



Department  
for Education

# Free school application form 2015

**Mainstream and 16 to 19** (updated February  
2015)

HERTS INTERNATIONAL CHRISTIAN SCHOOL

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Letter from Grant Shapps MP

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## Application checklist

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

<p><b>8.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a>? (See guidance for dates and deadlines).</p>	Yes	
<p><b>9.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	Yes	

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

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

Section I of your application		
<p><b>10.</b> Have you sent:</p> <ul style="list-style-type: none"> <li>▪ a copy of Section A (tab 1 of the Excel template); and</li> <li>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and</li> <li>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days</li> </ul> <p>by a guaranteed method such as 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4<sup>th</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	Yes	

## Declaration

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

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

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

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

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

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

**Signed:**

**Position:**

**Print name:**

**Date:**

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

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

## **Section A: Applicant details**

See Excel application form.

## **Section B: Outline of the school**

See Excel application form.

## Section C: Education vision

Herts International Christian School will be a faith-designated all-through school for ages 4-16 with a language specialism sited in or near to Peartree Ward in Welwyn Garden City.

### The Rationale:

Our reasons for establishing a Christian, mainstream Free school for 4-16 year-olds in Welwyn Garden City (WGC) are based on 5 key factors:

1. All children deserve a school that will raise standards of achievement. Our school aims to achieve levels higher than the national average in all key areas.
2. New school provision is needed to serve the rapidly growing population.
3. There is currently no 4-16 or language specialist school in the district.
4. There is currently no Christian ethos secondary school in the district.
5. There are a significant number of children at risk of educational disadvantage in the area.

**1. Higher standards for the local area.** There are 33 Primary and 6 Secondary schools in Welwyn Hatfield Borough. Performance is mixed. In Welwyn Garden City, 16 Primary and 3 Secondary schools are within 3km of our proposed location. The table below summarises the academic performance of these. Data for each school is provided in Section E.

**Table of performance data for the closest schools to our proposed location**

Key Stage	KS1	KS1	KS1	KS2	KS2	KS2	KS2	KS4	KS4	KS4
Subjects	R	W	M	E	R	W	M	A*-C M,E	Prog E	Prog M
WGC (all)	89	87	93	82	93	89	90	56	72	67
WGC (disadvantaged)	84	80	86	65	89	81	81		56	48
WGC (other)	92	91	94	80	89	86	90		77	73
National (all)	90	86	92	76	89	85	86	55	70	65
National (disadvantaged)	82	77	86	66	82	76	78	36	59	48
National (other)	92	89	94	81	92	89	90	64	75	71
HICS (target)	94	90	96	90	90	87	88	80	95	95

Attainment at the nearest schools is generally at or below national standards. There are 1,509 pupils at nearby Primary schools that have an overall Ofsted rating of "Requires Improvement" compared to our proposed Primary capacity of 630. These six Primary schools provide 210 places compared to our proposed three-form reception entry of 90



places. One of the three Secondary schools is rated as “Requires Improvement”. There are 701 pupils at this school compared to our proposed total of 450 places in Years 7 to 11. It provides 215 places for entry in Year 7 compared to our proposed 90 Year 7 entry places (in the first five years). Ofsted reports a variety of improvement areas in the nearest Primary and Secondary schools and one frequent recommendation is that education should be tailored to the requirements of each child and that higher quality feedback against learning goals should be provided.

**2. New school provision needed.** Hertfordshire County Council (HCC) and Welwyn Hatfield Borough council state that 1 Form Entry (FE), a longitudinal measure of school places, is needed for every 500 dwellings. In the draft infrastructure plan published January 2015 they indicate that to deal with growth in accordance with the Objectively Assessed Need for housing in Welwyn Hatfield between 2010 and 2031, 22FE will be needed.

This equates to 11 new 2FE primary schools and 3 new secondary schools. This need will be met by expansion of existing schools and the establishment of new schools in Welwyn Garden City and in Hatfield. The need for WGC is 11FE. HCC state that a maximum of 6FE is potentially available in existing primary schools which leaves 5FE to be found from new primary schools and 11FE in new secondary schools.

Accordingly HCC and Welwyn Hatfield council are calling for at least two new 2FE primary schools and one new 6FE secondary school to be established in WGC. This is based on fully expanding current schools and the space potentially available to build new school buildings but we note that even this extra provision will not provide sufficient school places for the growing population of WGC.

With 1701 dwellings recently constructed, currently being built, been granted planning permission or in the process of being given planning permission this growth is already apparent and new school places are needed as soon as possible. Sites for a further 3,960 dwellings have been identified and are being consulted on.

More details, discussion and the sources of this information can be found in section E.

### **3. There is no choice of an all-through or language specialist school in the area.**

In the Emerging Core Strategy, the District Council recognises the opportunity to plan for 'all-through' schools. As discussed below and in Section D, schools covering the 4-16 year age range can provide the benefit of continuity in curriculum progression leading to higher attainment. An all-through school also provides these advantages:

- Continuity of leadership and management
- Consistent, unified assessment and tracking processes ensuring reliable information flows
- Seamless SEN diagnosis and planning throughout 4-16
- Much reduced 'transition bump' primary-secondary

Our School will provide the highest quality language teaching available, outside bilingual schools, of which there are few in the UK. Pupils will benefit from the acquisition of differentiated skills that will be in high demand. As well as providing opportunities for links with local, national and international businesses, the study of language acquisition skills and Spanish will give pupils a clear advantage in the worlds of further education and work. Spanish is also an attractive second language for English speakers because of its international status. Spanish is an official language on three continents, and with growing economies in Central and South America, it is a valuable professional skill. In a Telegraph survey, 37 per cent of employers rated Spanish as a useful language to know (as reported by Business Insider, 5 December 2012). A recent report from the British Council, "The Languages for the Future" report, identified Spanish as the most important language before Arabic, French, Mandarin, and German.

There is good research to show that learning another language can increase both your level of employability and earning potential. A 2012 survey by the Recruitment Agency "Go Think Big" reports that 37% of personnel managers believe that Spanish gives an employability advantage in the UK. 74% of companies in the UK are looking to employ someone with a second language (as reported by Kazim Ladimeji, BSc. MCIPD in the careercafe.co.uk in 2012) and Spanish has been identified as one of the top three most valued languages by employers in the UK. In recent searches we found over 20 companies in Hertfordshire, over 1,000 companies in London and more than 1,600 companies across the UK were looking to hire candidates who spoke Spanish. For disadvantaged students, these employability benefits add up to an even more significant advantage. With the capital city only thirty minutes away and three large airports within the same travelling time, all our pupils will be more socially mobile. Spanish acquired to an internationally high standard adds up to a 'very keen' edge.

**4. No local Christian Secondary school.** There is a clear need for improved personal/moral development of the young people in the area. Taking one example, Welwyn-Hatfield has the third highest teenage pregnancy rate in Hertfordshire and is the only district in which the rate has risen (source: Welwyn Hatfield Council).

