethos

This common approach of WHCFST is also reflected in the vision and ethos for HHCFS.

There will always be parents and other community members visible in the

school making a valuable contribution to children's achievements and engaging in community activities. The school community will have a clear and tangible sense of purpose and drive and will be committed to always getting better.

Parents will be clear that HHCFS places their children's achievement at the top of the list. The school will want them to do the same and will ask both they and their children to sign 'The Contract' which commits them to behaving well, treating everyone with respect and coming to school every day, on time, in uniform and ready to learn. They will be strict about attendance because every minute of learning counts. They will be exacting about uniform because the school will want the children to take a pride in their appearance and their school and to focus on their performance rather than their clothes.

HHCFS will be a school where: there is a culture of respect for local people, local culture and local values; every adult is dedicated to serving the needs of its community; where families are true partners in their children's education; where staff are selected not only because they are outstanding professionals but also because they believe they have a responsibility to reach every child; where children expect to reach high academic standards, make positive personal growth, behave with respect and dignity and develop the determination to succeed, even in the face of adversity.

The West Herts schools and their communities will have strong partnerships with West Herts College, local primary and secondary schools and the University of Hertfordshire. This will help to raise aspirations and will benefit children and families through the use of specialist facilities and access to specialist activities and subject experts. In key stage two, the subject experts will take lead lessons with whole year groups so that the children can be inspired and also benefit from their in-depth knowledge and understanding.

Specialisms

The West Herts free schools will aim to be local centres of excellence in science, technology and sport.

Britain has a long history of technological innovation, but its capabilities have been less evident in recent years. The Trust is aware that the foundations of an interest in science are laid at the primary stage and wants to re-awaken and exploit the country's innate inventiveness and creativity in the youngest children so that they want to be scientists today and in the future. The specialism in science will be embedded in a holistic curriculum that both supports and broadens the development of scientific and technological capabilities.

The specialism in sport will not only live the Olympic legacy but will promote

healthy lifestyles and physical fitness for the children and their families. In addition, the skills and disciplines learned through participation in sport complement cognitive development and support learning across the curriculum.

Leadership and staffing

The Trust will appoint a leader with an outstanding track record and a clear commitment to the success of the local community, children and families. The Trust will appoint staff who are dedicated to serving the needs of the community and teachers who are, or have the potential to be, excellent practitioners. They will care deeply about the children and their success and know how to make learning enjoyable so that school is not only hard work but also fun.

The curriculum

The school will not follow the national curriculum in total but will have a rigorous, comprehensive curriculum. The aim will be to promote social, moral, spiritual and cultural development as well as academic development. The curriculum will be designed to develop the character, mind and resilience of the whole child and will incorporate the school's core beliefs and values: the principles of fairness and justice; working in partnership with the community; nurturing freedom, democracy and passion; striving for a fairer, co-operative and sustainable society.

Because it is important that all children be technologically advanced, IT will be woven through the whole curriculum.

English, mathematics and science will be at the heart of the curriculum and will be taught each morning. Afternoons will be planned to provide a broad range of curriculum enrichment activities.

There will also be a strong emphasis on music to reinforce, develop and enhance all areas of learning. Music will feature throughout the school and in its work with the community, every child will be treated as a developing musician.

This will be a multi-faith school where children's awareness and sense of connectedness to the world will be cultivated. Children will be taught about the principal world faiths practised in this country and will develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Special educational needs and disabilities

HHCFS will welcome children with special educational needs and disabilities and make sure that none in the school communities let a child's special needs

get in the way of high expectations of social and academic achievement.

Behaviour

HHCFS will have the highest expectations of behaviour for adults and children alike. The school policies, procedures and practice will be developed in partnership with the local communities and will be built upon respect and ethical behaviour. Everyone will be clear about their rights and responsibilities, the rewards for good behaviour and the consequences of poor behaviour.

Determination to succeed

It is very easy for children to give up when things become difficult. A priority for the school will be to develop in children and their families confidence and determination so that they all know they can succeed, even in the face of adversity. Where families are experiencing particular difficulties timely support will be provided through school-based social care professionals.

Beyond the school day and year

The Trust is particularly aware of the needs of working parents and those wishing to return to the work place. For this reason the school will run an 8am to 6pm day and also, supported by the University and West Herts College, provide community activities and training designed to develop work-based skills. The year will also be extended with opportunities for children and their families to participate in a range of activities.

Children will also have the opportunity to work as volunteers on improvement projects, in the school and in the wider community, to help build their sense of citizenship.

Admissions

HHCFS school will abide by the Hertfordshire admissions criteria and will admit children with special educational needs, children in care, siblings and those living closest to the school in that order of priority.

Proposed outcomes

In line with the Trust's vision for the school and the over-riding aim to improve the current and future lives of local children and families our proposed key outcomes will be as follows:

- the school ranks among the highest performing schools in Hertfordshire and nationally;
- all children make good progress in the reception class and at least 90% meet the early learning goals;

- all children are assessed as at least level 2 by the age of 7 and at least level 4 by the age of 11;
- no children are permanently excluded from school;
- the school is over-subscribed;
- the school has a positive impact on the community measured by participation levels and through surveys;
- the school is judged outstanding by Ofsted and other external reviews;
- all children develop a sense of physical, social, spiritual, cultural and emotional wellbeing;
- all children make good progress with learning Spanish;
- all children make at least good progress in science and with scientific thinking;
- all children are technologically competent;
- all children have a good repertoire of spoken and written language and are confident and effective communicators;
- all children have learned to play an instrument before they leave the school;
- the school has a balanced budget and is providing good value for money.

Section D: Education plan – part 1

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

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Nursery		60	60	60	60	60	60	60
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	320	380	420

Section D: Education plan – part 2

D1: Rationale for the Curriculum

The school will use much of the national curriculum but will not follow it in total. Nonetheless there will be a rigorous, comprehensive curriculum. The aim will be to promote social, moral, spiritual and cultural development as well as academic development. The curriculum will be designed to develop the character, mind and resilience of the whole child and incorporate the core beliefs and values of the school. The curriculum will be responsive to the needs of our expected intake but with expectations for attainment and progress in the context of the highest attainment in Hertfordshire, nationally, and in other jurisdictions. National assessments will be undertaken at age 7 and 11 so that it is clear how well the children are doing and the performance of the school can be benchmarked against that of others.

The school's core beliefs: the principles of fairness and justice; working in partnership with the community; nurturing freedom, democracy and passion; striving for a fairer, co-operative and sustainable society, and its strap-line 'for a better future' will provide the rationale for the proposed curriculum:

- a strong drive on improving learning and engagement in the local community underpinned by the principles of: equality and diversity; respect for local people, local culture and local values; citizenship in the local, national and global context;
- building children's repertoire of spoken and written language so that they become confident and effective communicators;
- specialism in science and technology (including IT) to develop skills for learning, life and the future economy;
- a specialism in sport to live the Olympic legacy;
- learning a modern foreign language from reception to year six;
- aspiration and enterprise so that every child: wants to succeed; knows how to achieve well academically and become socially competent; participates, is creative, is able to express their voice, contributes responsibly and has a sense of what it means to be a democratic citizen; believes that they are on the road to college, university or a good job;
- a strong focus on the whole child and their physical, social, spiritual, cultural and emotional wellbeing that means that they: are well placed to learn; will make good progress; will develop the emotional resilience to succeed even in the face of adversity;
- effective planning for transition from pre-school into Reception, between key stages, and into the secondary school phase.

The delivery of the curriculum and its impact on outcomes for children

To ensure that the curriculum fully engages the children and promotes high achievement there will be a requirement for exceptional teaching and learning. In order to ensure this there will be a programme for nurturing and developing teachers so that children have high quality educational experience. The school will also be a research environment in which everyone reflects on their practice and makes things better than before. Working as a learning community enhances professional development and helps to give staff a voice that will be listened to and have influence.

Teachers will plan meticulously to provide a detailed 'learning journey' for each theme, ensuring that all areas of the curriculum are fully covered. They will begin with an exploratory question to discover the children's knowledge and understanding about the theme and will then set the scene using expert knowledge. They will identify clear learning objectives, specify learning outcomes, provide a range of activities differentiated to meet the needs of specified groups of learners, with resources to match and assessment opportunities integrated within the unit of work. There will be close working between staff to ensure progression of learning skills through the years. Teaching strategies and resources will be varied and appealing to ensure that they engage the children's interest and cater for a range of learning styles. All members of staff will prepare carefully and in good time for each lesson so that lesson time will be used most effectively. They will maintain a safe learning environment that is tidy, bright and inviting each day.

Children will be taught as a whole class, in groups and, where appropriate, individually. Strong relationships, engagement and participation will set the context for learning in all classrooms. Set out below are the other key features that will characterise teaching and learning at HHCFS.

Teaching will be characterised by:

- exceptionally high expectations and a relentless focus on social skills, literacy skills and the teaching of reading;
- good learning relationships and a broad and engaging range of teaching styles and strategies;
- teachers knowing really well the individuals in their class so that they can provide the right opportunities to promote outstanding progress in lessons and the right follow-on work to maintain the excitement at home;
- strong subject knowledge with a clear emphasis on English, science and mathematics;
- regular assessment and good feedback which will let children know how well they are doing and what they need to do to improve;
- personalised learning programmes which will be designed to accelerate progress particularly for: children from low income backgrounds;

- children who are gifted and talented; children with special needs and disabilities; children with English as an additional language; children in care and those with social, emotional and behavioural difficulties;
- at least good progress made by all children in lessons;
 - integrated projects and creative use of resources including IT to support and extend the learning objectives, particularly in support of the specialist focus on science and technology;
 - activities which will capitalise on children's curiosity;
 - parents and other community members learning or supporting in the classroom.

Children's learning will be characterised by:

- the mastery of basic skills and good achievement now and in the future;
- positive attitudes to learning, strong relationships and exemplary behaviour;
- hard work, perseverance and a clear belief that they can succeed even in the face of adversity;
- caring for others and their environment (behaving like good citizens);
- the ability to work independently and in collaboration with others;
- the ability to identify and use a range of resources to support and enhance their learning including IT;
- confident use of the language of learning;
- a creative approach to identifying and solving problems and the ability to think like scientists;
- a reflective and evaluative approach that will help them and others to improve;
- the pursuit of learning beyond the classroom;
- knowledge of big ideas and the things that shape our world.

Assessment for Learning

Members of staff will carefully and regularly assess the learning of children in order to establish their current levels of attainment and progress. We will use a variety of assessment tools, building on the framework and principles of 'Assessing Pupils' Progress'. The information gained will be used to adapt/develop future planning and will ultimately create a curriculum which caters for the needs of every child. This will enable them to reach their full potential. Assessment procedures will be documented fully in the school's Assessment, Recording and Reporting Policy.

Plans for transition

The school recognises the importance of transition practices which will ensure that all children, and particularly the most vulnerable, make the social and

emotional adjustment to new learning environments. Arrangements for transition will be planned in close collaboration with our early years partner and partner secondary schools. We will ensure that parents are closely involved in all aspects of transition. Children will be supported to rise to new challenges and opportunities offered by transition from an appropriate foundation of continuity. Our transition practice will include:

- transition information sessions and open days for parents, with support for those for whom English is not the first language or from vulnerable circumstances;
- planned opportunities for our teachers to collaborate with secondary school colleagues to support continuity of learning and progression;
- teachers sharing information and records about individual pupils, including active exchanges of information from home;
- familiarisation and orientation programmes for pupils, including visits to meet new teachers, new classrooms and new schools;
- bridging units and materials to ensure continuity of the curriculum and enrichment projects to sustain the excitement of learning;
- targeted transition support for vulnerable pupils.

D2: Curriculum plan

The curriculum

We have set out in this section an outline of the curriculum and the principles on which it is based. The detail will be drawn up by the principal and other professional staff in consultation with parents and the community.

The whole curriculum will have a strong focus on speaking and listening, broadening children's vocabulary, exposure to a wide range of reading materials and opportunities to write for many purposes and different audiences. English, mathematics and science will be at the heart of the curriculum and will be taught each morning as discrete subjects. Music and physical education will also feature daily because, as well as being important disciplines in their own right, they will encourage community participation and will be key to developing a range of skills that support and complement children's broader development.

Afternoons will be planned to provide a broad programme of curriculum enrichment activities often based around topics. Because we want all our children to be technologically advanced, ICT will be woven through the whole curriculum so that it becomes integral to the way we work. Programmes planned for the extended day and year will broaden and enhance our curriculum offer.

As specialist subjects in the school, science, technology and sport will be important vehicles in helping to set expectations of excellence and in developing important learning skills and understanding which can be applied across the curriculum. These specialisms will be supported through work with West Herts College, the University and partner secondary schools

Teachers will adapt and extend the curriculum to meet the needs of all children so that the gifted and talented are properly challenged and extended and children with special needs or English as an additional language have full access. They will also ensure that activities are designed and resources are deployed to accelerate progress for those children who may have fallen behind, for example, children in care and those from economically and socially disadvantaged backgrounds.

English

In English we will follow the national curriculum at both key stages. We know that literacy is critical to the whole curriculum and to children's capacity to learn. Some of our children will enter school with little or no English or with limited language repertoires and it will be particularly important that they have

rich language experiences. These will be provided through reading, writing, speaking, viewing and listening activities designed to develop vocabulary ranges and the use of more formal language registers. Particular support will be provided for children learning English as an additional language (EAL) by the EAL specialist teacher and the bilingual classroom assistants.

While there will be discrete English lessons each day, literacy skills, in particular speaking and listening, will be used and developed in every curriculum area.

We will use a variety of approaches to reading to suit the learning needs of the individual child. These will include: shared reading, independent reading and guided reading; strategies that enable children to construct meaning from a variety of fiction and non-fiction texts; a strong decoding and spelling foundation using a blend of phonics and visual techniques.

Mathematics

In mathematics we will follow the national curriculum at both key stages and there will be daily lessons for all. We want the children to develop mathematical habits of mind; value mathematics; master basic facts; be mentally agile; be creative problem solvers; tackle complex problems with confidence; read, write and discuss mathematics; apply mathematics in other subject areas and begin to understand and appreciate the role of mathematics in the world.

Understanding mathematics is an essential life skill and all the children need to become good mathematicians. This means that the curriculum and teaching need to address not only the mastery of basic skills and recording but also have a progressive focus on real life mathematics and the more advanced concepts. We know that there are persistent gaps between the mathematics performance of primary school children from different backgrounds and with different characteristics. We will make sure that the structure of the curriculum, the teaching strategies and personalised learning programmes are used to reduce these gaps.

Research has consistently identified the need for primary teachers to gain a better subject knowledge in mathematics. We will make sure we appoint a subject leader with very strong subject knowledge and also provide a programme of training for others. We will draw on the expertise at the university to support and extend this training programme. We will also engage parents and members of the community in learning mathematics so it increases their confidence and places them better to support the learning and achievement of their children.

We will encourage children and their families to play games which support and extend their mathematical thinking and skills. There will be a chess club and also a range of board games which may be used on school premises but also taken out on loan for use at home.

Science and technology

The West Herts free schools will aim to be local centres of excellence in science and technology. These subjects will form an important element of our specialist programme and, while some of our science curriculum will be based on the national curriculum, much of it will not. The teaching and learning of science and technology will be supported by the university. It will be innovative, practical and very exciting including activities which engage parents and other community members. There will also be opportunities for able, gifted and talented children to work together across the Trust schools on science and technology projects.

The Trust is aware that the foundations of an interest in science are laid at the primary stage and wants to re-awaken and exploit the country's innate inventiveness and creativity in the youngest children so that they want to be scientists today and in the future. Scientific and technological capabilities also contribute to many learning skills that are applicable across the curriculum, most notably knowledge seeking, inference, problem solving and argumentative thinking.

Science lessons will be designed to capitalise on children's curiosity and help them to think like scientists. Children are natural investigators and using their questions as a starting point, we will help them to discover answers through methods of inquiry - identifying problems, hypothesising, gathering data and drawing and testing conclusions. We will be concentrating on children's intellectual development and also helping them to understand how to be successful in the ever changing technological world of the twenty-first century.

To make our science and technology curriculum really special, we will be supported not only by the University of Hertfordshire but also by West Herts College and local secondary schools. They will provide us with expert teaching, specialist equipment and accommodation and programmes in which parents and other community members can engage alongside the children. We also want to identify how we might build a partnership with commerce and industry to see science and technology at work in the real world and help to build children's aspirations for the future.

Information technology

Information technology (IT) in the school will be based on the national curriculum programmes of study. Technology will underpin teaching and

learning in every area of the school, helping to extend and enrich the curriculum. The IT curriculum will embrace innovative and creative technologies which children can access as and when they need them. Through this approach, the children will be supported to become confident, safe and appropriate users of IT who are well prepared for a technology rich future. Our IT activities will also include work with families and the community to build their confidence and expertise and, for some, to support them back into employment.

While there will be fixed IT equipment in our learning resources area, there will be class based equipment and access to laptops and hand-held devices in every room so that children and teachers have easy access to the best learning resources as and when they need them. Parents and the community will also have access to the learning resource area where there will be training and activities to help them to become technologically competent both in support of their children's learning and for their own learning and development.

Physical Education

The West Herts free schools will also aim to be centres of excellence in sport. The specialism in sport will not only live the Olympic legacy but will promote healthy lifestyles and physical fitness for the children and their families. In addition, the skills and disciplines learned through participation in sport complement cognitive development and support learning across the curriculum.

As well as increasing children's knowledge and understanding in sport and physical education more widely, we want them to develop positive attitudes towards physical activity and have a wide range of formal and informal experiences. Participation in physical activities should help to improve their self-esteem and confidence and also their health and sense of wellbeing.

A central aim of our physical education curriculum is to cultivate a love of activity and to complement cognitive learning. We want to promote the benefits of physical activity to the whole community and ensure that they are aware of the link between physical activity, healthy eating and a healthy lifestyle. We will be sensitive to cultural issues that may influence children's participation and that of their families.

We intend that every child will be physically fit with a sense of wellbeing. They will have the opportunity to develop any individual physical talents to a more advanced level and also to participate in a range of competitive activities within the school, across the West Herts free schools and with schools further afield.

We will base our formal lessons on the national curriculum programmes of study and these will be timetabled three times a week. On the other days there will be physical activity sessions before or after school. These will be designed so that parents and other community members are able to participate or indeed to lead activities. These sessions will include dance, a wide range of exercise classes, competitive games, walking, cycling, skipping and many more activities that can be carried on out of school.

Our curriculum and activities will be supported by membership of the local school sport partnership, facilities at the university and good on-site provision including an all-weather pitch.

Music

Every child will be treated as a developing musician and will take part in a daily music programme designed to reinforce, develop and enhance all areas of learning. The programme will comprise specific musical skills including singing, listening, playing instruments, theory, history and performance. There will be formal music lessons each week based on the national curriculum programmes of study and every child will learn to play an instrument. There will be an opportunity to sing every day and also a range of other musical activities before and after school and as part of the extended year programme. Families and other community members will be encouraged to join in with some of the music making and to share the music from their own heritages. We intend to form a community choir across the West Herts free schools.

It is unlikely that we will have sufficient musical expertise within the school for the first two or three years and for this reason we will look to buy this in or to make an appointment of a musician across the Trust. We will also participate in some of the nationally funded activities through the Hertfordshire Music Service which is renowned for its excellence.

Visual and performing arts

Visual and performing arts develop children's creativity and are powerful modes of communication. They provide the children with opportunities to express themselves and to draw meaning from the world around them. We believe that the arts are not merely supporting disciplines but are integral to the primary years and so the curriculum will be designed to nurture creative and reflective development.

Our visual arts programme will incorporate art, craft and design with the opportunity to experience visual arts beyond their own initial involvement, be it through a visit to a gallery, a guest artist or artist in residence, or other out of

school experiences. Children will be given opportunities to respond to their own work and that of other artists, and in doing so, to develop the skills of critical analysis, interpretation, evaluation, reflection and understanding. They will also have opportunities to communicate distinctive forms of meaning, develop their technical skills, take creative risks, solve problems and visualise consequences.

Our performing arts programme will be a combination of dance, drama and music. There will be two over-arching strands, responding and creating. Children will be encouraged to take risks with the skills they are learning in performing arts and showcase these at every opportunity – within their class, year group, in assemblies or public performances. Each year, a production will be held which may be in collaboration with the other West Herts free schools and will involve every child appearing ‘on stage’. As the school grows the older children will start to take responsibility for producing the show and will be involved in every aspect from lighting to stage management and costumes.

The design of the new school building will provide excellent settings for performances for the children and the community.

Humanities

Humanities will be taught through topics that are planned in blocks of time to give a real focus to the work and to allow time for research and consolidation. We will not follow the national curriculum topics in history and geography but will use the skills progression from the programmes of study. Humanities will be used as a vehicle for enquiring into the historical and social forces that have created our distinctive culture and our world situation. It will also provide the framework for considering our own and world religions and for reflecting upon and valuing diversity.

History

We view history not just as facts and dates but as a subject which encourages children to become detectives and to explore the past in an exciting way. The topic approach gives them a chance to explore a wide range of sources in their role as detectives and helps the past come alive. History encourages children to: compare and contrast; examine how and why things have changed; learn about historical characters and expand their research skills. It teaches them to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We will encourage first hand experiences through: handling real artefacts; talking to eye witnesses in real life or through a virtual environment; field work visits at sites of historical interest; workshops run in school by visiting experts to which community

members can also be invited.

We will ensure that we build into the curriculum topics which allow children from a diverse range of cultures to explore their own history and that of others.

Geography

In geography children will learn about people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. The geography curriculum will also provide opportunities for developing children's love of nature and the natural world and nurturing positive feelings about the importance of sustainability. We will study the local area, local people, local culture, local businesses and industry, local economy and employment and other local issues. We will then extend these studies into national and worldwide contexts.

The children will learn to use maps to locate their homes, local roads, villages, towns and cities, countries, mountain ranges, rivers, seas and oceans etc. As reference materials they will use atlases, photographs, artefacts and the internet to explore the environment and economics of other countries which they study. They will have the opportunity to practise and extend the skills that they have developed in literacy, numeracy and ICT when reporting and recording their findings.

Because the children will be learning Spanish as a modern foreign language, Spain and other Spanish speaking countries, will be some of the areas studied as topics. As part of this topic they will study the history of Spain, its relationship with England over the centuries, its religions and beliefs, its geography and economy, its art, theatre and culture and its cuisine. We will also learn about some of the different heritage countries of our children.

Religious Education (RE)

This will be a multi-faith school where children's awareness and sense of connectedness to the world will be cultivated. Children will be taught about the principal world faiths practised in this country and will develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. There will also be a range of activities for children and their families focused on community languages.

We believe that RE supports and strengthens what we aim to achieve in every aspect of school life. Reflected in the curriculum is the centrality of the community and the development of the whole child; spiritually, morally, socially, culturally and intellectually. We will cultivate children's awareness and sense of connectedness with the world, people and ultimate reality. We

want our children to: know and understand the principal world faiths practised in this country; develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures; be able to make reasoned and informed judgements about religious and moral issues; develop an awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them; reflect on their own beliefs, values and experiences; express their own personal viewpoints in a thoughtful, reasoned and considerate way; recognise the right of people to hold different beliefs within a religiously diverse society.

We will follow the Hertfordshire Agreed Syllabus for Religious Education and will incorporate a religious calendar into school planning in order that we capitalise on major religious festivals and cultural events.

Assemblies

We will hold assemblies daily as an important time for the school community to come together to celebrate achievements. It will also be our opportunity for collective worship and a time for singing and music making. Assemblies will draw on material from a range of faiths and cultures but we will respect the wishes of families who do not wish for their child to participate in collective worship.

We believe that collective worship can enhance children's whole school experience. In particular, it develops the feeling of belonging to a community which is essential for personal and spiritual growth. We will value this special time for the space it gives children and others in the community to develop a reflective approach to life with the opportunity to express their reflections in traditionally religious or other ways. There will be open invitations to assemblies for families and other community members particularly on occasions when children are celebrating their achievements. We will also draw on the knowledge and experience of local religious leaders, and others from a wide range of ethnic backgrounds and religious beliefs, to extend and enhance our repertoire of assemblies.

Assemblies will support and enhance many aspects of our curriculum including speaking and listening, drama, PSHE and citizenship and religious education.

Personal, social, and health education (PSHE) and citizenship

We aim to promote healthy, independent, responsible and resilient members of society. We will expect all our children to play a positive role in contributing to school life and the wider community through: class and school councils; family and community activities; fund raising events; supporting charities; valuing diversity; caring for each other and respecting the environment. We

want our children to become confident and self-motivated; to know right from wrong; to understand their rights and responsibilities and to see the need for rules within our society.

There will be a clear emphasis on children understanding and responding to their own feelings and those of others, knowing their bodies and learning about relationships. They will be taught how to stay safe including recognising and responding appropriately to danger. We will make sure that they know about safe and unsafe substances, the consequences of choice and how to say no. We will also deal with healthy lifestyles, healthy eating and personal hygiene.

We want our children and their parents to develop emotional resilience and to be able to deal with adversity in positive ways. In order to support the development of this resilience for children and their families, we will run programmes across the Trust schools that provide leading-edge expertise and teaching in the skills that allow people to thrive and flourish. There is some evidence that these skills help not just individuals thrive but also have a positive impact on the communities in which they live, helping to build social and emotional capital.

While we will teach some aspects of PSHE and citizenship in discrete lessons, much of the programme will be woven through the curriculum in English, drama, science, mathematics and humanities topics. It will also be reinforced by circle time, assembly, educational visits, community work, and through activities related to our behaviour policy, particularly around bullying and racism.

The curriculum will be based upon the national curriculum programmes of study with a very strong emphasis on developing social skills and resilience. Staff will be aware of the importance of the way that they establish expectations, model behaviour and act like good citizens. Children will have the opportunity to work as volunteers on improvement projects in school and in the wider community. This will help to build their sense of community and citizenship.

Spanish

While we will have a range of activities based upon community languages, for our modern foreign language we have chosen Spanish because: it is one of the most widely spoken languages in the world; it is a key language of trade, culture, law, science and politics; its phonetic structure supports language development in English; Spain is one of the most popular holiday destinations. Having knowledge of a foreign language is widely recognised as part of being well-educated and a modern foreign language is a desirable if not essential

requirement for entry into university, college and good employment.

We will teach Spanish from reception to year six as part of the formal curriculum. We will also have a range of activities to support Spanish in our extended day and year. Some of these activities will also be open to parents and friends so that learning Spanish can become a family activity.

There is more to learning a second language than just memorising words and phrases. Taking the right approaches in teaching children to speak Spanish will make a huge difference to their understanding of the culture and their mastery of the language. It can also be the difference between them wanting to continue learning and giving up. While we aim to have a teacher of Spanish who works across the Trust schools, we will also be supported with specialist teaching from local secondary schools and the university and by Spanish speakers in and around our community. These links will also help to ensure that the language the children have learned is sustainable in the next stages of education,

In the early stages of language learning, the children will have fun with the language learning words and phrases that they can use in their everyday life. At a later stage, children will be taught: how to use and respond to the foreign language; how to listen carefully in order to discriminate sounds, identify meaning and develop auditory awareness; correct pronunciation and intonation; how to ask and answer questions; techniques for memorising words, phrases and short extracts; how to use context and clues to interpret meaning; how to make use of their knowledge of English or another language in learning the foreign language.

The children will also be taught about the country and the Spanish culture by: working with authentic materials including some from ICT- based sources; considering their own culture and comparing it with others; considering the experiences of other people.

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These include: speaking and listening skills, knowledge and understanding of grammatical structures and sentence construction; aspects of mathematics such as counting, calculations, money, the time and the date; songs, alphabet, poems, rhymes and stories in other languages; international or multi-cultural work, for example celebration of festivals, storytelling; using ICT, for example email with schools abroad, materials from the internet and satellite television; geographical and historical work relating to other countries.

Homework

We will make judicious use of homework to support children's learning and accelerate their progress. A homework policy will be drawn up by the professional staff in consultation with children and their families.

The school day and the school year

The formal school year will be 42 weeks divided into 3 terms. This will allow for parents to take their children on holiday for two weeks of term time without reducing the time that they spend on teaching and learning. There will be 25 hours of taught time each week in each key stage plus up to 3 hours a day of activity before and after school.

We will cater particularly for the working parent and those looking to return to employment and will run an 8 am to 6 pm day and also an extended year supported by our early years partner. There will be a range of before and after school activities for the children, their parents and other members of the community, with additional opportunities during the school vacations. Music and physical education extension activities will be free but we will need to charge for some of the others.

Curriculum time

key stage one (including reception)

Subject	taught time	percentage of total taught time	extended day (estimated)
English	7:30	30%	1:00
mathematics	4:00	16%	1:00
science and technology	3:00	12%	1:00
music	1:30	6%	1:30
sport/physical education	2:30	10%	2:30
visual and performing arts	1:30	6%	2:00
humanities	2:00	8%	1:00
religious education	1:00	4%	1:00
personal, social and health education and citizenship	1:00	4%	1:00
Spanish	1:00	4%	1:00
community focused activities			2:00

key stage two

Subject	taught time	percentage of total taught time	extended day (estimated)
English	6:00	24%	1:00
mathematics	4:30	18%	1:00
science and technology	3:30	14%	1:00
music	1:30	6%	1:30
sport/physical education	2:30	10%	2:30
visual and performing arts	1:30	6%	2:00
humanities	2:00	8%	1:00
religious education	1:00	4%	1:00
personal, social and health education and citizenship	1:00	4%	1:00
Spanish	1:30	6%	1:00
community focused activities			2.00

Organisation of children

It is intended that the provision for nursery children and childcare will be made through our early years partner, Squirrels Day Nurseries Ltd. There will be accommodation for 60 nursery places in a purpose built nursery area including provision for outside play. The organisation of the nursery aged children will be planned and managed by the provider in partnership with the school.

The classes throughout the main school will be organised into two parallel mixed ability groups of 30 with the exception of reception and year one.