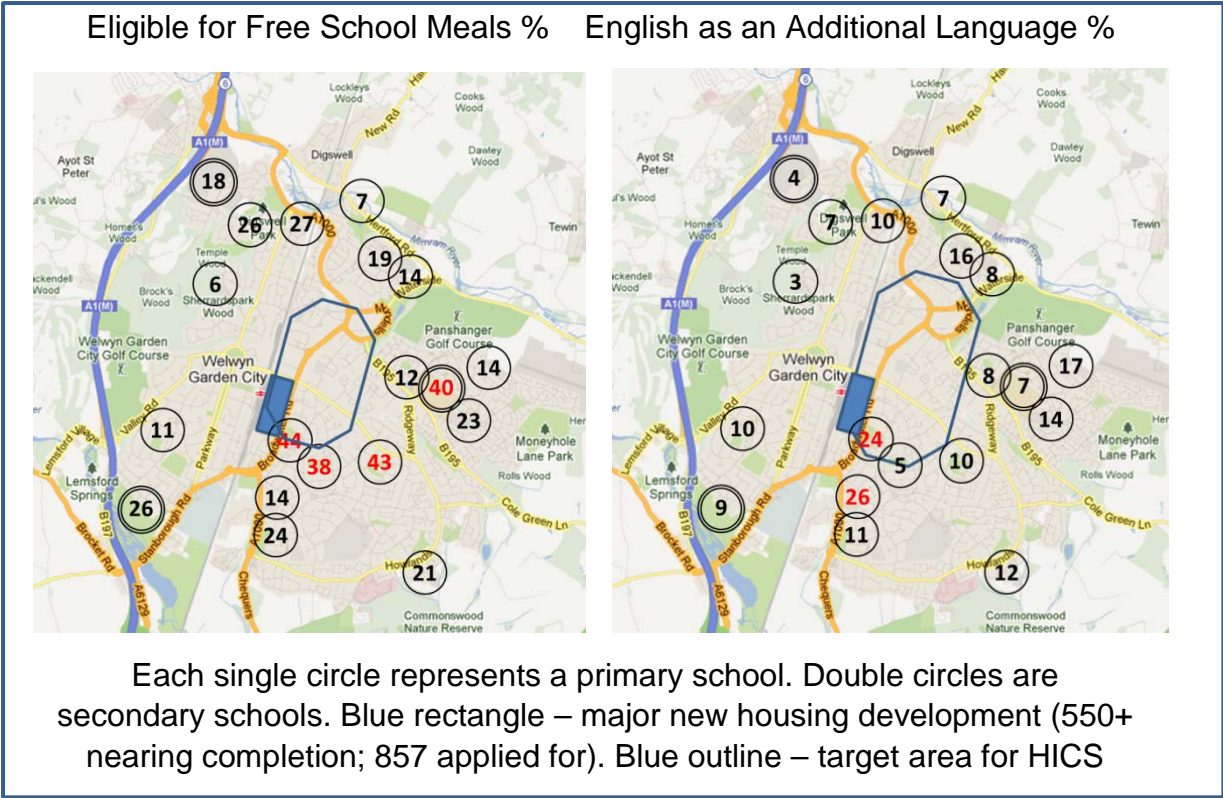
Christian-based schools are generally popular with parents, but only one of the 16 Primary schools near our location has a link to the Church of England and two are Roman Catholic schools. There are no secondary schools with a Christian ethos.

Christian principles will enable us to run a school that enjoys more motivated and sympathetic teachers, a focus on the individual child and better behaviour, which in combination will provide a more effective learning environment. Pupils will be better prepared to take their place in society and realise more of their potential through higher attainment. How this will be achieved is described in our vision below and also in section D.

**5. A high risk of educational disadvantage.** As can be seen in the table above (local performance data) pupils from socio-economically deprived backgrounds perform worse than other students. It is intended that our school be located in the Peartree ward of WGC or an adjacent ward. One in eight children in the area live in low-income homes. Peartree Ward is by far the most deprived ward in Welwyn Hatfield (Welwyn Hatfield Council) and the fourth most deprived ward in Hertfordshire and the third worst for children under 16 in poverty (source: Herts Child Poverty Needs assessment 2011). At Peartree School 44.3% of pupils are eligible for free school meals, as are 42.8% at nearby Swallow Dell. At secondary level, Sir Frederick Osborn has 39.8% of its pupils in this category.

The proportion of children from ethnic minorities in Welwyn Hatfield had risen to over 19% in the 2007 School Census. Key groups include black Africans, Poles, Indians and Chinese. A significant number of pupils will not have English as their first language. For example, Peartree School has 23.9% in this category and the nearby Our Lady School 25.8%. Two maps below show the location of local schools, overlaid with data on free school meals and pupils without English as a first language.

**Proportion of pupils eligible for free school meals or having English as an additional language at schools in the area**



## Our Vision:

In response to these identified local needs, we intend to establish an outstanding all-through school based on strong Christian principles. As Christians we believe that we have a significant real purpose, absolute security and acceptance through belonging to God. These Christian values of **significance** – we are special, worthwhile and capable of excellence, **security** – we are safe and not alone or abandoned and **acceptance** – we are loved and treasured, will form the foundation of everything that takes place in the school.

Applying this to the educational context, excellence will permeate everything we do and how we do it. Rigorous governance will focus on high standards and comprehensive data. Teaching will be carried out to the highest standards. Levels of attainment will be significantly higher than the national average. Our school motto is “**La excelencia honra a Dios e inspira a las personas**” i.e. “Excellence honours God and inspires people”.

Governors, staff and pupils will feel secure in our school. Relationships focussed on our responsibilities towards others will be manifest in our zero tolerance towards bullying, ready access to help and support in adverse circumstances, excellent pastoral care and expectations of punctuality, discipline, good behaviour, politeness and tolerance.

Our school will welcome and celebrate all pupils regardless of their social background, faith or ethnicity. We refuse to accept that aspirations for outcomes should be lower for anyone from a disadvantaged background. All children should be entitled to an excellent education that enables and empowers them to fulfil their potential.

Herts International Christian School (HICS) will follow the National Curriculum and in support of the vision for the school, will in some areas, go beyond this. HICS will introduce Spanish in KS1 with a significant weighting in the curriculum through to the end of KS4 to enable a high level of attainment. 50% of the time spent learning Spanish will focus on the concepts and terms being learned in Mathematics, Science and Humanities. This will provide additional reinforcement of these subjects. Expectations of low levels of educational attainment are incorrectly associated with a disadvantaged background. The acquisition of Spanish to an internationally recognised high standard is ambitious for any pupil and the high proportion of those from a disadvantaged background at our school will benefit from this aspiration.

Our extended school day will allow us to provide a high degree of personalisation in the learning programmes for each child together with a broad choice of extra-curricular activities. For example, a pupil having difficulty completing homework at home will have the opportunity for supervised study in a suitable environment and with access to resources. Pupils progressing at a fast rate will have the opportunity to broaden their education by learning a second modern foreign language or even a third.

In Year 6 pupils will enjoy specialist teaching for Spanish, Mathematics, Science, Music and PE. Their form teachers will also teach English and Humanities in Years 7 and 8 providing continuity and familiar faces and relationships. Within the framework of the

school's Christian ethos we have a vision for our pupils to leave formal education striving to be responsible adults, active citizens, inquisitive lifelong learners and competent skilled employees and leaders.

We will start KS4 during year 9 so that all our learners can prepare thoroughly for the suite of rigorous public examinations they will mostly take in Year 11. A very limited number of pupils may take examinations in a small number of subjects in Year 10, provided that they are fully prepared with a strong prospect of attaining at least new GCSE Grade 8 in the chosen early entry. For these exceptional and high achieving pupils there will be opportunities to study subjects at AS level for example in Mathematics and or Spanish. This provision will be offered partly within core school timetable and partly through the extended school. The KS4 curriculum will also offer within its options provision limited vocational subjects in partnership with local colleges, other schools and providers. We will explore the potential for a formal link with The North Hertfordshire Studio School Trust which is responsible for two studio schools, the Da Vinci Studio School of Science and Engineering in Stevenage, and the Da Vinci Studio School of Creative Enterprise in Letchworth, and one academy, the Thomas Alleyne Academy, Stevenage. Formal collaborations with such 14-19 providers would not only enhance HICS provision but also establish some routes for our learners who leave us after Year 11. Community service will play a significant role in KS4.

### **It starts with our staff**

Teachers are under huge pressure to perform and continually improve. We view teaching as a vocation. Our staff will know that they are carrying out a vital and highly influential role in the lives of children. They have a significant real purpose. This will create an inspirational environment where individuals are motivated to excel.

We will provide caring, all-round support for our staff in educational and personal areas. We understand that each member of the team is an individual with individual needs for encouragement, development and non-judgemental assessment of their strengths and weaknesses. Their ongoing professional development is of great importance and the school will provide tailored training, encouragement and constructive feedback. All staff will be secure in the knowledge that we value their skills, experience and most importantly them as people. Our Christian values provide the security needed to serve as a foundation of excellent performance.

### **Languages will be a key part of our core curriculum**

In a world where national boundaries are blurring, the knowledge-based economy is growing and where communication is critical to success in all areas of life, language skills are key. We have chosen Spanish as our main modern foreign language providing a choice of a language specialist school for our local community.

Spanish is the third most commonly spoken language after English and Mandarin. It is the main language in 20 countries and is particularly important in North and South America. It is a key language in international business, politics, research and online communication. In contrast to Mandarin, Spanish is "easy on the eye"; generally you

say what you see. It has a shallow orthographic depth. Spanish uses the same alphabet as English, with just two slight variations ('ll' and 'ñ') and we want to give our pupils the best chance to succeed in learning a new language. This means that reading and writing in Spanish is a straightforward task. Pronunciation is also fairly easy for native English speakers, with only ten vowel and diphthong sounds (English has 20), and no unfamiliar phonemes except for the fun-to-pronounce letter ñ. The more latinate pronunciation of Spanish (as with Italian) is more accessible to English speakers than French. Grammatically speaking, Spanish has fewer irregularities than other Romance languages. Moreover, the British have been welcome and assiduous visitors and tourists to Spain for over 60 years. The connections are very strong, with 3 million UK ex-pats living in Spain. The rationale for specialising in language is powerful and the choice of Spanish for the school is logical culturally, socially and economically. It is intended to recruit some native Spanish-speaking teachers to enhance the profile of the language in the school context and to offer potentially in the more senior phase of the school some 'other subject' teaching in Spanish itself. This type of offer has been successfully provided for in other leading schools in the UK.