As stated earlier in this application, a significant number of children in this area of Hemel Hempstead enter school lacking many of the social and language skills already acquired by others of their age. Many have English as an additional language and some are at an early stage of learning English. Some of the children have limited vocabularies and poor listening skills. To build children's repertoire of spoken and written language so that they become confident and effective communicators we will provide a curriculum with a strong focus on speaking and listening. We will also encourage them to express their views and ensure that we listen and respond to these. To accelerate this approach and build a strong foundation for the future in reception and year one we will have three parallel classes of 20.

The additional teachers in reception and year one will be funded through a combination of the pupil premium and the income from the lease of accommodation to the private nursery and childcare provider.

The organisation of classes

Year	Classes and Numbers		
nursery	organised by the nursery provider		
reception	class 1 - 20	class 2 - 20	class 3 – 20
one	class 4 - 20	class 5 - 20	class 6 – 20
two	class 7 - 30	class 8 - 30	
three	class 9 - 30	class 10 - 30	
four	class 11 - 30	class 12 - 30	
five	class 13 - 30	class 14 - 30	
six	class 15 - 30	class 16 - 30	

In years five and six there will be some 'lead lessons' for the whole year group to maximise the impact of specialist subject teaching. The accommodation will be designed to accommodate both this arrangement and the small classes in reception and year one with little impact on the overall costs.

D3: Staffing structure

Staffing

Hemel Hempstead is a two-form entry primary school that will open in September 2014 with reception children only (with the exception of privately provided early years and childcare places) and will not reach its full complement until September 2020.

The proposed staffing structure for September 2020 is set out first followed by the plan of how this will build over time. The principles behind this structure will remain constant although staffing will be a key responsibility for the principal so adjustments will almost certainly need to be made once he/she is appointed and the school becomes operational. This model is based on the budget assumption that the school will be at full capacity (see section G). If only 80% of places are filled then there would be two rather than three classes in reception and year one. At 80% capacity there would be 48 children in each year group, so classes of 24. This would still allow the school to retain one of its basic aims of small classes in the first two years in order to build children's repertoire of spoken and written language so that they become confident and effective communicators and provide a curriculum with a strong focus on speaking and listening.

Staffing structure in 2020

The staffing structure in 2020 will pay due regard to the school's specialisms and priorities and will be as follows:

- chief executive (0.2 across the Trust)
- principal;
- vice principal;
- 16 class teachers, 5 with TLRs (KS, KS2, learning support coordinator [LSC], science and sport);
- 4 cover teachers for PPA, NQTs, LSC, leadership time etc.;
- 25 learning support professionals to include support for classrooms, special needs, EAL and early intervention with families;
- business manager (0.33 - f/t across the Trust);
- facilities manager (0.66 - 2f/t across the Trust);
- 4 finance/admin assistants;
- 6 cleaners;
- 3 apprentices.

The lead responsibility for community partnership will sit with the principal. However, leadership is a shared activity and there will be a commitment to distributed leadership with all staff encouraged to become co-leaders of the school.

Within the group of teachers, depending on their experience and expertise, a range of other responsibilities will be covered including the leadership for literacy, mathematics, humanities, Spanish, EAL, and able, gifted and talented children. Some responsibilities may be shared across the West Herts free schools.

The staffing structure for 2020 shows a sufficient range of posts to cover the leadership, curriculum and teaching and learning for the school when it is full and also the range of posts to manage the support systems and functions needed. The financial model in section G demonstrates that this structure is affordable.

Building the model over time

Section F sets out the respective roles of company members, governors and the principal in running the school and also the case for a part-time chief executive officer to manage the Trust business and provide performance management for the three principals. It is clearly understood that the delivery of the curriculum is the core business of the principal.

The principal will be appointed to take up post one term before the school opens to allow for proper preparation and community engagement. Given that the school will open with reception children only and build over time, a vice principal will not be appointed until the academic year 2016/17.

WHCFST intends that the three schools become part of a local teaching school partnership in order to develop staff, train 'good' teachers and support recruitment. The Trust also wants to ensure that a good proportion of inexperienced teachers are appointed who will sign up to the vision and 'grow and develop' over time. The aim will be to appoint two or three newly qualified teachers across the three schools each year, with the possible exception of the first year when it may be prudent to appoint teachers with more experience in order to get the school up and running. Having said this, in Hatfield Community Free School, two of the first three teachers appointed were NQTs as they were best in the field with regard to quality and match with the school's specialisms and priorities.

During the first two years, given the diseconomies of scale, the principal will also act as the learning support coordinator. The substantive post holder will be appointed for September 2016 and release time for the role will increase as the school grows (see sections D4 and G1). We will appoint the head of key stage one and reception for 2014 but the head of key stage two will not be appointed until September 2017. During 2016/17 the vice principal will oversee the planning for key stage 2.

The table below demonstrates how the staffing structure will build over time

Staff	2014	2015	2016	2017	2019	2019	2020
chief executive	0.07	0.07	0.07	0.07	0.07	0.07	0.07
principal	1	1	1	1	1	1	1
vice principal			1	1	1	1	1
TLRs: KS leaders	1	1	1	2	2	2	2
science			1	1	1	1	1
sport			1	1	1	1	1
LSC			1	1	1	1	1
class teachers (incl.TLRs)	3	6	8	10	12	14	16
cover teachers	4.5	8.5	1.75	1.95	3	3.5	4
learning support professionals	1	1	12	15.5	19	23	25
business manager	0.33	0.33	0.33	0.33	0.33	0.33	0.33
facilities manager	0.67	0.67	0.67	0.67	0.67	0.67	0.67
finance support/admin	2	2	2	3	3	4	4
cleaners	2	2	3	3	4	5	6
apprentices	0	1	1	2	2	3	3

The senior leadership team

- chief executive officer (p/t 0.2 across the Trust) – oversees the business of the Trust and provides performance management for the principal of this school and the other two free schools;
- principal - overall responsibility for: the leadership and management of the school; the quality of education; standards and achievement and community engagement;
- vice principal - whole school leadership and management responsibility and support for the principal;
- learning support coordinator - SEND and learning support;
- head of key stage 1 and reception – leadership of staff, teaching, learning and the curriculum;
- head of key stage 2 – leadership of staff, teaching, learning and the curriculum;
- business manager (full-time across the Trust) – oversees the business functions and strategic finance across the Trust schools.

Class teachers

Class teachers are responsible for planning, preparing and delivering lessons to meet the needs of all children, setting and marking work, assessment and

record keeping and the standards achieved. Staff on the leadership team, with the exception of the principal, vice principal and business manager, will also be class teachers. Class teachers, with the exception of newly qualified teachers, will have responsibility for areas of the curriculum including teaching, learning and outcomes. It will be easier to distribute these responsibilities in a manageable way as the school grows. There will also be 2.5 support teachers (or full-time equivalent) to provide leadership release, planning and preparation time, release time for NQTs and staff development cover.

Learning support professionals

Learning support professionals support teachers in the classroom with planning, teaching and assessment. Under the direction of a teacher they support learning for individual children or groups of children. Some of these professionals will provide specialist support to children with special needs and/or disabilities or community language support to children learning English as an additional language.

Facilities manager

There will be two full-time equivalent facilities managers across the three West Herts free schools so 0.67 for this school. These staff will be responsible for site and facilities management and security.

Admin/finance staff

The finance and administrative staff will manage the finances and support functions of the school including secretarial support for the principal. The finance staff will be supervised by the business manager.

Cleaners

The cleaners will be supervised by the site manager and will be responsible for the cleanliness and hygiene in the school.

Apprentices

The apprenticeships will be in supporting teaching and learning in the classroom and will be against the Teaching Agency framework.

D4: Meeting the needs of children with differing abilities

HHCFS will champion the needs of vulnerable children. There will be a full awareness that children enter school with a wide range of prior experience, needs, abilities and learning styles. The curriculum and teaching will be designed and planned to take full account of children's needs and to overcome any barriers to learning.

A learning support co-ordinator will be appointed to the leadership team with the responsibility to ensure that provision for children with particular needs is well planned, and that their progress and achievement is closely monitored and evaluated.

Learning support

Learning support in HHCFS will be designed to ensure that each child has full access to the curriculum and the opportunity to succeed, achieve and thrive. Underpinning learning support strategies will be the clear knowledge and understanding that early intervention is the most effective strategy.

Each member of staff will have responsibility for learning support but this area will be overseen by the learning support co-ordinator who will support and advise staff on planning, provision and resources. Learning support needs is the term applied when children, for whatever reason, require additional support, long or short term, in order to help them make the most of their education. There is a range of possible reasons for children needing additional support that includes:

- learning difficulties;
- emotional or social difficulties;
- motor or sensory impairments;
- the impact of being bullied;
- family difficulties such as substance misuse, mental health problems, bereavement, etc.;
- learning English as an Additional Language;
- being a young carer;
- being a child looked after;
- being particularly able, gifted or talented;
- not attending school regularly;
- having a child protection plan because of risk of abuse or neglect.

Where there are concerns, an early assessment will be undertaken by a member of the school staff or an external expert in consultation with the child's family. As a result of this assessment a programme will be planned in order to support the child's learning. Where appropriate this will include

support from another organisation or agency.

The range of interventions or additional support may include one or more of the following:

- a meeting between the parent/carer, class teacher and principal or vice-principal;
- referral to the learning support co-ordinator;
- support from a learning support assistant;
- individual tuition or a group 'catch-up' programme;
- differentiated teaching and/or learning resources;
- an individual support plan;
- an individual education plan;
- an additional programme of resilience training designed to help the child to deal with his/her difficulties;
- playground support from a learning support assistant or buddy;
- special responsibilities to help develop self-esteem and confidence;
- support or counselling from the school-based social care professional.

Individual interventions and support packages will be monitored and reviewed with careful records kept along with evidence of the impact on the learning, behaviour or self-esteem.

Support from other agencies or organisations

There are a number of outside agencies that the HHCFS will be able to involve to support children which include:

- educational psychologists;
- school nurse or doctor;
- speech and language therapists;
- occupational therapists;
- visiting specialist teachers;
- hospital outreach teaching service;
- specialist teachers or bilingual assistants for children who have English as an additional language;
- educational welfare officer;
- social workers;
- advisory teachers for the education of children in care;
- early intervention services.

In relation to meeting children's individual needs, the school will need policies and provision for the following groups:

- children with special educational needs and/or disabilities;
- able, gifted and talented children;
- children learning English as an additional language.

Provision for children with special educational needs and disabilities (SEND)

HHCFS will welcome children with special educational needs and disabilities and will make sure that none in the community let a child's special needs get in the way of high expectations of social and academic achievement.

The school will be housed in a new building which will be fully DDA compliant. The site and the building will be carefully designed to remove any barriers and ensure the best possible physical access for children with disabilities.

SEND provision in the school will:

- promote positive attitudes towards children with special needs or disabilities;
- ensure that children with special needs or disabilities receive the right provision for their needs;
- ensure that children with special needs or disabilities are not treated less favourably than other children and have access to the full curriculum;
- ensure that children with special needs or disabilities engage in school activities together with children who do not have special needs;
- ensure that reasonable adjustments are made so that children with special needs or disabilities are not at a substantial disadvantage compared to others;
- produce and publish a disability equality scheme;
- participate fully in the local fair access protocol;
- listen to children and their families when making plans to meet a child's particular needs and when reviewing the child's progress;
- ensure that parents have the information they need to know how the school is supporting their child;
- forge positive partnerships with external services and agencies, including special schools, where children need additional help;
- ensure that teachers and other staff are well trained and confident to: identify and overcome a range of barriers to learning; manage challenging behaviour; address bullying; and intervene early when problems emerge;
- ensure that teachers are able to identify what a child needs to help them learn and to plan support to help every child progress well, reflecting the specific needs of children with SEND and those who may just be struggling with learning and need school-based catch-up support;
- ensure that on a regular basis the governors monitor, support and challenge the implementation of the SEND policy.

The school will work on the principle that wherever possible children's needs are met within the classroom alongside their peers. Where this is not the most

effective strategy, they will be taught in small groups or individually.

Full use will be made of specialist equipment, adapted materials and IT to ensure access to the curriculum for children with SEND. This will mainly be the responsibility of class teachers but they will be supported by learning support assistants and the learning support co-ordinator. Family members will also be welcome to come and support their child's learning in the school setting as well as at home.

Provision for children with English as an additional language (EAL)

HHCFS will ensure that every endeavour is made to meet the full range of needs of children who are learning English as an additional language in line with the requirements of the Race Relations Act 1976.

The principles of fairness and justice will underpin all the work of the school including the learning and achievement for children with English as an additional language. A key focus for the school is to develop confidence with language and for children with EAL this will be promoted through:

- ensuring that there is a named member of staff with responsibility for overseeing the provision for children who are learning English as an additional language;
- the provision of small classes and concentration on language development in reception and year one;
- a drive throughout the school to improve speaking, listening, reading and writing in English in order to support access for every child to a broad and balanced curriculum;
- the use of the teaching of Spanish as a modern foreign language to support learning in English;
- ensuring that children new to the school (and sometimes the country) are fully integrated into school life;
- providing intensive support for children who are at an early stage of learning English as an additional language;
- improving children's fluency and providing specialist support where needed;
- ensuring that all staff have training in supporting children with EAL;
- encouraging and enabling parents, other family members and those in the wider community to support in improving children's progress and achievement.

Provision for able, gifted and talented children (AG&T)

The principles of good teaching for all children provide a foundation for effective provision for the able, gifted and talented. In order to ensure that children who are very able or have special gifts and talents make good progress and achieve all they should the school will:

- engage in a AG&T programme across the WHCFST schools that allows able, gifted and talented children to work with other very able children and with experts from the university, college and secondary schools;
- ensure that there is a named member of staff with responsibility for overseeing the provision for children who are able, gifted or talented;
- ensure that all teachers know that it is their responsibility to plan for the complete ability range, taking into account the needs of the able, gifted and talented;
- ensure that every child achieves as highly as they can, creating a culture of high expectations and aspirations in which it's 'cool to be clever' and where all sorts of talents and abilities are recognised and valued;
- recognise and build on what the learners already know, setting out clear objectives for each lesson and sharing them with the children;
- make learning vivid and real within and beyond the classroom, developing understanding through enquiry, creativity, the school's specialist areas, e-learning and problem solving;
- make learning an enjoyable and challenging experience, using a variety of teaching styles and matching tasks to the maturity and preferred learning styles of the child;
- enrich the learning experience, making links across the curriculum;
- develop children's confidence, self-discipline and understanding of the learning process, helping them to think systematically, manage information and learn from others;
- make children partners in their learning, using assessment for learning to help them assess their work, reflect on how they learn and inform subsequent planning and practice;
- ensure that children have access to specialist staff and facilities from the university and local secondary schools and that they have the opportunity to attend master classes and summer schools.

D5: Targets and measures of success

In keeping with our ambitious vision for the school, we will set appropriately stretching targets and an extensive range of quantitative and qualitative success measures related to individual children and the performance of the school as a whole. Self-evaluation processes within the Trust's approach to school improvement will ensure that we are a learning organisation with good capacity to deliver.