All pupils entering the school will be introduced to Spanish in KS1. The 30 minutes per day in KS1 and KS2 and 4 hours per week in KS3 and KS4 will enable our pupils to attain a high standard. This will benefit them by developing a skill that provides a competitive advantage in further education and work. For example a Cambridge student was recently able to conduct an interview for a work placement with a major international bank in Spanish, his second language. This skill helped him to be placed in the top six of 104 high quality applicants. One of our pupils regardless of their circumstances would be able to similarly differentiate themselves addressing the need for higher attainment and helping to meet the challenges of a disadvantaged background.

### **English, Mathematics, Science, an additional Language and Computing will be core subjects**

Although the dedicated teaching time to these subjects (other than Spanish) will be broadly similar to other local schools, teaching in Spanish will be used to reinforce concepts in Mathematics, Science and additionally, in KS3, the Humanities. Computing will be incorporated into much classroom activity as well as enjoying dedicated teaching time throughout the school. English as a second language will be provided to all pupils with EAL from foundation to the end of KS2, with the amount tailored to each pupil's needs. This will raise attainment levels and enable our pupils to perform higher than the national average.

### **We will be an all-through school**

Continuity is a particular issue in the teaching of modern foreign languages in our community and many other areas across the UK. Frequently the little language acquired in Primary is effectively discarded when the pupil enters the Secondary phase. Our approach deals with this problem.

Pupils will take on mentoring roles from their third year in school and these relationships can be maintained all through the school.

We will be able to allocate teaching time for specialist Secondary teachers to take classes in their subject in years 5 and 6. This is part of our response to the challenges of transition faced by other schools in the area. This different approach will result in a smoother progression through the school negating the lost time and learning sometimes experienced by pupils when they change schools. Establishment of HICS will enable parents to choose these benefits for their children.

### **A focus on individual needs**

As we will educate children from reception to age 16, this will enable us to provide a continuous and coherent programme for each child. An initial assessment will lead to personalised objectives for each child and an understanding of their individual requirements. Implemented through an Individual Learning Plan (ILP), progress will be tracked through their whole school career, weak and strong areas identified and actions put in place to address both. Regular reviews will take place every half term and information will be shared with parents. This will be our mechanism to identify any children who need special care because they are falling behind or those racing ahead.

By providing extra-curricular activities and additional curricular activities during the extended school day we are able to create greater flexibility in the timetable for pupils and staff. This helps to respond to the frequently observed Ofsted comments regarding meeting the needs of individual pupils and is founded in our Christian values.

### **Equal nutrition**

The school will run a breakfast club to ensure that all children regardless of their background can start the day well fed.

### **Christian ethos**

Jesus said, "Let the children come to me and do not hinder them, for the kingdom of heaven belongs to such as these." Matthew 19:14.

As Christians, we believe that Jesus came to restore Significance, Security and Acceptance. These provide us with a liberating, high quality of life and form an excellent foundation for outstanding education.

**Significance:** I am special, capable of outstanding performance and worthwhile. Our school will have a culture of excellence, not just academically but also in behaviour, sport, music and relationships within and outside the school.

**Security:** I am protected, secure and not alone. All members of our school community will be protected and nurtured. Staff and pupils alike will feel they are safe, have ready access to understanding, help and assistance and that others will travel alongside them in their educational journey.



Acceptance: I am loved for who I am, regardless of where I come from or what my gifts and talents are. Every person in the school will be warmly welcomed and celebrated.

We will make our school a joyful, caring, encouraging, inspiring place where children can work together to achieve their full potential. Our Christian ethos will enable us to provide outstanding spiritual, moral, social and cultural development for all pupils.

Pupils will be taught to have respect for different people's faiths and values. They will be encouraged to think carefully about their own beliefs and will be capable of offering reasoned views on moral and ethical questions as well as understanding and appreciating other viewpoints. They will understand that the freedom to choose and hold other faiths and beliefs is protected by law and that different faiths or beliefs should be accepted and tolerated. They will be able to identify and combat discrimination and prejudice. Our pupils will have a healthy respect for the laws of England and a strong sense of right and wrong. They will engage with British values such as democracy, the rule of law, individual liberty, respect and tolerance of those with different views and beliefs and have an understanding of the separation of power between the executive and the judiciary. They will be empowered to take on fulfilling and constructive roles in today's Britain.

The school day will start with worship. We will encourage all pupils regardless of faith to join this gathering recognising that some may choose to attend passively. Meeting together will reinforce our common universally accepted values and promote good behaviour. Our Christian ethos will extend to the families of children at the school involving them in a whole range of extra-curricular and service activities as well as active involvement in their child's education.

Our pupils will all be expected to participate in an area of community service tailored to the age and development of the children. Examples of service activities include work with the elderly, those with disabilities and international assistance.

We will welcome and fully include all pupils regardless of their faith or background. As we will cover the National Curriculum, all parts of our curriculum will be accessible by every pupil. We have planned meaningful and relevant alternatives to cater for pupils who choose to exercise their right to opt out of worship and/or aspects of RE. See section D4.

Significant numbers of parents in the area chose church-based Primary schools for their children. From qualitative feedback from parents; many who are not practising Christians choose a church-based school because they prefer the culture of good behaviour, tolerance and discipline. HICS will provide an opportunity for parents to extend this choice for their children into secondary education and for more parents to obtain an education built on Christian principles.

### **Extra-curricular activities**

We will offer a range of extra-curricular activities from music and the creative arts through to sport, chess and other pastimes. Everyone in the school will be given the opportunity to learn a musical instrument including voice and there will be a wide



variety of different music groups for children to join. We will also offer dance sessions of various types from ballet to modern and our art club will be engaged both in fine arts and photography. There will be opportunity for pupils to take accreditation or just to participate.

These activities can help pupils learn cooperation, discipline, leadership and analytical approaches. They will improve health and well-being, generate excitement, passion, competition, a sense of responsibility and are fun! As such they help to counteract the effects of disadvantage that some pupils will be experiencing and provide wider more fulfilling experiences than might otherwise be possible.

## **Outcomes:**

Our school will have high aspirations for every child. We aim for every child that leaves our school to be a well-rounded, joyful, responsible individual, with a strong sense of excitement for the future. They will be well prepared academically, emotionally and spiritually to take their next steps in society, be that in education or vocational training or work. Each child will receive appropriate careers guidance.

Grounded in its Christian principles and with its focus on the individual needs of children, specialism in languages and higher academic achievement our school will improve the outcomes for children in our school and in the wider Welwyn and Hatfield area.

We have high aspirations for our children and have defined ambitious targets and indicators for achievement, wellbeing and progress:

(As 'levels' will no longer be used to report attainment and progress we will implement an assessment system that will enable us to check what pupils have learned and their progress towards meeting the high expectations we have for them at the end of the key stage. We have expressed Key Stage indicators and targets in the "old currency" to enable comparison with other schools and will re-state these in terms of scaled scores and relative measures of progress as these are published).

1. Attendance: Less than 3% absence (locally 4-5%)
2. Punctuality target: 99% (locally 98%)
3. All children to be involved in at least one area of service
4. KS1 94% L2+ in Reading, 90% in Writing and 96% in Mathematics (higher than most other local schools and national average\*)
5. KS2 90% L4+ (to be greater than scaled score of 100) in English, 90% in Reading, 87% in Writing and 88% in Mathematics (higher than most other local schools and national average\*)
6. KS4 90% 5 or more A\*-C GCSE inc English and Mathematics (higher than all local schools and national average\*)
7. KS1 80% level A1 in Spanish on the CEFR scale (not offered locally and we judge this level to be considerably better than second language achievement in any other local school and most schools nationally)
8. KS2 75% level A2 in Spanish on the CEFR scale (higher than most schools)

9. KS4 70% level B1 or better in Spanish on the CEFR scale (again, higher than most schools)
10. KS2: 90% making at least 2 levels of progress in Mathematics and 91% in English (higher than most local schools\*)
11. KS4: 70% making at least 3 levels of progress in Mathematics and English (higher than most local schools\*)
12. All pupils having the opportunity to move on to study for A levels, other qualifications or vocational training.