Targets

In line with our vision for the school and our ambition to improve the current and future lives of local children and families, the following performance targets and qualitative measures will be used to define success:

- the school ranks among the highest performing schools in Hertfordshire and nationally;
- all children make good progress in the reception class and at least 90% meet the early learning goals;
- all children are assessed as at least level 2 by the age of 7 and at least level 4 by the age of 11;
- no children are excluded;
- the school is over-subscribed;
- the school has a positive impact on the community measured by participation levels and through surveys;
- the school is judged outstanding by Ofsted and other external reviews;
- all children develop a sense of physical, social, spiritual, cultural and emotional wellbeing;
- all children make good progress with learning Spanish;
- all children make at least good progress in science and with scientific thinking;
- all children are technologically competent;
- all children have a good repertoire of spoken and written language and are confident and effective communicators;
- all children have learned to play an instrument before they leave the school;
- the school has a balanced budget and is providing good value for money.

These targets and the school's core beliefs and values will be displayed within the school, will feature in the school development plan and will be published on the website for parents and the wider community.

Our strategy for achieving these targets will be supported by the Trust's overall approach to school improvement which includes the following aspects:

- using a rigorous and challenging self-evaluation framework which is understood by all stakeholders to drive our improvement cycle;
- promoting good attendance, behaviour and discipline within a strong learning ethos;
- target setting, pupil tracking and performance monitoring to raise children's aspirations and expectations;
- curriculum content matched to children's ability;
- extensive use of formative assessment to provide feedback to children;
- systematic arrangement for building the capacity of teachers through classroom observation and opportunities for joint practice development and coaching;
- action research to co-construct models of effective teaching and learning practice
- working with and seeking support from parents.

Success measures for the whole school and individual children

The school will use the common self-evaluation framework for the three free schools being proposed by the West Herts Community Free School Trust, and which is currently in use at the Hatfield Community Free School. Strengths and weaknesses identified through the analysis of evidence will be used to set challenging targets and to plan for improvement.

Rigorous processes and procedures will help to:

- realise the school's success criteria;
- gather information about how well the school is doing and what needs to be done in order to improve;
- improve the quality of provision in the school;
- improve the quality of teaching and learning in the school;
- improve the academic and social performance of the children;
- reduce the achievement gap between the more vulnerable groups and all children;
- improve community participation;
- recognise and celebrate good practice and success;
- properly fulfil the strategic leadership role;
- develop more reflective practice;
- assess value for money in the running of the school and the allocation of resources.

School self-evaluation will be driven forward by the leadership team and overseen and monitored by the governors although all have a part to play,

including the children and their parents. School self-evaluation activity will take place over an annual cycle and progress reports will be brought to governors on a termly basis. The governors will use these reports to provide support and challenge, to hold the senior leaders to account for outcomes and to help carry out their own strategic responsibility for school improvement. The leadership team will use these reports to improve outcomes, engage staff, plan staff development activities and shape the improvement of the school more generally.

The school's self-evaluation processes will be characterised by:

- participation of all staff and accountability for outcomes at all levels;
- a clear focus upon the use and analysis of performance data and other information including test and assessment scores, value-added data and attendance and exclusions numbers;
- benchmarking against other schools locally and nationally to ensure that the school is doing as well as it should;
- regular monitoring which focuses on success measures;
- good information about children's progress gathered through classroom observation, work scrutiny and regular tracking;
- regular lesson observation to assess the quality of teaching and learning with high quality feedback to help teachers to improve;
- collaborative reflection by staff on data and observations of progress in learning;
- good systems for surveying the views of staff, children, parents, governors and other members of the community on the strengths and weaknesses of the school and what should be done in order to bring about improvement;
- periodic visits by peer teams from other schools in the Trust to validate the self-evaluation and offer an external perspective on the school.

The self-evaluation framework will be based on three key principles: quality assurance, accountability and support. Quality assurance processes will be used to monitor performance against the expected standards and success measures for the whole school and for individual children. The self-evaluation framework will be aligned with the Ofsted school inspection framework so that the basis for judgements is consistent with that used nationally. The framework will include the following sections:

1. Information about the context in which the school works
2. Outcomes - how well children are doing taking into account any variation between individuals and groups including:
 - children's attainment;

- the quality of children’s learning and their progress;
 - the quality of learning for children with special educational needs and their progress;
 - the quality of learning for the school’s other vulnerable groups and their progress;
 - children’s achievement and the extent to which they enjoy their learning;
 - the extent to which children feel safe;
 - children’s behaviour;
 - the extent to which children adopt healthy lifestyles;
 - the extent to which children contribute to the wider community;
 - children’s attendance;
 - the extent to which children develop workplace and other skills that will contribute to their future economic well-being;
 - the extent of children’s spiritual, moral, social and cultural development.
3. The effectiveness of provision
- the quality of teaching;
 - the use of assessment to support learning;
 - the extent to which the curriculum meets children’s needs;
 - the effectiveness of care, guidance and support;
4. The effectiveness of leadership and management
- the effectiveness of leadership and management in embedding ambition and driving improvement;
 - the leadership and management of teaching and learning;
 - the effectiveness of the governing body in challenging and supporting the school and carrying out its responsibilities;
 - the effectiveness of the school’s engagement with parents;
 - the effectiveness of the partnership with the wider community;
 - the effectiveness of partnerships in promoting learning and well-being;
 - the effectiveness with which the school promotes equal opportunities and tackles discrimination;
 - the effectiveness of safeguarding procedures;
 - the effectiveness with which the school deploys resources to achieve value for money.
5. The effectiveness of the early years provision
- outcomes for children in the early years, particularly in the prime areas of learning;

- the quality of provision in the early years;
- the effectiveness of the leadership in the early years.

6. Summative judgements

- outcomes for individuals and groups of children;
- the school's capacity for sustained improvement;
- overall effectiveness of the school.

Accountability

Systems of individual accountability are critically important. All staff will be held to account through a clear line and performance management system which focuses on outcomes for children, the quality of provision, areas of specific responsibility and on professional development. It will be as an outcome of the annual performance management that decisions are taken about progress against targets and any increase on the incremental scale.

The principal and members of the leadership team will be held to account by the governing body for the success of the school and particularly the outcomes for children. This will happen in regular meetings with the chair of governors, meetings of the governing body and, for the principal, as part of the formal annual performance management process.

The principal will hold the senior leaders to account through regular line management meetings and periodic performance management. Senior leaders will be expected to take collective responsibility for the performance of the school and the outcomes for children as well as their specific areas of responsibility.

A clearly communicated system will be in place for dealing with situations where performance is not good enough. Initially improvement targets will be set and the member of staff will be supported to meet these. Where there is not sufficient improvement there will be a process of escalation which might eventually result in dismissal.

Pupil assessment and tracking systems

We see assessment as an on-going process that informs teachers' and children's understanding of their strengths and areas for development, so that teaching and learning can be quickly adapted to ensure that each pupil is being supported to reach their full potential. Assessment will be fully integrated into teaching and learning processes. We will use a variety of assessment tools building on the principles underpinning the Assessing Pupils' Progress (APP) framework, ensuring that our children's work is consistently and accurately assessed.

In daily lessons learning objectives will be made explicit and shared with children. Teachers will look to recognise a wide range of evidence from children's day-to-day work, including self and peer assessment, and will give feedback to aid children in understanding their own learning.

Periodic assessment will take place every half term. Teachers will consider and capture a broad range of evidence and examples of children's work, including where children have demonstrated independence in their learning. They will review examples of each pupil's work against assessment criteria in our schemes of work and linked to national programmes of study, enabling them to establish a profile of learning for each pupil which is then tracked over their time in the school. Our teachers will use the information about children's strengths and weaknesses to make appropriate changes in medium term curriculum planning or modify schemes of work if there is insufficient evidence for teachers to be secure in their judgements about our children's achievements. Periodic assessment will also give us a picture of our children's achievements across a whole subject or over a more extended period.

Teachers will be supported to make secure judgements about progress, particularly through robust moderation processes which will include the sharing and discussing of samples of children's work across the Trust and with other local schools.

Judgements will be used to formally recognise and report children's achievements every half term. These reports will support pupil tracking and curriculum planning and will be used to discuss progress with parents and, where appropriate, other professionals.

Reporting pupil progress to parents

Through our parental engagement work parents will be encouraged and enabled to take an interest in, understand, and support their child's day-to-day progress including opportunities for discussion with their class teacher.

Parents will receive a written report about the progress of their child every term. The report will include comments on progress in each of the core subjects and other areas of the curriculum, with details of strengths, weaknesses and ways to improve progress. The report will comply with statutory guidance in all respects, including National Curriculum attainment, information about attendance and details of arrangements for meeting a teacher to discuss the report. Translations of reports and support in face-to-face meetings will be available for parents for whom English is not their first language.

Parental and community engagement to support learning

We know that in primary schools the variation in levels of parental involvement has a greater impact on children's learning than variation in the quality of schools. This is particularly important where schools serve ethnically diverse and disadvantaged communities. Drawing on best practice, we will promote 'at-home good parenting' as a whole-school approach, concentrating in particular on:

- ensuring that all parents have access to involvement activities whatever their circumstances;
- parental needs analysis to find out what parents already do with their children to support their learning and the areas where they would like additional support;
- enabling good conversations in the home about school and what the children are learning;
- promoting parents' skills in supporting their children in reading, literacy, numeracy, and responding to challenging behaviour;
- providing opportunities for parents and children to learn together, for example through family literacy and numeracy, and Spanish;
- providing other educational opportunities for parents to learn (for example ICT).

We will be assiduous in seeking and understanding parents' views about the school by encouraging direct contact and participation through our web site, through information and discussion meetings about key topics, and by undertaking an annual survey of parents using national materials from the National Foundation for Educational Research (NFER).

D6: Admissions policy

Hemel Hempstead Community Free School admissions arrangements are in line with the existing Admissions Code, The School Admissions Appeals Code, and admissions law as it applies to maintained schools and academies.

The school will have 60 reception places available in 2014 and then 60 reception places each year after that. The school will be part of the coordination scheme and process as published by Hertfordshire County Council for 2014/15.

The admission criteria will include pupils with statements of special educational needs, children in care, siblings and home-school distance.

Hemel Hempstead Community Free School proposed admissions criteria

Section 324 of the Education Act 1996 requires that governing bodies admit a child with a statement of special educational needs that names the school.

If oversubscribed the governing body will prioritise applications in accordance with the following oversubscription criteria:

1. Children in public care (children looked after) and children who were looked after, but ceased to be so because they were adopted (or became subject to a residence order or a special guardianship order);
2. Children for whom it can be demonstrated that they have a particular medical or social need to go to this specific school (a panel will determine whether the evidence provided is sufficiently compelling to meet the requirements for this rule. The evidence will need to relate specifically to Hemel Hempstead Community Free School and must clearly demonstrate why it is the only school that can meet the child's needs);
3. Children who have a sibling on the roll of the school at the time of application i.e. reception through to year 5 (a sibling is defined as a sister/brother, half-sister/brother, or a child of the parent/carer or partner, who lives in the same house, from Monday to Friday, as the child for whom the application is being made);
4. Children for whom it is their nearest school (including community or voluntary controlled schools or other own admitting schools or academies that use Hertfordshire County Council's admission rules);
5. Children who live nearest to the school (based on straight line distance measurement).

The rules are applied in the order printed above. If more children qualify under a particular rule than there are places available, a tiebreak will be used by applying the next rule to those children. Where there is a need for a tiebreaker where two different addresses measure the same distance from the school, in the case of a block of flats, the lower door number will be deemed nearest as logically this will be on the ground floor and therefore closer. If there are two identical distance measurements for different addresses of separate applicants, the tie break will be random.

Hemel Hempstead Community Free School will use the same definitions and measuring system as outlined in Hertfordshire County Council's admissions literature, '*Applying for a school place*'.

Appeals

The West Herts Community Free School Trust will ensure that parents have the right of appeal to an independent appeal panel if they are dissatisfied with an admissions decision of Hemel Hempstead Community Free School. To ensure that the panel is independent of the school, services will be purchased through Hertfordshire local authority. The arrangements for appeals will comply with the School Admissions Appeals Code published by the DfE as it applies to Foundation and VA schools. The Trust is clear that the determination of the appeals panel will be binding on all parties.

In year admissions

The school will remain part of the Hertfordshire County Council coordinated in year admissions scheme.

Fair access

The school will participate in the Hertfordshire County Council's Fair Access protocol, which ensures that vulnerable groups of children can quickly access school places, and will admit children under this protocol before children on the continuing interest list.

Twins

If a twin or multiple birth child is allocated the final place available, the school will also offer places to the other twin/multiple birth children.

D7: Behaviour management, wellbeing and attendance

If children are to succeed, achieve and thrive, the conditions for learning in school must be right. Attending school, having a sense of wellbeing and being a member of an orderly educational community all contribute to setting the right conditions.

Wellbeing

One of the main drivers for the West Herts schools is to develop the whole child, their confidence with language and their determination to succeed. Central to this development are children's mental, emotional, social and physical wellbeing and their resilience in the face of adversity. All are critical factors in developing a healthy, successful school community.

To create the best conditions for promoting children's wellbeing the school will:

- provide an environment where children are happy to come to school and where they feel safe, secure and well cared for;
- ensure that all staff place children's wellbeing at the top of the list;
- ensure that all children know that there is a named person that they can talk to and turn to for support;
- ensure that relationships in the school community are strong and are built on trust and ethical behaviour;
- ensure that bullying and racism is not tolerated and that there are positive strategies in place to deal with any incidents (see below);
- use the small classes in reception and year one to concentrate on building children's confidence and self-esteem;
- ensure that children regularly experience success;
- provide experiences that not only challenge children intellectually but also make learning fun;
- build wellbeing into the curriculum through personal, social and health education and citizenship, assemblies and activities such as circle time;
- give attention to children's spiritual, moral and cultural development through the curriculum, assemblies, visits to other places, visiting speakers and community activities;
- use the school's specialism in sport to ensure that the children are physically fit and healthy;
- involve children and their families in resilience programmes provided across the Trust which help them to develop strategies to deal positively with adversity;
- use the family support workers/social care professionals from across the Trust to provide early support and intervention for children and families in need.

Everyone within the school community will share the responsibility for creating a positive ethos and climate of respect and trust in which everyone can make a positive contribution to the wellbeing of each individual in the school and in the wider community.

Anti-bullying and anti-racism policy

To create a climate where bullying and racism are unacceptable the school will:

- use a restorative justice approach and ensure that all are appropriately trained;
- organise the school community to make it physically safe with secure arrangements in and around the site and good supervision at break times and before and after school;
- have an 'open door' policy for children and parents so they have access to senior staff and teachers;
- create an ethos of caring and respect for others with a code of conduct published and displayed around the school making clear that everyone has the right to feel happy and safe;
- build work on anti-bullying and racism into the curriculum, for example, in circle time, drama, citizenship, and in speaking and listening activities;
- support and reinforce anti-bullying and anti-racist messages in the curriculum;
- train children and members of the community to be mentors so that children know that there is always someone to listen and support so that they feel confident to come forward;
- monitor this policy closely to ensure that it is followed and that it is perceived as fair and effective.

Behaviour management

The school will have the highest expectations of behaviour for children and adults alike. Policy, procedures and practice will be developed in partnership with the whole community and will be built on respect and ethical behaviour. Everyone will be clear about their rights and responsibilities and also the consequences of poor behaviour.

The school will support the following statement from the 2009 Steer report: *'Poor behaviour in schools cannot be tolerated. To do so is to harm the interests of pupils, staff and the perpetrators of the bad behaviour. Children have a right to attend school in safety and to learn without disruption from others'*.

The behaviour policy will be rooted in a positive, reward-based approach but with a clear understanding that poor behaviour will not be tolerated. All in the

community need to be clear about the range of rewards available and how they are earned and the range of sanctions and when they will be used.

The impact that permanent exclusion can have on children and their families is devastating and for this reason the school will not give up on any child and will only use this measure in the most extreme circumstances. Instead support programmes will be developed for the children with the most challenging behaviour. These programmes will involve families, the school-based social care professionals and specialist professionals from beyond the school.

The community will be at the heart of this school. Their involvement, and that of the staff, is critical in the development of the full behaviour policy. For this reason the following is in outline but the principles will be enshrined in the final policy:

- all parents and children will sign 'The Contract' which commits children to come to school every day, on time, in uniform, ready to learn, behaving well and treating everyone with respect;
- the behaviour policy will have 'fairness' at its core and will be consistently applied;
- all members of the staff, while signalling the highest expectations of behaviour, will show respect and courtesy towards children, parents and members of the wider community;
- staff will be aware of the positive impact of good teaching on behaviour and all will be trained to a high standard in managing and improving children's behaviour;
- the principal and governors will help to create a culture of respect and will take every opportunity to model respectful and ethical behaviour;
- there will be a clear and agreed code of conduct known by all and displayed in all areas of the school;
- there will be programmes to help children know how to: manage and improve their own behaviour; support others to improve their behaviour; develop the emotional resilience to deal positively with difficult situations;
- everyone will be aware of the range of rewards and sanctions;
- all will be aware of their rights and responsibilities and of the consequences of poor behaviour;
- the principal and governing body will deal with allegations against school staff quickly, fairly and consistently in a way that protects the child and at the same time supports the person who is the subject of the allegation.

Attendance

This school will be committed to the academic and social success of all its children and if they are to do well they need to be in school. Because of this

the following principles will be enshrined in the attendance policy:

- the creation of a stimulating learning environment, climate and ethos that makes children want to attend;
- the encouragement, promotion and rewarding of good attendance;
- regular, efficient and accurate recording of attendance;
- helping children and their parents to understand the impact of non-attendance on learning and achievement;
- ensuring that children come to school each day, on time and ready to learn;
- entering into an agreement with parents that they inform the school when their child cannot attend;
- establishing close liaison with families and taking prompt action where there are any problems with attendance;
- supporting and challenging families where the attendance and/or punctuality of their child/children is an issue;
- regular monitoring of the policy by senior leaders and governors.

Section E: Evidence of demand

E1: Parental Demand

We will be following the admissions policy laid out in section D6.

In order to engage with a diverse section of the population, we carried out a range of activities to ensure the message about the West Herts free schools and Hemel Hempstead Community Free School reached as many people as possible. These activities allowed us to engage not only with prospective parents, but also a number of other stakeholders from within the community. The range of activities included:

- an introductory leaflet outlining the vision and curriculum for the school;
- a consultation brochure incorporating the leaflet, information on the Trust members and a response form for prospective parents;
- a public meeting to introduce the Trust and the school to the community;
- a presence in the town centre and local shopping areas with balloons and brochures;
- an email with the brochure attached sent to all Hemel Hempstead primary schools and key secondary schools;
- visits to key schools;
- an email with a link to the brochure sent to all University of Hertfordshire staff;
- articles in the local newspaper;
- setting up a website - www.westhertscommunityfreeschools.org.uk ;
- Setting up a Facebook page for WHCFST ;
- visits to children's centres and other early years settings;
- delivery of brochures and leaflets to a wide range of local community settings;
- door to door delivery of leaflets in the nominal catchment area;
- word of mouth support which resulted in requests for parental sign-up forms which were then returned by post.

As part of a full brochure (see annex) parents were asked:

In 2014 and beyond there will not be enough primary school places in Watford and Hemel Hempstead.

To meet the demand for extra places West Herts Community Free School Trust is proposing to open three two-form entry free schools in September 2014, two in Watford and one in Hemel Hempstead.

These will be independent state funded primary schools where expectations are extremely high, staff work tirelessly to ensure success for every child and every child knows that they are on their way to college, university or a good job.

We are currently collecting information in your area to measure support for these new schools. We may share this information with the Department for Education as part of our applications to open the schools. This information would not be used for any other purpose.

Would you be interested in sending your child to one of the new schools?

1 I would select one of these schools as first preference for my child/children:

Watford Town *Ascot Road* *Hemel Hempstead*

2 In which year would your child need a reception place?

2014 *2015* *Other*

3 Please give your contact details

4 Comments and ideas. If have any comments of ideas related to our schools, please let us know below.

Evidence of parental demand table

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	60	56		93%	60	27		45%
Year 1					60	56		93%

Responses – Hemel Hempstead

Where there is a duplicate, this has been checked and they are either twins or neighbours.

Children currently aged 2/3, entry to reception 2014

AL2	HP2	HP2	HP2	HP2	HP3
HP1	HP2	HP2	HP2	HP2	HP3
HP1	HP2	HP2	HP2	HP2	HP3
HP1	HP2	HP2	HP2	HP2	HP3
HP1	HP2	HP2	HP2	HP2	WD25
HP1	HP2	HP2	HP2	HP3	WD5
HP1	HP2	HP2	HP2	HP3	
HP1	HP2	HP2	HP2	HP3	
HP1	HP2	HP2	HP2	HP3	
HP2	HP2	HP2	HP2	HP3	Total 56

Children currently aged 1/2, entry to reception 2015

AL3	HP2	HP2	HP3	WD5	HP2
HP1	HP2	HP2	HP3	HP2	HP2
HP1	HP2	HP2	HP3	HP2	
HP1	HP2	HP2	HP3	HP2	
HP1	HP2	HP2	HP3	HP2	
HP1	HP2	HP2	HP3	HP2	Total 27

Children currently aged 0/1, entry to reception 2016 / Other

HP1	HP1	HP2	HP2	HP2
HP1	HP2	HP2	HP2	HP3
HP1	HP2	HP2	HP2	HP8
HP1	HP2	HP2	HP2	HP2
HP1	HP2	HP2	HP2	Total 24

Grand Total for Hemel Hempstead

107

Map showing proposed school location and parental support locations.



Wide demographic data

Hertfordshire County Council produces a regular forecast of the requirement for reception places. The forecast reflects the demographic situation in all areas of the county and the section for Hemel Hempstead North East and Central is shown below. It is possible to see that more reception places will be required in this area of Hemel Hempstead from September 2014 onwards. Our proposed school will help meet the rising demand for primary school places in the area. There is also pressure on places from surrounding areas.


GP registration data by year of entry to reception living closest to each school,
March 2012

School	Admission Limit Reception 2012	Actual pupils		GP records live births		Admission Limit Reception 2014	GP records live births	
		2010/11	2011/12	2012/13	2013/14		2014/15	2015/16
HEMEL HEMPSTEAD CFS	0	0	0	0	0	60	60	60
Maple Grove Primary	30	30	27	45	52	30	53	60
Aycliffe Drive Primary	45	45	46	65	64	45	53	79
Holtsmere End Infant and Nursery	60	59	60	40	48	60	59	59
Brockswood Primary	30	19	12	54	60	30	57	49
George Street Primary	30	29	30	70	74	30	103	65
Broadfield Primary	60	60	60	72	77	60	58	90
Hobletts Manor Infant & Nursery	60	59	60	50	74	60	66	92
Hammond JMI & Nursery	60	31	60	27	28	60	27	37
Yewtree Primary	60	32	51	68	73	60	66	53
HEMEL HEMPSTEAD NORTH EAST & CENTRAL Total	435	364	406	491	550	495	542	584
SHORTFALL				-56	-115		-107	-149

Hertfordshire County Council use live births taken from the GP registers to show the numbers of places required for school planning. These are updated annually.

Therefore, it can be seen that even with Hemel Hempstead Community Free School open from 2014, there is still a large number of reception places short in Hemel Hempstead.

Primary Thiessen polygons – with potential school site



The red lines show the Thiessen polygons (*) for Hemel Hempstead primary school places, including Hemel Hempstead Community Free. Black lines show school planning areas.

* (Thiessen polygons depict the area around each school which is closer 'as the crow flies' to that school than any other. The location of schools are shown as points on a map and Thiessen polygons surround each point meaning that each school is designated a polygon. A count of 0-5 GP registration data by Thiessen polygon gives an understanding of how many children are living closest to each school. From this it is possible to see where the population of 0-5 year olds out-strips the current supply of school places (with a strong assumption that children are most likely to be sent to their nearest primary school). Potential new school sites can also be allocated a Thiessen polygon to better understand the population dynamic of an area.)

Consultation

The Hemel Hempstead Community Free School will undertake statutory consultation in accordance with Section 10 of the Academies Act 2010 at an appropriate time. Our consultation plan:

Consultees

We consulted widely in the bid preparation stage and will build upon the list of consultees at the statutory stage. The consultees who are relevant to our proposal include:

- parents and carers;
- potential feeder nurseries and pre-schools, child minders and children's centres;
- local schools and education providers (including primary and secondary schools, West Herts College (the local college of further education), and the University of Hertfordshire);
- Hertfordshire County Council (as the local authority); the school is not close to another local authority;
- district, town and parish councils;
- the local MP;
- a wide variety of community groups, nurseries, medical centres, rugby club and libraries;
- residents local to the proposed school site.

The information to be provided

A clear statement of the proposal and its proposed date of implementation (September 2014) would be provided, followed by information on:

- the reason for seeking to establish the school of the size and age range proposed (including information on the anticipated shortage of reception places based on information from the local authority);
- the location of the school and our aspirations for the use of the school building in collaboration with the county council and central government;
- our missions and values;
- a summary of our proposed curriculum;
- our admissions policy.

Views will be sought to establish whether there is support for the setting up of this particular free school. The consultation period would be 12 weeks. An online response form will also be provided, in addition to a paper response form where people can indicate whether they support the proposal or not, or whether they don't know. It will ask whether they are parents/carers, schools, or others, and provide a space for them to write any other views they may have.

If the application for the school is successful, the consultation period would commence four weeks after receiving notification in June 2013.

Proposed timetable for consultation

We will prepare the consultation documentation during June 2013, and the formal consultation would run from 1st July for a 12 week period, until 23rd September 2013. A response to the consultation will be prepared and published on the Trust website www.westhertscommunityfreeschools.org.uk during October 2013.

Our proposed method of communication

Communication for the consultation will be through a variety of media, which would include:

- a letter outlining the proposal and implementation date, the question to be asked;
- a consultation document containing the information mentioned in the previous section with a website link and also a method indicated for receiving a paper copy;
- the consultation document on the Trust's website www.westhertscommunityfreeschools.org.uk and on county council's school consultation website;
- letters aimed specifically at residents local to the proposed site;
- an advert in the local press with directions to the website (alternatively by post);
- posters and copies of the consultation document to be sent to nurseries, pre-schools, children's centres, libraries, doctors' surgeries and clinics to ensure their availability where parents and prospective parents are likely to visit;
- the use of email, Facebook and Twitter;
- visit to a local headteachers' meeting;
- a public meeting in the community, close to the proposed site;
- word of mouth.

E2: Community engagement

In this section we describe the broad strategy for marketing the school and then set out a draft timetable for its implementation.

Following on from our marketing of Hemel Hempstead Community Free School, we will continue through to opening in order that we further strengthen the support that we have, and give opportunity for engagement with other stakeholders.

We will use the database of parents who have expressed an interest in being kept up to date with the progress of the school. This data will be held in line with the principles of the Data Protection Act 1998. We have been keeping these prospective parents informed of our work and will continue to do so using email (alternatively by post). We also have the option to translate the information if required.

Publications

A formal document for public consultation will be produced, setting out a description of the school and its unique features, our vision and values, a summary of the proposed curriculum and our admissions policy. The consultation document will be in line with the brochure (see annex), and will be used until such times as the principal designate produces a full school brochure.

Our message

As well as the consultation document, it will be critical that the members and directors of WHCFST and the friends group are 'fluent' in our 'elevator pitch':

Hemel Hempstead Community Free School ... *for a better future*

- for you, your children and the local community
- where children expect to reach high academic standards
- where every child is on their way to college, university or a good job
- developing the whole child, their confidence with language and their determination to succeed
- specialising in science, technology and sport

Over time, our key groups will be able to describe the school in much more detail and also engage parents in debate and discussion.

Our supporters

There exists an increasing group of prospective parents who are supporting the school, and promoting our message amongst and beyond their own communities. This has been evidenced by the numbers of both parents and community members who have requested to be added to the mailing list.

Others on the core group are spreading the word in their professional capacities, across local schools and early years settings, throughout the staff and students at the University and across the local councils.

The prospective parent director in Watford, [REDACTED]
It is anticipated that the parent friends' group for this school will grow and strengthen through and beyond the opening of the school. Two prospective parent governors have already been identified through this route and we are aware that other parents will have talents and expertise that would benefit the school, for example languages, computing skills, music and sport.

We also anticipate that a parents' forum would be established once the children have accepted their place at the school. This group could start to build a social calendar for parents, for parents and staff, and for parents, governors, directors and members.

As the governing body becomes more formalised, we will write to parents/prospective parents to consult them on policy development, to invite their suggestions about the school and to keep them updated. One of the governors will be nominated to work with the principal designate to lead the marketing strategy.

Once the school is open, the children will become our most potent marketing tool. They will demonstrate how well they are progressing, engage with the community and put on performances for the community. We must not, however, over-estimate the impact that 60 reception aged children can have in a community and other strategies in place.

Our target audience

Care must be taken to ensure that the school is marketing to all groups of parents and in our planning will make sure that we target, in particular, families:

- where there is a social and/or economic disadvantage;
- where a child has special needs or disabilities;
- from black or minority ethnic groups;
- where there are children looked after.

To assist in precise targeting of these groups, local demographic data will be used. The children's centres should be able to provide a significant proportion of this information from their 'estart' database. Squirrels Day Nurseries Ltd, who are our early years partners on the Trust, have already started to build relationships with these children's centres and other early years settings.

Parents and children from Black and Minority Ethnic (BME) groups

The local population in Hemel Hempstead is predominantly White British with around 10% from ethnic minority groups, mainly of Pakistani or Indian origin, but with an increasing number of Eastern Europeans.

We will make sure that we fully engage families from all ethnic groups and remove any barriers to participation, for example language or culture.

Local residents

Meetings with local residents will be held on a regular basis and leaflet drops will also be carried out to keep them up to date with progress of the school. They will be particularly interested to hear about progress with the building and plans for transporting children to the school. We want to build relationships with local residents as they are an important part of the community. We strongly believe that they can contribute to the school and that the school can improve their lives. Examples of this would be for them to join with some of our music making and physical activities, to help in the school and to attend performances and social occasions.