\*Please see table of local schools performance in section E for breakdown. Further targets and KPIs are discussed in section D2, with a separate section on wellbeing.

### **Summary:**

We will provide higher standards of educational attainment and progress when compared to local schools and will be a high performing school when compared nationally.

The vision for our school addresses a current and future need for school places in both the Primary and Secondary phases in Welwyn Garden City. There are a high number of local places currently in schools that require improvement and there is a pressing need for an increased number of local school places as soon as possible.

Our school provides additional choices for parents that are currently unavailable in the area. We will provide a Christian denominated, 4-16 all through school, with a language specialism and extended day.

Local parents want to see our new school established in Welwyn Garden City. They recognise that our proposal meets basic need and can help to address the difficulties they face in obtaining their chosen school in both Primary and Secondary phases. They are keen to take advantage of the opportunities and benefits provided by our school, expressing a desire for more, higher performing places in a Christian school with an extended day and language specialism.

Our proposed school takes advantage of academy freedoms to help meet local demands such as an extended day, focus on languages, reduction of the effects of transition through improved continuity and ultimately to improve local standards of attainment. We will provide a school where excellence in all aspects is celebrated and practiced and where every child that leaves our school is a well-rounded, joyful, responsible individual, with a strong sense of excitement for the future.

## Section D: Education plan – part 1

	Current number of pupils	2016	2017	2018	2019	2020	2021	2022
Reception		90	90	90	90	90	90	90
Year 1			90	90	90	90	90	90
Year 2				90	90	90	90	90
Year 3					90	90	90	90
Year 4						90	90	90
Year 5							90	90
Year 6								90
Year 7		90	90	90	90	90	90	90
Year 8			90	90	90	90	90	90
Year 9				90	90	90	90	90
Year 10					90	90	90	90
Year 11						90	90	90
Totals		180	360	540	720	900	990	1080

## Section D: Education plan – part 2

The school and curriculum will be organised into Primary and Secondary phases:

- Children in Reception will have a school day from 09.00-15.00.
- Years 1 to 3 will enjoy a school day from 09.00-16.00.
- Years 4-11 will benefit from an extended school day from 09.00-17.00 Monday-Thursday, finishing at 16.00 on Fridays.
- All pupils will have a 1 hour break for lunch and a short break in the morning.

### Details about teaching time of each subject in Key stage 1 and 2

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Literacy	1.66	Mandatory	Foundation stage, Adult initiated
Mathematics	1.66	Mandatory	Foundation stage, Adult initiated
Prime and Specific AoL	16.68	Mandatory	Foundation stage, A balance of Child and Adult initiated activities

Literacy & Phonics	5 + 0.4 <sup>a</sup>	Mandatory	Years 1-6
Numeracy	5 + 0.4 <sup>a</sup>	Mandatory	Years 1-6
Handwriting	1.67	Mandatory	Years 1-6
Spanish	2.5	Mandatory	Years 1-6
Science	1 + 0.4 <sup>a</sup>	Mandatory	Years 1-6
History	0.5	Mandatory	Years 1-6
Geography	0.5	Mandatory	Years 1-6
RE	1	Mandatory <sup>b</sup>	Years 1-6
Art	0.5	Mandatory	Years 1-6
DT	0.5	Mandatory	Years 1-6
Computing	1	Mandatory	Years 1-6
PE and Games	2	Mandatory	Years 1-6
Music	1	Mandatory	Years 1-6
PSHCE	1	Mandatory	Years 1-6
Dance	1	Optional	Years 4-6 take 4 of 5 <sup>c</sup>
Drama	1	Optional	Years 4-6 take 4 of 5 <sup>c</sup>
Music groups	1	Optional	Years 4-6 take 4 of 5 <sup>c</sup>
Supervised Study	1	Optional	Years 4-6 take 4 of 5 <sup>c</sup>
Additional Sport	1	Optional	Years 4-6 take 4 of 5 <sup>c</sup>

Notes:

<sup>a</sup> In Years 1-6 50% of the time allocated to Spanish will be used to reinforce concepts introduced in Mathematics and Science. Literacy will benefit through written Spanish.

<sup>b</sup> Unless the pupil opts out for religious or belief system reasons.

<sup>c</sup> The extended day will be mandatory from year 4 and optional for younger children. It is envisaged that years 1, 2 & 3 might take advantage of one or two extended days in a week to say participate in a music group or take a part in a school play but that this would not be every day.

### Details about teaching time of each subject in Key stage 3

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Mathematics	3 + 0.5 <sup>a</sup>	Mandatory	Years 7-8
English	3	Mandatory	Years 7-8
Science	3 + 0.5 <sup>a</sup>	Mandatory	Years 7-8
Spanish	4	Mandatory	Years 7-8 50% Math, Sci, Hum

History	1.5 + 0.5 <sup>a</sup>	Mandatory	Years 7-8
Geography	1.5 + 0.5 <sup>a</sup>	Mandatory	Years 7-8
PE/Games	2	Mandatory	Years 7-8
Computing	1	Mandatory	Years 7-8
RE	1	Mandatory <sup>b</sup>	Years 7-8
Music	1	Mandatory	Years 7-8
Art	1.5	Mandatory	Years 7-8
Food Tech	0.75	Mandatory	Years 7-8
Graphics	0.75	Mandatory	Years 7-8
2 <sup>nd</sup> MFL	1	Optional	Years 7-8 pupils take 4 of 6 <sup>c</sup>
Dance	1	Optional	Years 7-8 pupils take 4 of 6 <sup>c</sup>
Drama	1	Optional	Years 7-8 pupils take 4 of 6 <sup>c</sup>
Music groups	1	Optional	Years 7-8 pupils take 4 of 6 <sup>c</sup>
Supervised Study	1	Optional	Years 7-8 pupils take 4 of 6 <sup>c</sup>
Additional Sport	1	Optional	Years 7-8 pupils take 4 of 6 <sup>c</sup>
PSHCE	1	Mandatory	Years 7-8 in “collapsed” afternoon

Notes: see previous page

The timetable in the Secondary phase will operate over a fortnightly cycle. 50% of the time allocated to Spanish will be spent reinforcing concepts in Mathematics, Science and Humanities.

#### Details about teaching time of each subject in Key Stage 4

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	3	Mandatory	Year 9-11
Mathematics	3 + 1 <sup>a</sup>	Mandatory	Year 9-11
Science	2.5 + 1 <sup>a</sup>	Mandatory	Year 9-11
Spanish	4	Mandatory	Year 9-11
Computing	1	Mandatory	Year 9-11
RE	2	Mandatory <sup>b</sup>	Year 9-11
PE/Games	2	Mandatory	Year 9-11
Science (triple)	2.5	Optional <sup>d</sup>	Year 9-11 pupils take 3 of 12
English literature	2.5	Optional	Year 9-11 pupils take 3 of 12

History	2.5	Optional	Year 9-11 pupils take 3 of 12
Geography	2.5	Optional	Year 9-11 pupils take 3 of 12
Additional MFL	2.5	Optional	Year 9-11 pupils take 3 of 12
Music	2.5	Optional	Year 9-11 pupils take 3 of 12
Drama	2.5	Optional	Year 9-11 pupils take 3 of 12
Art	2.5	Optional	Year 9-11 pupils take 3 of 12
PE	2.5	Optional	Year 9-11 pupils take 3 of 12
Supervised Study	2.5	Optional	Year 9-11 pupils take 3 of 12
Statistics	2.5	Optional	Year 9-11 pupils take 3 of 12
Philosophy	2.5	Optional	Year 9-11 pupils take 3 of 12
Mathematics AS	5	Optional	Option in Year 11
Spanish AS	5	Optional	Option in Year 11
BTEC Level 2 Digital Media and Marketing	2.5	Optional	Offered together with the local provider in Year 10 and 11
BTEC Level 2 Enterprise and Creative Arts	2.5	Optional	Offered together with the local provider in Year 10 and 11
BTEC Level 2 Design and Technical Production	2.5	Optional	Offered together with the local provider in Year 10 and 11
Cambridge National Cert. Engineering Manufacture L2	2.5	Optional	Offered together with the local provider in Year 10 and 11
National Award in System Control in Engineering L2	2.5	Optional	Offered together with the local provider in Year 10 and 11
PSHCE	1	Mandatory	Year 9-11 in collapsed afternoon
Additional MFL	1	Optional	Year 9-11 pupils take 4 of 6 <sup>c</sup>
Dance	1	Optional	Year 9-11 pupils take 4 of 6 <sup>c</sup>
Drama	1	Optional	Year 9-11 pupils take 4 of 6 <sup>c</sup>
Music groups	1	Optional	Year 9-11 pupils take 4 of 6 <sup>c</sup>
Supervised Study	1	Optional	Year 9-11 pupils take 4 of 6 <sup>c</sup>
Additional Sport	1	Optional	Year 9-11 pupils take 4 of 6 <sup>c</sup>

Notes:

<sup>a-c</sup> see above;

<sup>d</sup> In years 9-11, 50% of Spanish time will be spent reinforcing and practicing Maths and Science. Please see basic curriculum plan for Key stages below. Year 9 all pupils will

choose 3 of 12 options. Some pupils will also choose to use the extended day for the study of more or different combinations of options. We have the flexibility to timetable options classes in the extended day to enable all pupils to study their chosen options. In year 11 a small amount of pupils may have taken a limited number of GCSEs in certain subjects the previous year. They will have the option to take up to 2 of these subjects to AS level. They will also have the opportunity to continue existing chosen options, to take additional GCSEs in a variety of subjects or to take more vocational courses. Please see the basic education plan for years 9-11 below.

Our curriculum structure allows us to provide the time for Spanish that is required to reach the high aspirations we have set. We have built in flexibility through options that enable us to provide adaptable individual education plans for each child. The curriculum model takes advantage of our all-through nature, providing continuous progress for all pupils.

## **D1 Curriculum plan**

### **Expected pupil cohort**

Our intake will be drawn from a highly diverse mix of families from different countries and ethnicities. There are upwards of 25 different languages spoken in our children's homes. The most common first language spoken at home other than English is Polish, accounting for 1.6% of the total population between 3 and 15 years old (Source Census 2011 Welwyn and Hatfield). If a pupil is not from an economically deprived home they are likely to be from a home in line with or slightly above the national median.

With an expected 20% of our pupils with EAL at Primary entry (10% at Secondary entry) and 40% eligible for free school meals (the nearest primary school to our proposed location currently has 23.9% EAL and 44.3% FSM pupils) we need to ensure we meet the needs of those pupils who are potentially at educational disadvantage as well as those who have English as a first language and those from more wealthy homes.

Poverty is linked with lower educational achievement at school. In Hertfordshire, one of the wealthiest counties overall but with pockets of poverty, there is a 35% gap in achievement (5 A\*-C grades at GCSE including English and Mathematics) between those on FSM and other pupils. This is wider than the national average. Poorer young people are also less likely to go on to higher education and the number in our target area that are not in education, employment or training (at around 9%) is about double the rate in Hertfordshire overall. These existing outcomes tend to reinforce the stereotypical attitudes that lead to lower expectations and aspirations for pupils with FSM. Poverty is also correlated with higher levels of childhood obesity and higher rates of teenage pregnancy. These circumstances lead to lower levels of well-being and generally limited life chances. People become locked into a cycle of poverty that continues from generation to generation.

Pupils from minority ethnic groups – including Pakistani, Bangladeshi, Turkish and most Black groups may have EAL and unfortunately are also more likely to be in poverty than others. Children looked after, care leavers, children with disabilities, those with mental health problems and young offenders are all more likely to be affected by poverty. This last group of children (SEND) experience far poorer educational outcomes than the average.

Educational attainment is often a key determinant of an individual's success in adult life. It has the potential to break inter-generational cycles of disadvantage and inequality. In Hertfordshire, gaps in attainment appear as early as the Early Years Foundation stage with only 39% of those with FSM compared to 62% of those not eligible reaching a good level of development. This gap of 23% is now slightly wider than the East of England region or nationally. (source: DfE statistical release EYFS 2013) At KS2 the gap has widened to 25% and again at KS4 the gap has reached a shocking 35%. (source: DfE statistical releases at KS2 and KS4 2013)

It is clear that once a pupil falls behind in Hertfordshire or more specifically in the deprived areas of WGC and Hatfield that they struggle to catch up. Our approach will be to handle and deal with challenges to learning as early as possible in the pupil's school life. First we will tackle language development and acquisition. We will implement targeted interventions using programmes such as Reading Recovery (Phonics count and Project X are also being evaluated) alongside the Letter and Sounds phonics programme. This will ensure that as little time as possible is lost through an inability to comprehend the language used in a lesson. Ensuring high standards of literacy and numeracy early will provide a strong foundation, enabling the pupil to benefit from all that the school has to offer in later years.

We will use CEM (The Centre for Evaluation and Monitoring at Durham University) assessments to measure value added. Together with teacher assessments carried out over time through observations, work in their books, open and closed questioning and tests captured and collated in Capita SIMS, CEM will be used to identify pupils' strengths and weaknesses, inform teaching and learning and identify gifted pupils and those with special educational needs.

### **Ensuring the progress of all pupils**

On entry in Year 1 all reception children will undertake a baseline assessment using BASE (CEM's DfE-accredited Reception Baseline Assessment) and for Year 1 PIPS Key Stage 1 baseline (Performance Indicators in Primary) administered by CEM (Centre for evaluation and Monitoring, Durham University). These include assessments in Reading, Mathematics, Picture vocabulary, Non-Verbal ability and attitudes to mathematics, reading and school. They provide for every child a baseline of achievement and a prediction of future achievements in Key Stage tests. Research shows a strong correlation between these indicators of potential and a pupil's later academic performance.



Subsequent annual PIPS assessments will augment the teachers' assessments, i.e. summative and formative data gathered regularly during the term with an independent measure of progress for individuals and classes as they move through the school.

### **Pupil assessment whole school**

Data captured will be capable of analysis to provide comparisons of different groups – for example those identified as having high potential or those with EAL or from disadvantaged backgrounds, as measured by FSM. This helps assist teachers and school leadership to make the appropriate provision for each child. Governors and Inspectors will be able to readily observe and monitor progression and development across various demographic groups throughout the school. This will be a key management task for the senior leadership; to organise systems and processes that inculcate a whole-school culture of data-rich assessment and planning. The Governors will be trained so that they understand fully the importance of this culture and to have the skills to interpret high-level data and analysis about all their pupils – and specific groups.

Teachers will be able to identify pupils' strengths and weaknesses to provide appropriate, tailored learning, highlight gifted and talented pupils, set meaningful targets for individuals and classes and monitor and compare groups of children with different characteristics.

### **EAL learners**

An expected 20% of pupils will have English as an additional language (EAL) (10% for the Year 7 entry) and 40% will be eligible for free school meals. All pupils identified as EAL will be afforded additional sessions of English language in their first two years at our school and, if required, in subsequent years so that their access to the curriculum is fully facilitated. The target for each pupil will be to ensure that his or her written and spoken English reaches an attainment level at least as high as the average non - EAL pupil. Funds associated with EAL pupils enable us to provide this intensive boost as early as possible in the pupils' life in the school.

### **Pupil premium**

Our aim is also that there should be no attainment gaps between pupils eligible for a pupil premium and those who are not. The judicious and fairest use of the pupil premium funding will be scrutinised robustly by the senior leadership team and the Governors. This is strictly targeted funding. All children's progress will be carefully monitored so that any pupil who does not make the expected progress against their targets will receive early additional targeted support to ensure that they fulfil their potential. We are utilising the pupil premium associated with the disadvantaged background of many of our pupils to provide the personalised capacity and flexibility to provide support and assistance to boost the attainment levels of pupils where needed. We will ensure that our in-class support is of the highest quality and has been trained in the full repertoire of support and intervention techniques to suit all such learners. The

demanding role of the Head of Inclusion is central to this whole-school responsibility. The Head Teacher will line-manage this Head of Inclusion responsibility very robustly. Our expectations of and aspirations for pupils provided with Pupil premium are demanding; both of learners and those staff who are being provided with significant additional resources on their behalf. The Sutton Trust-EEF Teaching and Learning Toolkit, an accessible summary of evidenced educational research, will be used extensively in relation to our planning, teaching and assessment of Pupil Premium. HICS intends to make full use of the expertise of The Sutton Trust and EEF, since it has a strong preference for the assessment and tracking values and practices of CEM and the University of Durham, which authored The Toolkit itself.

### **Exceptional high achievers**

Pupils who exceed the average attainment levels and those who have been identified as potentially exceptionally high achievers (approximately 5% of our intake) will also be able to take advantage of additional classes and sessions to stretch them.

### **Year 7: early assessment and early intervention**

Initially, our year 7 intake will come from a variety of local primary schools. A few of these are outstanding and some pupils will have achieved high scores on their KS2 tests. However, we recognise that a significant number (estimated at 60%) will inevitably come from schools with only average or lower than average attainment levels. An expected 10% of pupils will be identified as EAL and 40% are expected to qualify for Free school meals.