Marketing tools

Community events in public areas, such as the town centre and community centres, have been particularly effective ways to engage with a wide range of parents. It is important to continue with these events which will include:

- community coffee mornings;
- mother and toddler events;
- open meetings to include formal consultation to allow public to find out more information and have the opportunity to ask questions;
- promotional stands in public areas, using a range of items and activities to attract children, for example balloons, badges and face painting;
- meeting with local schools and early years settings to build partnerships and allay concerns about the 'free school' concept;
- meeting with local councillors, community leaders and community groups.

After the appointment of the principal in October 2013, although he/she will

not take up post full-time until April 2014, he/she will:

- hold a formal event to meet prospective parents;
- regular 'drop-in' events to talk to parents on a less formal footing;
- consult parents on the development of the school;
- provide parents with regular updates on the progress of the building.

At this stage we will also encourage parents to come along with their children to meet other parents, so that the school community starts to build prior to the school opening and the children are better prepared to start school.

IT marketing

The WHCFST website www.westhertscommunityfreeschools.org.uk is a powerful marketing tool. It will be regularly updated and will allow parents and others to track progress of the school.

Whilst our sister school Hatfield Community Free School was being built, the Facebook page was a more popular option than email, allowing community members and grandparents to also follow the development of the school and allowed for immediate direct input from the parents. The posts were moderated to encourage positive discussion and debate. Announcements on the Facebook page were also communicated by email to ensure that those not using Facebook were kept equally informed. The Facebook page – search for West Herts Community Free Schools – is already established, as is the Twitter account, @WHCFSTrust.

The media

Several articles have already been printed in the local press and we will continue to foster relationships with press and local radio, aiming to feature in the local paper once a month.

Budget

██████████ from our pre-opening funding will be allocated to marketing the new school as this will be critical to its future success and viability. This plan outlines the activities we intend to undertake. It will be amended and refined as the project progresses.

Jan to May 2013	Presence at planning consultation meeting for building work Meet with local MP and councillors Keep in touch with local press Updates through website, Facebook and Twitter Email updates to parents Community event
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May to Sept 2013	<p>Prepare for formal consultation</p> <p>Open formal consultation 1st July, close 23rd September</p> <p>Prepare recruitment campaign for principal</p> <p>Keep in touch with local press</p> <p>Updates through website, Facebook and Twitter</p> <p>Email update to parents</p> <p>Community event</p>
Oct to Nov 2013	<p>Prepare and publish response to formal consultation</p> <p>Appoint principal designate</p> <p>Updates through website, Facebook and Twitter</p> <p>Email update to parents</p> <p>Community events</p> <p>Article in local press</p> <p>Leaflet drop in nominal catchment area</p> <p>Open evenings for prospective parents for 2014</p> <p>Visits to Hatfield Community Free School for prospective parents / community members</p>
December 2013	<p>Updates through website, Facebook and Twitter</p> <p>Email update to parents</p> <p>Community event – families and local community</p> <p>Plan site visit</p> <p>Prepare a letter to parents from governors to invite views on the development of the school and expressions of interest to join a parents’ forum</p> <p>Meet with local schools and early years’ settings</p>
January 2014	<p>Formal community meeting with principal designate</p> <p>Start preparation of school brochure</p> <p>Updates through website, Facebook and Twitter</p> <p>Email update to parents</p> <p>Community event</p> <p>Hold meeting for community leaders and councillors</p> <p>Site visit for interested parties</p>
February 2014	<p>Article in local press</p> <p>Updates through website, Facebook and Twitter</p> <p>Email update to parents</p> <p>Community events</p> <p>Principal designate drop-in even for parents</p> <p>Leaflet drop in nominal catchment area</p>
March 2014	<p>Publish school brochure</p>

	<p>Article in local press Updates through website, Facebook and Twitter Email update to parents Community events Principal designate consultation with parents</p>
April 2014	<p>Hold informal event for parents and children Article in press Updates through website, Facebook and Twitter Email update to parents</p>
May 2014	<p>Hold informal event for parents and children Article in press Updates through website, Facebook and Twitter Email update to parents</p>
June 2014	<p>Hold informal event for parents and children Article in press Updates through website, Facebook and Twitter Email update to parents</p>
July 2014	<p>Hold formal event for parents and children Article in press Updates through website, Facebook and Twitter Email update to parents Publish letter from members and governors heralding the imminent opening of the school</p>
September 2014	Open school
October 2014	Formal opening ceremony

Section F: Capacity and capability

F1: Company Governance

The steering group

Initially, primary responsibility for driving forward the development and submission of this application has rested with the steering group described below.

Once we have approval to proceed to the pre-opening stage, the steering group will be disbanded, and its responsibilities will transfer to the West Herts Community Free School Trust Board. Most members of the steering group are either members of the Trust or directors of the Trust and may be joined by other co-opted directors if a need for other expertise is identified. When principals designate are appointed, they will become key members of the Trustee Board.

For each school the Trustee Board will lead and undertake the work required successfully to open the new school in 6 areas:

- detailed planning of the operation of the school and delivery of high quality education from the day of opening, including formulation of key policies and detailed plans for delivery of the curriculum;
- recruitment of staff, and agreement of personnel processes and policies surrounding that, including remuneration;
- financial planning for operation of the schools, and financial management of pre-opening phase (the approach to this is covered in more detail in section F3 below);
- overseeing the provision of school sites and buildings, and the legal agreements surrounding this;
- promotion and marketing of the schools to prospective parents, building on work undertaken to date;
- recruitment of additional trustees where necessary to supplement the Trust Board's expertise;
- establishment of a local governing body for each school.

The membership of the steering group is as set out below, followed by an explanation in sections F2, F3 and F4 of who will lead on delivering each of them, and why they are qualified and able to do so.

Membership of the steering group

The membership of the steering group is as below. A curriculum vitae for each member is included at the end of this section of our application, demonstrating in more detail their experience and consequent abilities. We believe that the

group as it stands has the necessary spectrum of skills and experience to deliver the new schools supplemented by the services which we expect to buy in from elsewhere, as described in more detail below.

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

[REDACTED] : [REDACTED], [REDACTED]

At least one parent from Hemel Hempstead and one from Watford ([REDACTED]) will be joining the group over the next few months and will become directors of the company.

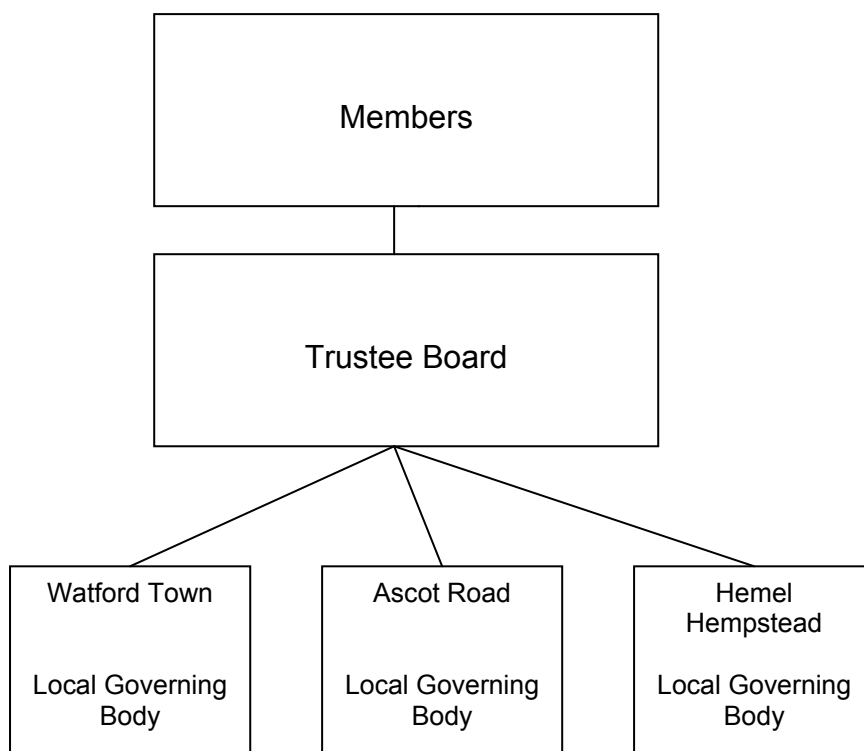
Company Structure

West Herts Community Free School Trust has already been established as a multi- academy trust and company limited by guarantee (company number 8324782) using the DfE model Articles of Association for a multi- academy

trust.

The structure of the Trust is described in the diagram below:

West Herts Community Free School Trust



Roles and responsibilities

The company members will not play a major role in the day to day running of the company but are the ultimate guardians of the Trust's educational vision and will have ultimate control over the company, including making important decisions such as changing the constitution of the company; appointing and removing directors of the company; and receiving the annual accounts of the company.

The Trust will be governed by the Trustee Board which will delegate functions as appropriate to the local governing bodies of each school which will be appointed by the trustees as a committee. Trustees are directors of the company for the purposes of the Companies Act 2006 and trustees for the purposes of charity legislation.

The trustees will be responsible for the setting of general policy and educational vision, adopting an annual plan and budget, appointing senior staff, monitoring the activities of the Trust and making major decisions about

the direction of the Trust. The trustees will also be responsible for determining the constitution, membership and matters to be delegated to local governing bodies.

The trustees will employ centrally the Chief Executive and the Business Manager and will appoint the principals and vice principals to each school. The principals with the support of the local governors of each school will have responsibility for the recruitment of all other staff.

The Chief Executive will be appointed on a part time (one day a week basis) from the outset of the pre-opening stage and will be responsible for ensuring the co-ordination and delivery of all pre-opening tasks. Once in the operational phase, the Chief Executive's role will be to manage and mentor principals, to co-ordinate the business of the Trust, ensure the consistency of vision and ethos across the schools, and to manage relations with external agencies, the media and the public. The appointment and role of the business manager is detailed in section F3.

The local governing body of each school will be responsible for the monitoring of the performance of their school, the principal and the senior leadership team. This will include the regular scrutiny of academic performance, behaviour and individual school finances. The local governing bodies will also have primary responsibility for engagement with the local community.

The principals will be responsible for the internal organisation and management of their school including the implementation of all policies approved by the trustees and for the direction of teaching/ learning and curriculum at their school within the strategic vision set by the trustees. The principals will be accountable to their respective local governing bodies, the Chief Executive and the Trust for their management and direction of their school.

Company membership

To ensure clear lines of accountability between members and directors, four of our eight members are not also directors.

The members of the West Herts Community Free School Trust are:

██████████; ██████████ (██████████); ██████████; ██████████; ██████████; ██████████ and ██████████. Further members may be added in future upon the unanimous agreements of the existing members.

Director structure

The company has the following director structure:

- Up to 9 directors appointed by the members; [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED] and [REDACTED] have been appointed;
- The [REDACTED]; [REDACTED] is the prospective Chief Executive and has been appointed as a director;
- Up to 3 staff directors who will in the first instance be the school principals;
- The chairman of each local governing body.
- A minimum of 2 parent directors (there is already a prospective director from Watford, [REDACTED]);
- Up to 3 directors co-opted where this would strengthen the expertise of experience of the Board.

Local governing body structure

Each local governing body will comprise:

- The principal of the school;
- At least 2 elected parent governors;
- At least 1 elected staff governor;
- Up to 6 other such members as the trustees decide. It would be the Trust's intention for one of these members to bring nursery/early years expertise to the local governing body and for there to be community representation.

Managing conflicts of interest

In setting up the West Herts Community Free School Trust Company we have adopted the DfE's model articles for a multi- academy trust in full with no amendments.

Therefore, in accordance with our articles, any trustee who has or may have a personal interest which may conflict with his/her duties as a trustee will be required to disclose that to the Trust as soon as they become aware of it. trustees will not be permitted to take part in any Trust discussions in which it is possible that a conflict will arise between his/her duty to act solely in the interests of the Trust and any other duty or personal interest. The same arrangements for disclosing and managing conflicts of interest will apply to local governing bodies.

We consider a conflict of interest to be any situation in which a trustee's personal interests, or interests that they owe to another body, may (or may appear to) influence or affect the trustee's decision making. This might be when a trustee is on the Board of, or an employee of, another organisation in a related field or when a trustee obtains information as a member of the Board

which he or she could exploit for other purposes.

In addition conflicts of interests may arise where the personal interests and/or loyalties of a person connected to a trustee conflict with those of the Trust. A connected person includes people who share an economic interest such as business partners and family members.

Trustees will be required to declare their interests and any gifts or hospitality received in connection with their role on the Trust. A declaration of interests form will be provided for this purpose, listing the types of interest which should be declared and at each meeting of the Board, committee, or local governing body the opportunity to declare any interests will be given by the Chair.

In order for it to be effective, trustees will be asked to update this declaration annually, and also when any changes occur.

Where trustees are not sure what to declare, or whether/when their declaration needs to be updated, they will be expected to err on the side of caution.

This register of interests will also be used to record all gifts of a value over [REDACTED] received by trustees in connection with their role on the Trust.

Where a trustee does receive a financial benefit from a decision of the Trust, this will be reported in the annual report and accounts in accordance with the Charities Statement of Recommended Practice (SORP). And the total of all payments or benefits in kind to trustees will be reported in the Trust's accounts and annual report. Where a trustee is connected to a party involved in the supply of a service or product to the charity, this information will also be fully disclosed in the annual report and accounts.

Potential conflicts of interest already identified

In the case of the West Herts Community Free School Trust, conflicts of interest may arise where a trustee is an employee of the University of Hertfordshire, the County Council, West Herts College or another school and the Trust is considering whether to subscribe to any educational or administrative support services that these institutions may be able to offer the school. In these circumstances, the relevant trustee(s) would take no part in the decision making on such matters. Similarly a conflict of interest may arise for trustees associated with a nursery provider, where the Trust is determining the rental charges for any space available for nursery provision on the site. Again, in this case the relevant trustee will take no part in this decision.

Ensuring independent challenge

To ensure a clear line of accountability between members and directors, we will ensure that there is never a majority of members who are also directors of the Trust.

In the initial phase, there will be twelve directors but this will rise to nineteen as the principals and chairs of local governing bodies are appointed, whilst at no point will the number of paid officers (i.e. the Chief Executive and the principals) exceed four, which will enable sufficient challenge to the operational management of the Trust.

Periodically, we will commission external reviews of standards and quality of the Trust's governance and management, and of the operation of each school from suitably qualified independent external advisers.

To ensure scrutiny and challenge of the Trust's affairs, an auditor will be appointed to the Trust early in the pre-opening phase and responsible officers, holding no remit for the management of the Trust's and individual schools' finances will be appointed to each of the local governing bodies.