Pupils who will be admitted to the school in Year 7 will take a MidYIS baseline assessment in the Easter break in Year 6 to provide an independent measure of attainment and academic potential. Those with EAL who are weak in English will be asked (very firmly) to attend an initial Year 6 summer half-term 3 day booster course and a two week summer course to improve their English language skills (that is before they enter the school in September). We are fully committed to the best provision of additional tuition in English language skills on a continuing basis until all such learners reach their targeted level.

The early assessment and intervention programme will also allow us to plan specific programmes of extra learning opportunities and additional support for any pupil who has not made expected progress in their first school. These will be implemented immediately on entry in Year 7 with the aim of boosting attainment as quickly and as early as possible. Extended day provision will assist greatly in this.

This will also enable the early identification of those who are already high achievers and those with the potential to significantly exceed average attainment levels. Specific individual programmes to stretch, challenge and motivate these pupils will be planned in advance of their entry to the school. We have significant planning for such provision and will be working with specialist bodies and providers to that end.

Attendance at summer school, early identification of potential and achievement and careful advance planning will ensure that all pupils start Year 7 hitting the ground running. We aim to ensure that progress is significantly faster than at other local schools and the national average. Whilst almost all pupils will make at least two levels of progress, a significant number (at least 10%) will make three or more levels of improvement.

By the end of Year 7 the year group attainment levels will be higher than national norms. We will continue to accelerate progress for all children in subsequent years. Pupils with high potential and achievement will be working on material more normally dealt with in other schools in later years. There will be no caps placed on an individual's progress. A pupil with a particular aptitude will be challenged and encouraged to tackle increasingly difficult and advanced material all the way through the school.

Progression and continuity of learning at levels needed to achieve the high standards and targets we have set will be achieved through:

- Excellent teaching
- Early identification and recognition of shortfalls
- Constant data collection and analysis and responsive personalised adjustments to lesson preparation.
- Vigorous senior management processes
- A whole-school culture of robust assessment and personalised planning

Senior leadership and Governors will have the skills and commitment to manage and monitor progress ensuring an outstanding performance for our school.

All pupils will receive individual assessment, planning and will benefit from tailored programmes, but, in line with our Christian value of acceptance, those at risk of educational disadvantage will be most closely monitored, whilst we will also have a zero tolerance of absenteeism, poor punctuality or bad discipline.

FSM parents will be communicated with more frequently and we will run adult learning programmes to help parents support their children with phonics, reading, writing and numeracy. More detail on the deployment of the Pupil Premium will be found later in this section (see Assessing and meeting the needs of all children).

Our pupils deserve high aspirations. The acquisition of a second language, Spanish, will provide a major differentiated life skill that will help to break the cycle of poverty and provide opportunities simply not available to pupils at other schools. As well as the benefits described in section C the "level playing field" for pupils who have EAL can lead to increased self-esteem and positive reinforcement across the curriculum.

Recognising the varying needs of our pupil cohort, our curriculum is organised to allow flexibility for all pupils. Opportunities to extend knowledge and understanding will be available for all children. Pupils will be able to take public examinations in Year 10 allowing Year 11 to provide extensive extension work to AS level or new subjects and vocational courses to broaden their educational experience.

## Indices of deprivation for our expected cohort

	HICS		National		Hertfordshire	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
% EAL	20	10	18.1	13.6	13.5	9.8
% FSM6	40	35	26.6	28.5	18.4	17.8
% Full spectrum SEN	18	18	17.4	19.0	15.4	16.6
% SEN statements & SAP	9.2	9.2	7.7	7.3	6.9	6.1

Data from DfE: School performance tables; data for full spectrum SEN (includes children with statements, school action plus & school action) from DfE: Children with special educational needs: an analysis – 2013.

## Nearby primary schools

Schools near proposed location	Number of pupils	% pupils with English as Additional Language	% pupils qualifying for Free School Meals in last 6 years	% pupils with SEN statement or on School Action Plus	Ofsted Grade
Applecroft	471	9.3	11.2%	5.5	O
Commonswood	453	12.5%	20.8	6.6	RI
Creswick	347	11.2%	24.4	7.2	G
Harwood Hill	212	9.8%	27.1	9.4	G
Holwell	201	5.2%	38.3	8.0	G
Holy Family	213	7.8%	14.2	5.2	RI
Homerswood	208	7.4%	25.8	15.9	RI
Our Lady	228	25.8%	14.3	4.4	G
Panshanger	240	7.6%	12.3	5.8	G
Peartree	158	23.9%	44.3	10.8	RI
Rowans	202	16.5%	19.3	9.9	RI
Springmead	483	16.9%	14.1	5.6%	G
St Johns	231	6.7%	6.7	8.2	G
Swallow Dell	385	10.3%	42.6	11.4	G
Templewood	240	3.4%	6.2	4.6	O
Watchlytes	275	14.4%	23.4	5.8	RI

## Nearby secondary schools

Schools near proposed location	Number of pupils	% pupils with English as Additional Language	% pupils qualifying for Free School Meals in last 6 years	% pupils with SEN statement or on School Action Plus	Ofsted Grade
Monks Walk	1253	3.9%	18.4%	7.8%	G
Sir Frederic Osborn	687	6.9%	39.8%	8.9%	RI
Stanborough	1067	8.6%	25.7%	6.7%	G

Data from Ofsted, except EAL from naldic.org.uk

## Our curriculum principles:

1. **Excellent grounding in core subjects.** Pupils in the area currently underperform against national attainment levels in Reading, Writing, English and Mathematics. Disadvantaged pupils perform significantly lower than the national average and the gap to other pupils is larger than the national average. To address this it is important that our pupils are first provided with an excellent foundation in Mathematics, English, Science, Spanish and Computing and this depth and quality of learning and teaching is maintained all the way through the school.
2. **Language education is key.** Many of our pupils require a boost to lift them out of a poverty cycle. They do not have differentiated skills and the standards to which languages are currently taught mean that the time is largely wasted. In an increasingly globalised world, we will offer our pupils the opportunity to learn a world language and obtain language-learning skills. This will provide our pupils with a valuable ability that will increase their opportunities in tertiary education and employment. Our aim is that 70% of all pupils at age 16 reach at least level B1 on the Common European Framework of Reference for Languages (CEFR) and 30% level B2. See section D2 for more details. There are no schools offering a language specialism in our area and only a few schools nationally that aim to provide the degree of fluency that our school will provide. We believe that all our pupils will substantially enhance their employability and develop culturally as well as intellectually from the intensive study of Spanish.
3. **Based on the National Curriculum.** With the stereotypes associated with poverty such as low expectations and an attitude that they somehow “deserve it”, it is vital to ensure that the achievements of our pupils are readily appreciated. To ensure that our pupils’ attainments are recognisable and comparable we will implement the National Curriculum from KS1 to KS4. Our more able students will be able to take examinations early and will have the opportunity to study Mathematics, Spanish and other subjects at AS level. In Spanish our teaching will go considerably further. More detail is provided in this section under Type of curriculum. The school will promote pupils’ spiritual, moral, social and cultural (SMSC) development and fun-

damental British values in line with the Departmental advice and using the Ofsted inspection framework to inform content and delivery.

4. **Continuity.** Pupils' performance locally declines over time particularly from KS2 to KS4. To address the effects of transition we will operate the only non-private all-through school in the area. The school will provide the steady progression of teaching and assessment essential for high attainment in all subjects. Taking advantage of our all-through nature, in year 6 there will be teaching by specialist teachers that pupils will encounter in the secondary phase, providing an increased number of familiar relationships as they move from Primary to Secondary. Similarly some primary-based staff will work with some secondary classes. The many benefits of all-through education will help to counter the current observed effect of declining performance in our cohort over time. We believe that our unified, integrated all-through assessment and tracking practices, together with our strong overarching management and leadership structure and aided by our commitment to the highest quality, early intervention SEN/Inclusion operations, will afford an experience of schooling that will reap significant benefits for all learners through whole –school continuity of values and professional practices.
5. **Focus on the individual.** Many local schools need to improve their approach to the individual child. Ofsted reports of local schools state that both weaker and stronger children may be overlooked in the classroom resulting in poor performance. Driven by our Christian principles, individual learning plans, monitored frequently and reviewed every half term will provide an individual pathway for pupils throughout their school career. Timetabling allows for supervised study in lieu of homework to cater for any pupils whose home study environment is challenging. We will have flexible options to allow individual programmes that meet the requirements of each child. Students able to handle a higher workload and whose pace of learning is faster than others will have the opportunity to increase the breadth as well as the depth of their education. This will help to improve attainment standards among our pupils.
6. **Broad enrichment opportunities.** Low expectations lead to a narrowing of horizons and artificial limits on the expression of the children in our area. By extending the school day we can offer a broad variety of creative and other activities to provide depth and context for the more academic content of our curriculum. We will also provide relevant school trips based on curriculum themes. Spanish will figure importantly in opportunities for links, for example with Spanish companies, trips with Spanish schools and a wider appreciation of the global stage. This will help to address the challenges faced by a significant number of our cohort.

### **Type of curriculum**

We will broadly follow the National Curriculum (NC) for the following reasons:

1. Logical core subjects at its heart
2. Good back-up materials and assessment framework accompanies it
3. International recognition
4. Recognised and is widely used by Ofsted

5. Benchmarks most of the school performance against comparable schools
6. Parents and community understand principles of NC
7. Comfortable fit for qualifications and employers

### **Content of the curriculum**

Delivery of the core subjects will follow the NC with a strong emphasis on high-end levels of attainment at all Key Stages for all pupils. SMSC development will be included in suitable parts of the curriculum to ensure the promotion of British values. Phonics will be the basis of reading. No child will be left behind in literacy by the age of seven unless they have very low-incidence, statemented SEN. We will implement catch-up withdrawal reading from 5½ years of age and will apply the Sutton Trust Education Endowment Foundation research to select the most effective programmes of support and extension.

### The basic curriculum plan for Key Stage 1 and 2

At Foundation stage, Literacy (including Phonics) and Numeracy will receive dedicated time through adult initiated activities. Teachers will follow Letters and Sounds. In addition for those pupils with EAL, English as a second language will be introduced.

Spanish will be introduced in Year 1.

The Common European Framework of Reference for Languages: Learning Teaching, Assessment (CEFR) is used across Europe. In November 2001, a European Union Council resolution recommended using the CEFR to set up systems of validation of language ability.

We will use the framework to set objectives and independent measures of language proficiency from Year 1 to the end of Year 11. The Spanish curriculum will be based on achievement of the levels set by the CEFR (see D2). In addition to this, 50% of the time allocated to Spanish will be used to explore and learn the terms and language being used in Mathematics, Science and Computing. Other theme based (see below) vocabulary will also be taught. In this way subject learning will be reinforced while providing context for the use of Spanish.

In years 1-5, for an hour each day, the National Curriculum will be taught through theme-based modules or topics. Fundamental British values will be integrated into suitable parts of the curriculum and will be promoted in extra-curricular activities. Teaching of several subjects will be integrated into the topic and the content will be mapped to the National Curriculum when planning schemes of work. This is intended to emphasise the ability to understand and do rather than just the transmission of knowledge.

For example, there is a year two topic on Chocolate. Through a Geography-based topic, pupils will learn about Ghana, researching information using their tablet computers. The teacher will introduce the concept of fair trade; talk about cocoa farmers, children working on cocoa farms and explore a brief history of the introduction

of cocoa to Europe. Various learning activities will evolve from this such as designing posters to inform about fair trade and to communicate the benefits of fair trade chocolate, designing their own packaging for chocolate, writing letters to a link school in Ghana and making (and of course eating!) chocolates. Pupils will be exposed to a wide range of literature such as Charlie and the Chocolate Factory. Enrichment activities could include a trip to the local Lassiters chocolate factory close to Welwyn.

All pupils will follow the same curriculum. In addition, pupils with EAL will take English as a second language in dedicated sessions. In-class support will be available for SEN, gifted and talented and EAL students. Depending on the individual needs of each child, from Year 4 they will take different options for part of the extended day. So, for example, some pupils may take an additional MFL, some pupils may take the opportunity for supervised study, others more Dance, Drama or Music. Specific interventions that involve 1:1 or small group teaching will follow the same curriculum whilst studying in this format, returning to the main class after the intervention is completed.

### The basic curriculum plan for Key Stage 3

Years 7 and 8 will see the introduction of more teaching by specialist teachers. As pupils will have been introduced to different teachers in previous years this change will be much more gradual and gentle in HICS when compared to other local schools. They will also encounter familiar faces in many core subjects, as they will have been taught by some of these teachers earlier in their school careers. Teaching approaches and assessment procedures will be consistent and the teaching team will be able to benefit from and build up an in-depth knowledge of pupils and their progress. The curriculum will support and promote British values and these will be incorporated into extra-curricular activities.

Years 7 and 8 will be high intensity years for HICS. KS3 is the keystone for all public examinations success. As a recent Government report correctly concluded about how to achieve great KS3 standards, particularly in schools with high levels of pupil deprivation: "It is incumbent upon the leadership at all levels, including governors and class teachers, to ensure that as part of the self-evaluative process the needs of the pupils are kept at the forefront of any development work." The drive for KS3 standards must come all the way from the top and be shared in practice day-by-day by each member of staff. The core departments responsible for English and Mathematics will set the tone for all other subject areas at KS3. Valuable case studies will be accessed for staff in national best practice in this regard.

Pupils who enter Year 7 from within HICS will be able to benefit from a full and detailed record of their academic, emotional and physical development. For those who in the early years of the school join us in Year 7, the early assessment programme has been described above. The section about transition below (p39) also has more information about this group. Specific Individual Learning Plans will be drawn up for each child and



we will use our extended day and flexible scheduling to provide extra resource for pupils who need to catch up and for those who are progressing at a faster rate.

#### The basic curriculum plan for Key Stage 4

We will begin KS4 during Year 9 and will cover about two and half years. The new qualifications at GCSE warrant this much time if learners are to respond to the more rigorous demands of the revised syllabuses and more robust assessment arrangements. All pupils will enjoy specialist subject teaching and options choices. The curriculum plan builds on solid Key Stage 1, 2 and 3 foundations, with 87% literacy and numeracy at expected levels at KS2 (plus a high proportion of level 5 gains). Although a small number of our pupils can reach KS4 public examination standards at least level 8 by the end of Year 10 in a few selected subjects, our general pupil population will take the core GCSE (or the proposed national qualification) subjects of English, Mathematics, Science (double or triple), Spanish and Computing in Year 11 with all being offered the opportunity to take either History or Geography to qualify for the English Baccalaureate. Some will take exams in as many as 10 subjects if they have progressed at a sufficiently fast rate. Some low-incidence SEN statemented pupils will be excepted. A limited range of vocational equivalent qualifications will be offered from Year 10 through partnerships with the local college and other providers. HICS is seeking to work in a formal collaboration with The North Hertfordshire Studio School Trust, having already accessed important advice from a national expert (and recently retired secondary headteacher) in Studio Schools, Kevin Hollins, who is part of the pre-opening team. SMSC development will continue to be promoted in KS4 through the curriculum and wider school activities.

AS levels in Math and Spanish will be available in year 11 for some pupils who have taken and excelled at Year 10 GCSEs. Selected other pupils may also be considered, depending on timetabling constraints and careful individually appraised assessments. Some AS teaching will take place in the extended school time.

#### **Qualifications**

- ◆ We will complete an Early Years Foundation Stage (EYFS) profile for each child in the final term of the year in which the child reaches the age of five.
- ◆ Phonics screening test in Year 1.
- ◆ KS1 tasks and tests will be administered in Year 2.
- ◆ KS2 tests in English and Mathematics to level 6 will be administered at the end of Year 6. We will also carry out assessment in Science.
- ◆ KS3 assessments will be carried out in Year 8.
- ◆ KS4: We will offer a range of new GCSE examinations. English, Mathematics, Science (double or triple), Spanish and Computing and an Arts or Humanities subject will be compulsory with most pupils taking at least 8 subjects and many 9 or 10. We will also provide vocational qualifications to GCSE equivalent standard in partnership with quality local providers. This will meet the requirements of our

cohort and prepare them for onward progression in employment, training or further education.

- ◆ We will additionally offer AS levels in Mathematics and Spanish for exceptional high achieving pupils in year 11. AS levels are best suited to one year courses and we are enthusiastic about giving appropriate pupils the most stretching academic courses before they progress to post 16 education.

### **Enrichment Activities**

From year 4 our school day will run from 09.00 to 17.00 on Monday to Thursday and to 16.00 on Fridays. In reception the school day will run from 09.00 – 15.00 and in years 1-3 pupils will enjoy school from 09.00 – 16.00. We view everything that we offer as part of the main curriculum and we will use both academic and other studies to provide context and meaning to learning. Participation in the last hour of the day will be compulsory from Year 4.