F2: Educational expertise

An extensive and in-depth range of educational experience, expertise and skills are required to set up and operate a primary free school. These are summarised below:

- the ability to draw up and communicate a compelling and ambitious vision;
- the ability to recruit the right staff to turn the vision into reality;
- knowledge and understanding of:
 - standards and quality;
 - child development;
 - the early years;
 - the curriculum;
 - assessment and tracking;
 - leadership and management;
 - teaching and learning;
 - special educational needs and disabilities;
 - behaviour management;
 - emotional wellbeing;
 - admissions;
 - school development planning;
 - partnership working;
 - adult education and training.
- the skills to write, use IT, challenge, analyse, form partnerships;
- the ability to draw up a wide range of policies in line with the vision;
- the skills to manage projects.

The West Herts Community Free School Trust has educational expertise, experience and skills across a range of ages from babies to adults and across the full range of educational areas. The experience, expertise and skills on the Trust reside with individuals and within institutions. The details of these are set out in the curriculum vitae included within section F; this sub-section provides a summary.

Individuals

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■■■■■■■■■■ ■■■■■■■■■■

[REDACTED]

Institutions

The University of Hertfordshire is the UK's leading business-facing university; it is innovative and enterprising and brings challenge and intellectual rigour to the project. [REDACTED]. [REDACTED]. [REDACTED].

West Herts College is situated in the heart of Watford and near to the sites of the two proposed Watford free schools, Watford Town and Ascot Road. [REDACTED]. [REDACTED]. [REDACTED].

Squirrels Day Nurseries Ltd has expertise in the foundation stage catering for children from 0 to 5. They already have two well established centres in Welwyn Garden City and Turnford which have been judged by Ofsted as outstanding and good respectively. In October 2012 they opened a third centre in Hatfield Community Free School which is a sister school to those in the West Herts group. Squirrels aim to provide flexible, affordable and quality services to the local and wider community. [REDACTED], [REDACTED] and [REDACTED].

Hammond Primary Academy is a National Support school in Hemel Hempstead which is judged outstanding by Ofsted. [REDACTED], [REDACTED].

Francis Combe Academy is a secondary school on the edge of Watford where achievement has risen significantly, with the number of students attaining five or more GCSEs at grades A*-C including English and mathematics rising from 31% to 53% [REDACTED], [REDACTED], [REDACTED]. [REDACTED].

Hertfordshire County Council is committed to supporting the development of free schools and provides expertise in admissions, demographics, sites and buildings. [REDACTED]. [REDACTED]. [REDACTED]. [REDACTED].

Summary

The institutions and individuals included in this section have the full range of educational experience, expertise and skills to support and guide this school and the other two West Herts schools through to opening and into operation. The university, college and county council are generous with their resources including such areas as the provision of challenge, for example undertaking a critique of this application, technical advice, use of accommodation and administrative support as was demonstrated in the Hatfield project. While some of the individuals in the group will be able to commit significant amounts of time to this project, others have fulltime professional commitments and will only act in a support and advisory capacity and contribute to the governance. While the group does not require additional educational expertise, we need additional resources for project support and management and advisory groups for the each of proposed West Herts free schools. We already have plans in place to secure these resources through the recruitment of suitably qualified project managers and local parents, teachers and governors.

F3: Financial expertise

Overall oversight of the financial planning and management arrangements for the school during the pre-opening and operational phases of the school's development will be provided by [REDACTED].

Resources for the pre-opening stage

In order to deliver the business and finance workstream of the pre-opening phase, the Trust will engage a finance lead from January 2014, who will report to the Chief Executive and to the Trust Board. The appointee will be a qualified accountant with up to date experience of school funding and school financial management. We are aware of a number of strong candidates to fulfil this role and have already had indications of interest from some potential candidates.

The finance lead will be responsible for delivery of the specific business and finance tasks to be carried out during the pre-opening phase as set out below:

- opening a bank account for the Trust;
- monitoring and reporting on pre-opening budget – to the Trust Board and the DfE as required;
- refinement of the seven year financial model - The finance lead will keep the finance model under review to ensure that it responds to any changes in funding arrangements or cost pressures and continues to support the schools' educational priorities prior to the signing of the Funding Agreement;
- setting up of schemes of delegation, financial regulations and procedures - for the ongoing operation of the Trust in compliance with the Academies Financial Handbook, ensuring appropriate segregation of duties and procurement thresholds are in place and that arrangements satisfy the requirements of the Schools' Financial Value Standard (SFVS);
- selection and implementation of financial systems - a robust financial package, with the capacity to support the Trust and its schools as they develop, will be selected at an early stage to enable each school's financial affairs to be efficiently administered from the outset.

Following a review of available systems conducted at the pre opening stage of the Hatfield Community Free School, Corero appears to be the financial system that will most suit the Trust's needs. The Trust may buy in additional financial expertise to assist in the set up of the chart of accounts and documentation of the system procedures, although, we intend for those finance staff recruited at the beginning of the opening phase to be involved in the system set up to ensure transfer of

knowledge and ongoing ownership of financial systems and procedures;

- appointment of auditors – A tendering process for audit and financial advice services will be carried out, to provide the Trust not only with audit services, but also financial advisory services in respect of taxation and financial accounting. This will include the commission of external support for the preparation of annual financial statements;
- securing insurance cover – insurance will be tendered for through the Central Purchasing Consortium route, with Risk 2 Value being engaged to provide insurance expertise to support the selection of the insurance provider;
- appointing payroll providers – The management and operation of the payroll function is not considered a core function of the Trust and we consider that greater value for money will be obtained by tendering for payroll services using a relevant framework agreement;
- ensuring VFM in procurement - the finance lead will support the Chief Executive in tendering for Trust wide services such as catering, ICT, and maintenance and will have specific responsibility to ensure that all contracts demonstrably represent value for money.

Recruitment of permanent finance staff

The recruitment process for a full time business manager for the Trust will take place by June 2014 using a selection panel consisting of the [REDACTED] and at least one other trustee. To fill this role, we will seek a qualified accountant with school business management experience and preferably a Diploma in School Business Management.

The Chief Executive and the school principals together with the newly appointed business manager will initially recruit two business support officers, one to cover Hemel Hempstead and one to cover the Watford schools. For at least, the first three years of operation the business manager will be based at the Watford Town site. The business support officers will report to the school principal for day to day management but have a dotted line responsibility to the business manager in respect of compliance with financial regulations, and procedures and maintenance of the highest standards of probity. The business support officers will be responsible for the on-site delivery of finance and administrative support. To fulfil this role, business support officers will need school business management experience and experience of financial administration.

Ongoing financial oversight

Strategic oversight will be undertaken by the Trust Board, where responsibility for probity and good governance also rests. A Resources Committee of the

Trust may be set up with a remit to oversee financial, HR and premises issues. The Trust Board will include [REDACTED] who will retain specific board responsibility for oversight of business and finance issues.

The Trust will appoint a responsible officer to provide independent scrutiny of the operation of and compliance with systems and procedures across the three schools.

Managerial lead responsibility will rest with the [REDACTED], to whom the business manager and school principals report. Both the business manager and the principals will have the right to attend Trust Board meetings.

Local governing bodies will be responsible for the detailed review and scrutiny of individual school budgets and principals will be accountable to both the local governing bodies and the Trust Board in respect of financial management and control.

Value for money

The Trust believes that there are great benefits from the flexibility that a multi-academy trust provides to manage finances across the schools. While each school will receive an individual budget to manage locally, there is potential to combine some of the budgets to fund shared services such as business management. This will help to achieve economies of scale and support the negotiation of contracts that achieve better value for money across the group than would be possible by individual institutions.

As a multi-academy trust there will be only one employer for all staff which will ensure greater consistency in quality and approach. It should also bring economies and efficiencies to recruitment processes and allow staff movement across the Trust schools to respond to fluctuating numbers and provide professional development opportunities and more flexible career pathways.

We take seriously the need to ensure that best value is obtained, in all aspects of the schools' operations. Thus we would expect that the allocation of resources within the annual budget would be reviewed against benchmarking information for other comparable schools, using available benchmarking tools.

We expect all bought-in services to be of a high quality, with good Service Level Agreements and obtaining best value at all times. To take advantage of the economies of scale offered by the multi-academy trust structure, services, such as ICT equipment and support, financial systems, catering provision, equipment, building and grounds maintenance will be contracted for centrally.

We will also seek to develop collaboration with other local schools in procurement (in particular with Francis Combe and Hammond Academy) and also take advantage of existing available framework arrangements for items such as utilities.

We would envisage that any higher-value services procured, including an ICT managed service and catering, would be the subject of an initial benchmarking exercise followed by an assessment of whether it would represent value for money to seek competitive tenders. Such decisions would be signed off at Trust board level.

F4: Other relevant expertise

There is a broad range of expertise that will be required to open and operate the school in addition to the financial and educational expertise already set out in sections F2 and F3. This broad range includes knowledge, understanding and skills in the following areas:

- human resources (HR) (including recruitment);
- legal processes;
- project management;
- communication;
- information technology (IT);
- marketing;
- community engagement;
- sites and buildings;
- governance.

Set out below is a skills matrix, which can be validated by reference to individual curriculum vitae set out at the end of section F.



It is clear from this matrix that while the group covers a wide range of areas there is no legal expertise and insufficient expertise and capacity in information technology. In addition, while there are a number of Trust members with experience of leading and managing large strategic projects there is little operational capacity. The Trust will, therefore, use some of the project development funding to appoint lawyers across the Trust schools and to increase capacity in information technology and project management.

F5: Recruitment

Hiring the principal designate

Our intention is to appoint leaders for the schools who have an outstanding track record and are committed to the success of the local community, its families and children. They should be people who are not attracted by a high salary but rather, who will sign up to our vision and values and who will want to drive the development and shape the future of this exciting new free school.

It is anticipated that we will recruit one principal for Hemel Hempstead Community Free School, and one principal and one vice-principal to cover both Watford Town and Ascot Road Community Free Schools for the first two years. Further recruitment will take place for a third principal as the schools build in numbers in the third year.

We have set out below the qualities for which we will be looking and expect these to be demonstrated through the recruitment process. These qualities are based on the National Standards for Headteachers which embody three key principles to which we subscribe, that the work of the headteacher (principal) should be;

- learning centred;
- focused on leadership;
- reflect the highest possible professional standards.

The national standards recognise the key role that school leaders play in raising levels of attainment in order to meet the needs of every child. They also align with the vision and values of the West Herts Community Free Schools Trust.

The national standards are set out in six key areas that together represent the role of the principal.

- Shaping the Future;
- Leading Learning and Teaching;
- Developing Self and Working with Others;
- Managing the Organisation;
- Securing Accountability;
- Strengthening Community.

Each area has been taken and personalised to the Trust ethos. The principal in each school will display the following qualities in relation to these key areas:

Shaping the Future

- is committed to the Trust vision and to the equality and excellence that sets the highest standards for every child;
- is committed to setting and achieving ambitious goals and targets;
- is committed to inclusion and the ability and right of all to be the best that they can;
- is able to think strategically and communicate our vision in a range of compelling ways;
- is able to inspire, challenge, motivate and empower others to carry the vision forward;
- is able to model the values and vision of the school.

Leading Learning and Teaching

- is committed to raising standards for all in the pursuit of excellence;
- is committed to continuing learning for all members of the school community;
- is committed to the entitlement of all the children to outstanding teaching and learning;
- is committed to learning that is personalised to meet the needs of every child;
- is able to demonstrate personal enthusiasm for and commitment to learning;
- is able to demonstrate the principles and practices of outstanding teaching and learning;
- is able to access, analyse and interpret information;
- is able to acknowledge excellence and challenge poor performance across the school.

Developing Self and Working with Others

- is committed to effective working relationships;
- is committed to shared leadership;
- is committed to effective teamwork;
- is committed to continuing professional development for self and others in the school;
- is committed to achieving training school status;
- is able to foster an open, fair, equitable culture and manage conflict;
- is able to collaborate and network with others within and beyond the school;
- is able to challenge, influence and motivate others to attain high goals;
- is able to give and receive effective feedback and act to improve personal performance;
- is able to accept support from others.

Managing the Organisation

- is committed to distributed leadership and management;
- is committed to equitable management of staff and resources;
- is committed to sustaining personal motivation and that of staff;
- is committed to sustaining a safe, secure and healthy school environment;
- is committed to collaboration with others in order to strengthen the school and contribute to the development of capacity in other schools;
- is able to establish and maintain appropriate structures and systems;
- is able to manage the school effectively on a day-to-day basis;
- is able to delegate management tasks and monitor their implementation;
- is able to prioritise, plan and organise themselves and others;
- is able to make professional, managerial and organisation decisions based on informed judgements;
- is able to think creatively to anticipate and solve problems.

Securing Accountability

- is committed to principles and practices of school self-evaluation;
- is committed to the school promoting the academic, spiritual, moral, social, emotional and cultural development of all the children;
- is committed to individual, team and whole-school accountability for children's learning outcomes;
- is able to demonstrate political insight and anticipate trends;
- is able to engage the school community in the self-evaluation of the work of the school;
- is able to collect and use a rich set of data to understand the strengths and weaknesses of the school;
- is able to combine the outcomes of regular self-evaluation with external evaluations in order to develop the school.

Strengthening Community

- is committed to effective teamwork within the school and external partners;
- is committed to work with other agencies for the well-being of all children and their families;
- is committed to involvement of parents and the community in engaging in school activities, supporting the learning of children and realising the school vision;
- is committed to collaboration and networking with other schools to improve outcomes;

- is able to recognise, value and take account of the richness and diversity of the school's communities;
- is able to engage in dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities;
- is able to listen, reflect and act upon community feedback;
- is able to build and maintain effective relationships with parents, carers, partners and the community that enhance the education of all children.

Attracting the right candidates

Evidence shows that the quality of leadership is the single most important factor under our control in determining the success of our schools. The first appointment is the most important we will make and we do not under-estimate the challenge of attracting and appointing the right candidate to the role of principal designate.

High levels of pay are often deemed to be the ultimate reward. However, survey data shows that pay is not the only aspect of headship that candidates value and that it may not be the prime factor in their decision about where to work. A study of headship recruitment in challenging environments identifies a wider framework for headship reward which is seen as a total package.

The framework has six dimensions:

- tangible rewards;
- quality of work;
- work-life balance;
- inspiration and values;
- enabling environment;
- future growth and opportunities.

Tangible rewards: Candidates will be offered the market rate for a headship of this size with advancement on meeting outcome targets – in the first instance for attainment at the end of the foundation stage.

Quality of work: The successful candidate will have a unique opportunity to open a free school and, in partnerships with the community, to shape its future development with the full support of the members, directors and governors.

Work-life balance: The governors will ensure, as part of their responsibility for the performance management of the principal, that work-life balance features in his/her performance agreement.

Inspiration and values: The West Herts Community Free Schools Trust has

a clearly defined vision and strong values – the principals will be the key player in providing inspirational leadership to realise these.

Enabling environment: Each school will be accommodated in either a brand new building, or a refurbished building, with a range of excellent features that will provide a first class working environment and a range of exciting opportunities for community engagement.

Future growth and opportunities: The development of the free school provides an exceptional opportunity for leaders to make their mark both within the institution and beyond, and the members, directors and governors are strongly committed to supporting professional learning and growth.

Central to our advertising campaign will be our school vision with the framework to set out the potential of the ‘total reward’ for the right candidate. We also make clear that we are looking for an exciting leader with new ideas and fresh perspectives to raise aspirations of the children, families and local community. We will be encouraging applications from current headteachers, deputy headteachers or other school staff with clear leadership potential.

Recruitment process

Subject to approval on the three schools in Watford and Hemel Hempstead, the principal recruitment process for all three will be run as one, which will mean significantly reduced costs at this stage, compared to potentially having three separate recruitment campaigns.

We will advertise in early September 2013, for an appointment by the end of October 2013, which would then allow for some principal time in the spring term 2014, and full-time in the summer term 2014.

A group of directors will be identified to form the recruitment panel, taking into account those with skills in the human resources field and also representation of parents. We will ensure that all on the panel have proper recruitment training. Our principal recruitment process for Hatfield Community Free School was described as ‘exemplary’ by the DfE, and the same format will be followed.

The panel will draw up the advertisement, job description and person specification and also put together a recruitment pack. The quality of the material in this pack will be critical as, along with the advertisement, it will be the first signal of our standards and expectations.

The advertisement will be placed in the professional press, national press, local press, Teachinherts.com, and on our own website.

As part of the recruitment process, a full application along with a letter setting out the candidate's vision for the next three years and in the longer term, will be asked for. After the deadline for the receipt of the applications, the panel will individually assess each application, using the job description and person specification. The panel will then meet to form a short-list of those to be interviewed. Subject to approval for all three schools, this will be a combined interview day. The short-listed candidates will be invited to interview. References will be sought prior to interview.

The subsequent interview stage will involve a range of assessments, including a formal interview, to help gain a rounded view of each candidate's strengths and weaknesses, and to decide which candidate to appoint. An offer will be made to the chosen candidate and upon acceptance, CRB checks will be pursued. If it has not been possible to make an appointment, the process will be reviewed and repeated.

Once candidates are appointed, arrangements will be made for an initial meeting with the chair of governors, a full induction programme and a professional mentor.

The role the principal designate will play in setting up the school

The respective roles and responsibilities of the members, directors, governors and principal will be laid out in the employment contract for the principal designate.

Once the principal designate is in post, then he/she will become the figurehead of the school and will play a key role in community engagement, marketing and communicating the vision (section E). He/she will also have the responsibility for drawing up the detailed curriculum, planning the teaching programme, appointing staff, ensuring the right resources are in place and monitoring the progress with the building.

Recruitment of teachers

Whilst the principal designate will be the lead in recruitment of high quality members of staff for September 2014, he/she will be supported by the governors in this role. The governors will take an active role in staff recruitment. Focus for the teacher recruitment process will be to reflect the needs of the community in which the teachers will work and to recruit teachers who will enhance the aspirations of their pupils.

The process for recruiting teachers will follow a similar process to that outlined for the principal, but on a larger scale. This will be a joint recruitment process with the other schools in the Trust.

An advertisement will be drawn up by the principal in conjunction with the directors involved in the principal recruitment process, and placed in professional press, national press, Teachinherts.com and our own website. Advertisements will also go directly to potential candidates, who are currently studying at the University of Hertfordshire.

Candidates for teaching posts will be short-listed by the principal and governors using the job description and person specification. We will be looking for similar qualities to those of the principal, and will be looking for people who hold the same values and vision in their professional life, to those of the school.

The Trust is flexible with regard to the experience levels of potential teachers, and the specifics for this school would be affected by the experience of the principal designate. We want to actively recruit relatively inexperienced teachers as they are more likely to sign up to the vision and grow and develop with the school.

Initially we would appoint a teacher in their third or fourth year of teaching on the teaching and learning (TLR) scale as head of key stage one and reception. For the 2 remaining teaching posts, we would look for either NQTs or those who have recently completed their NQT year.

If the principal designate were a long-established headteacher, then we would appoint at least one NQT. A principal designate who was new to the role of headteacher may prefer to wait a year before they have an NQT. Going forwards it is anticipated that there will be one NQT per year in the school whilst the school builds in numbers.

If insufficient suitable candidates are found, the process will be reviewed and repeated.

Once in place, the teachers will be mentored by their principal, to ensure they are delivering consistent levels of teaching in line with the school's visions and values. It will be an important aspect of life as a teacher in Watford Community Free School, that each teacher is helped to continually develop themselves, be that through formal study or courses, or informally through coaching and mentoring within the school setting. Teachers will be encouraged to study for higher qualifications and this will be supported financially by the school. Each teacher will have a personal development plan in place which will be reviewed regularly to ensure they are receiving the support required to achieve their goals.

Recruitment of other staff

Whilst the role of principal is key to leadership and qualities of teaching in the school, the role of support staff across the school is also vital. Each role will be reviewed and a recruitment process appropriate to that role will be used. Each process will be thorough and candidates will need to fit in with the visions and values of the school in order to be successfully appointed.

References will be taken up prior to interview and CRB checks will be made on all members of staff at the school, following the application process.

All members of staff will be supported and given opportunities to develop in their role. For example:

- a teaching assistant may wish to eventually become a teacher, and the principal will work with the individual to ensure they have the right support and exposure to assist their development in this direction;
- an administrator may want to work towards becoming a school business manager, their line manager will help them by facilitating opportunities beyond their current role.

Recruitment of governors

The WHCFS Trust will be overseeing the local governing body for each school, and as such, the local governing body will have the roles detailed in section F1.

The members and directors of West Herts Community Free School Trust have been specifically appointed to ensure the Trust is populated with committed people who have the necessary skills to oversee both the establishment of each school and that the overarching vision is maintained.

Some members of each local governing body will come from the Trust. These will be specifically identified as the bids progress, and other governors appointed, to ensure that there are no skills gaps and ensure that the governing body reflects the demographics of the local community.

Several potential parents from within the local community have been identified as prospective parent-governors, who will remain in place until formal elections are held in each school after opening, e.g. one is a teacher and one is a governor in another school who wishes to work with the free schools, to ensure they become part of the family of schools in the community.

As the work on the school progresses, further governors will be identified to ensure the appropriate range of skills necessary to create an effective local governing body. This will be in place in April 2014. This will be done by:

- use of the 'Friends of the School' group to identify potential parent governors;
- networking in the community by members of the Trust;
- raising the profile in the local press to encourage potential community governors to come forward.

This approach was successful for Hatfield Community Free School, resulting in a committed governing body which has the necessary skills and expertise.

All governors will be expected to attend the Governor Induction course within three months of being appointed, and will be supported by the Governor Development Co-ordinator within the governors to access the specific training for the individual roles.

WHCFS Trust CVs



Section G: Initial costs and financial viability

G1: Overview of financial plans

The financial plans for the school have been developed by building on the financial plan approved by the DfE in July 2012 for the Hatfield Community Free School (HCFS), taking into account the experience of HCFS in its first 4 months of operation. Available benchmarking information for primary schools of a similar size to our proposed school has also been reviewed to test the robustness of our estimated costs. In conducting the benchmarking exercise, information from both the Academies spend website and the Schools Financial benchmarking have been used. Our benchmarking exercise comparing our estimated year 7 costs against primary schools of a comparable size (ie between 350 and 450 pupils) in the East of England and the South East indicate that:

- our overall costs are at the median of the comparator group despite our proposed smaller class sizes in reception and year one;
- our overall pupil teacher ratio is slightly below the median level because of our relatively small class sizes in reception and year one;
- the proportions of our spend on teaching staff, other staff, premises costs and supplies and services are consistent with the average proportions for the comparator group.

In preparing the plan, we have identified a number of areas where the operation of the school as part of the West Herts Community Free School Trust offers efficiencies, enabling us to keep our planned operating costs as low as possible, whilst delivering the Trust's educational vision. In particular, we have identified efficiencies through the greater flexibility that operating as one employer across the three schools provides in areas such as business management, facilities management, teaching staff cover and developing teacher specialism. In addition, governance, audit and legal costs will be lower than they would be if the school were to operate as a standalone entity. At this stage we have taken a prudent view about the further efficiencies that can be obtained by contracting for outsourced services across the Trust, as a whole, but would expect further opportunities to arise as our plans develop further.

In accordance with our education vision our financial plans are able to make provision for planned class sizes of 20 for reception and year 1 classes for the annual intake of 60 children. This is in part enabled, due to our assumed level of rental income for nursery space on the proposed school site. Our rental income assumptions are informed by the evidence of the market testing exercise conducted for the HCFS and the actual level of annual rental income

achieved.

Our spending plans also include provision for learning support professionals dedicated to SEN, EAL, and family support.

██████████

G2: Viability at 100 % occupancy

The financial plans presented in the accompanying spreadsheets indicate a year one accumulated surplus of ██████████ rising to ██████████ by year 8 assuming 100% occupancy. At no point over the 8 years do accumulated surpluses exceed 12% of income.

G3: Viability at 80% occupancy

Our models for 80% occupancy show a year one accumulated surplus of ██████████ rising to ██████████ by year 8 assuming 100% occupancy. At no point over the 8 years do accumulated surpluses exceed 12% of income.

At 80% occupancy we would continue to be able to deliver our education vision. This would be achieved by operating 2 classes of 24 children at reception and year 1, and reducing our planned teaching staff and learning support team accordingly.

Section H: Premises

Possible site options

In identifying possible site options we have reviewed the searches undertaken by the [REDACTED] through its advisers [REDACTED].

The Local Authority identified some years ago the need for additional school places in Hemel Hempstead and that this need could not be met through further expansion of existing primary schools. Given that there is identified demand for school places in the locality and the success of our sister Community Free School in Hatfield, we are confident given the similar circumstances, that a new two form entry primary school in the area would be fully subscribed on opening. We have therefore sought to identify suitable sites for a two form entry school.

Our key criteria in seeking to identify a site for the new school were:

1. Suitability: Our requirements in terms of site and buildings are driven by our educational vision and our proposed pupil numbers. Important within our vision is that there are a range of suitably-equipped teaching spaces to deliver our curriculum requirements for two forms of entry;
2. Location: It is critical to our vision and ethos that we serve the communities most in need of school places in areas where there is significant rising demand for school places. To fit our vision and ethos, the Hemel Hempstead Community Free School needs to be located in the heart of its community where there is greatest need for school places- the North West of the town;
3. Availability: That provision would be ready by September 2014 to ensure that all pupils are able to access high-quality education within their community.

Our preferred site fits all of these criteria. We are unable to identify any others that do so.

Details of our preferred site

Reason for choosing the site

Our proposed site meets our criteria in the following way:

Suitability At 1.67 hectares our school site is large enough to deliver our curriculum for two forms of entry. The proposed building would give a Gross Internal Floor Area of 2140m² which will enable a range of suitably-equipped

teaching spaces to deliver our curriculum requirements. Externally, the site is sufficient to deliver a marked-out playing pitch and all weather pitch.

Location The identified area of shortfall of school places is Hemel Hempstead, particularly in the North West of the town and this site is well placed to address that need. Our vision is for a school which is part of its local community and aims to serve primarily local children. Thus it was important that the location was one where there would be sufficient local demand and our school could be at the heart of its community.

Availability The Local Authority has identified with us this site as a potential Free School Site.

Our intention is to reach agreement with the Authority that the building is to be rebuilt as a two form entry primary school (the former school currently on the site was a one form entry primary school) and delivered to us in time for a September 2014 opening.

We are seeking to follow the approach taken with our sister school, Hatfield Community Free School in terms of capital project delivery as described in the delivery timescales, costs and proposals section below.

Our feasibility work includes the following programme of works demonstrating deliverability:

██████████

Address and postcode

██████████

██████████

Hemel Hempstead

██████████

Current use

The site is currently disused. It was ██████████. The LA has been holding this vacant against the possibility of its future need. (██████████).

Current freeholder

██████████

Description of the site and pupil number

Our proposed pupil numbers were detailed at Section A. It is proposed that the school starts with admission to nursery and reception, with the reception pupils reaching Year 6 in 2020 when the school will be at full capacity with 7

two form entry year groups plus a two form entry nursery.

As part of our feasibility work we have developed an outline plan for the site:

██████████

Availability of the site and nature of tenure

The ██████████ is currently held in the freehold ownership of ██████████. As a partner to the trust, ██████████ is fully supportive of this application. We have agreement in principle with the Council that if our application is successful, they will grant us a 125 year lease of the building, as achieved successfully in partnership with our sister school, Hatfield Community Free School.

Fit with our education vision

Our requirements in terms of site and buildings are driven by our educational vision. It will be important that there are a range of suitably-equipped teaching spaces to deliver our curriculum requirements, for example, smaller small class sizes in reception and year 1 and spaces to deliver our specialisms; science, technology and sport.

As evidenced in Section C, we plan to promote social mobility among our students from the local community that will arrive at our school at a relative disadvantage given a lack of the social and language skills already acquired by others their age. We will achieve this in the first two years through our proposal to run three parallel classes of twenty.

Our vision further drives our choice of site providing flexible space in that we plan to deliver 'lead lessons' for whole year groups of year five and six students to maximise the impact of specialist subject teaching. The flexibility of a new build solution that is future-proofed to enable changes to accommodation to be made at minimal cost through an intelligent design is critical. We believe that the new build solution at our sister Hatfield Community Free School achieved this and has placed us in good stead to be at the forefront of best practice and innovation in teaching and learning for years to come. We have therefore have based our initial design on the Hatfield Community Free School.

Delivery, timescales, costs and proposals

Delivery and proposal

The West Herts Community Free School Trust is seeking certainty on time and quality. We appreciate that the Education Funding Agency is seeking certainty and cost effective building solutions. To this end, the trust has developed a proposal with ██████████ to deliver the capital works required

that will ensure that the objectives of both parties are met.

The trust proposes that [REDACTED] strategic partner for major capital works projects, the [REDACTED] deliver the project. Hertfordshire Schools Building Partnership has extensive experience of delivering comparable capital works projects on time and on budget and their main contractor, [REDACTED] are on the EfA Contractor's Framework.

Our sister free school in Hatfield was delivered by HSBP, providing a high quality learning environment on time and on budget. Moreover, the project was delivered using a common component based methodology delivering a cost effective building solution.

Scope

We have looked at both a refurbishment and a new build option. Our study has shown that a new build solution would cost [REDACTED] more than a refurbishment and extension option. Even if refurbishment was slightly cheaper, the Trust believes that a very large capital cost differential would be required to outweigh the lifecycle savings resulting from new build, even ignoring flexibility and other benefits. The existing buildings are in a poor state of repair.

Programme

The programme above indicates that if successful, the project could be delivered for September 2014. This timeframe assumes that a planning application is submitted in April 2013 and that work on site commences no later than mid-August 2013.

Cost

The West Herts Community Free School Trust is seeking capital funding for the project. Subject to the provision of capital funding, [REDACTED] is prepared to deliver the project.

The feasibility study indicated that a total of [REDACTED] capital investment is needed inclusive of all costs and fees. The build costs are estimated to be [REDACTED] and [REDACTED] of external works, particular circumstances and fees. Costs have been calculated using published the BCIS index 115 for Hemel Hempstead to obtain a suitable location cost adjustment.

In terms of construction cost, [REDACTED] is able to deliver the project at the published EfA new build rates as demonstrated below for both the new build and refurbishment and extension options:

[REDACTED]

Annex: Parent consultation brochure