We will offer the following additional activities:

- ◆ Dance - modern, contemporary, tap, ballet and street.
- ◆ Drama
- ◆ Sport
- ◆ Individual instrumental music lessons
- ◆ Orchestras, wind bands, string groups, choirs, gospel and other groups
- ◆ Supervised study
- ◆ Additional MFL
- ◆ Chess and contract bridge.

We have chosen these activities to expand the experiences of our expected cohort and to offer opportunities to discover and explore areas of life that the pupil may not have considered. Many of the options will have benefits for academic performance. For example chess has been shown to help with increased concentration, analytical ability and creativity. Music has been correlated with improved mathematical ability. Sport and Dance improve fitness, which can positively impact performance. Some options will be offered just to provide the opportunity to participate in something new.

These will be offered by a combination of specialist teachers and experts, volunteers from our church, volunteers from the local community, parents, TAs, teachers (most teachers have at least one hour of directed time allocated to high quality contact time during the extended day) and Governors from the school who have specific interests and passions. The choice of individuals who are passionate about their knowledge area is key here. Enthusiasm, knowledge and commitment will be driven by the passion of the person delivering the activity and will ensure high quality.

The programme followed by an individual pupil will be driven by the needs of the child in discussion between them, their parents and teachers. The flexibility of our extended day will allow us to tailor individual timetables according to the child's needs, interests, preferences and aspirations.

A number of relevant school trips will be undertaken in line with the topics being studied throughout the school.

We will partner with local business and higher education organisations to provide practical, applicable development and work experience opportunities.

### **Assessing and meeting the needs of all pupils**

For a more detailed discussion on assessment please see section D2. We aim to meet the individual needs of all the children in the school. The following groups may need actions different from and in addition to those already in place within the school:

- ◆ Looked After Children
- ◆ Pupils with SEN
- ◆ Pupils with EAL
- ◆ Pupils who are under-achieving against our minimum standards
- ◆ Pupils who are under-achieving against their expected performance
- ◆ Pupils identified as Gifted and Talented.

### **Principles for all children**

We will meet the needs of all children within the normal class setting as far as possible. Actions that can be implemented within the classroom will be considered first and any that result in the child spending time away from the rest of their class will only be implemented when other actions are not suitable or have been shown to be ineffective. Even then the aim will be to structure actions so that time spent away is limited over the course of the term and takes up as little time within the school day as possible. The principle being, that if possible, once the action has been completed, the child returns to full participation with the rest of their class.

We will listen and take account of the views of the child when deciding on their Individual Learning Plans (ILP).

ILPs will be subject to regular review and their suitability tested on an ongoing basis. We recognise that the child and their circumstances will change and that changes to the Learning Plan will be required over time.

We will seek the views of parents and engage with them when formulating Individual Learning Plans. We will give full visibility to parents of their child's progress and regularly review and discuss the suitability of the plans that are in place.

It is our intention that all children will be provided with full access to all aspects of our curriculum.

Our Governors will play a key role in the ongoing oversight of our approaches to different groups within the school. Whilst the Inclusion Manager will have specific responsibilities for the various groups, all the resources within the school will be utilised, with the whole school playing a part in meeting the needs of all of our children.

## **Identification**

On entry at Foundation stage, the EYFS profile will be used to establish a baseline. Progress in the seven areas of learning and development will be assessed. We will create an Individual Learning Plan for each child. Broadly this means that we will provide a tailored programme for each child as well as deploying additional educational resources as and when needed. ILPs will be reviewed every half term and adjusted if needed according to the progress each child is making.

These plans will highlight needs that may require particular actions considered additional or different to that normally provided to a pupil. A key test for potential additional action is evidence that the current rate of progress is lower than expected.

For SEN pupils, the Inclusion Manager will draw together inputs from our normal sources, family, parents, and teachers together with contribution from specialist support services such as health professionals and therapists, social services or the education psychology service as needed.

We view the acquisition of language skills to be extremely important, particularly in the early stages. To this end we will introduce English as a second language for all EAL pupils when they enter the school. This provision will continue as needed until the end of the Primary phase and further if needed by individuals.

We will additionally look to identify pupils who are progressing at a rate above our median standard. We would view the top group of up to 15% of our most advanced pupils as potentially deserving of additional support and challenge.

## **Ongoing identification**

The half termly reviews of our children's ILPs provide an opportunity to identify children who are progressing faster or slower than expected and thus call out a potential requirement for additional actions. Equally children who have enjoyed additional actions may no longer need them and their ILPs would be adjusted accordingly.

## **The role of the Inclusion Manager (IM)**

This person will take on the role of the SENCo. This is a key role in terms of performance and personal support in the school. They will have responsibility for pupils identified with SEN and EAL, those who are under-performing against minimum standards, those under-performing against our expectations, and gifted and talented pupils.

They will coordinate the inputs from other agencies that may be relevant with the class teacher responsible for initial inputs from our normal sources. The IM will ensure that all the relevant staff and external agencies contribute to the assessment and support of the child.

Together with the class teacher they will liaise with parents and the Head Teacher regarding these children. They will also work with the Governors at a strategic level.

The IM will take the lead in liaising with the class and subject teachers to decide on the appropriate actions that need to be taken for each child, coordinating the views and inputs of all the relevant parties.

The IM will ensure that children are monitored and assessed against their individual learning plans, initiating changes as required in coordination with the relevant parties.

They will organise actions such as small group and 1:1 teaching as needed.

The IM will formulate Individual Learning Plans and statements as needed by particular children.

### **Approaches to meeting different needs**

The school will welcome the admission of Looked After Children (LAC). Their specific educational and pastoral needs will be prioritised and organised on an individual basis by the Inclusion Manager. That manager will report on these most vulnerable pupils directly twice a year to the Head Teacher. The Inclusion manager will attend all LAC reviews and establish a personal relationship with the Social Worker responsible for the child in question. The Inclusion Manager will liaise closely with the class tutor of the child on matters of educational, social and health progress. Concerns will be communicated to the relevant agencies without delay.

Precise target-setting will be used to ensure that all LAC pupils will be stretched to their highest potential. The School recognises that it will be at the centre of stability and high aspirations in the case of all such pupils. HICS is committed to working closely with all external agencies to ensure that local care placements enable continuity of educational provision. Foster carers will be kept fully abreast of the advantages to be gained by full pupil attendance and the optimum use of extended school activities. Special assistance will be prioritised for LAC children so that they are not disadvantaged in any respect in terms of: uniform requirements, sports equipment and extra-curricular trips, including foreign travel.

In the case of LAC pupils, financial family burdens for schooling such as the above that could be reasonably expected to be borne by middle-class parenting will be most sympathetically considered as a shared responsibility of the School.

HICS will cater for the full spectrum of pupil needs found in our local community. Pupils with disabilities, disadvantage based on deprivation, SEN (including behavioural needs) and EAL are all part of this spectrum. There will be specialist staff within the teaching and support force to meet their diagnostic and programming requirements. The SEN specialist skills among our staff will be consistent with the pupil profile. For example we will have a number of staff with specific experience of teaching EAL pupils. The school intends to carry out professional development and/or buy-in expertise where there are qualifications or experience gaps. We also intend to recruit high-end support staff with experience of inclusion responses. The management of meeting individual needs is central to the operation of the school and as this is a key component of the guiding vision this will also be reflected in the recruitment of the school leadership. Governance

will be structured to strategically monitor this critical management activity. Training will be given to all Governors in terms of effective school inclusion practice.

The school will focus expertise and investment on early intervention. This means that high demands will be made on unified teamwork between school staff, parents and agencies. Core skills will be the focus, with an emphasis on reading and literacy (in that order). Reading Recovery is being explored, as its high results are verified by international research over two decades.

Children in the Primary phase with behavioural needs will be closely monitored for deficits in basic skills. All staff will be trained in positive behaviour management and strict implementation of agreed school processes will be applied. This will be a critical area of expertise for all who work in our school. Learners' additional needs cannot be met if absenteeism is not robustly managed. Younger children will be expected to move without delay up, across and back down the graduated stages of intervention of the SEN Code of Practice. Our all-through structure will facilitate unified systems for diagnosis, assessment and targeted teaching delivery. There will be one system shared across the school, with one Inclusion Manager operating from early years to Year 11. This is a big task and an outcomes-driven manager, with exceptional people skills, will be recruited.

ILPs will be based on current best practice, with advice being taken externally before processes are finalised. The information used in relation to ILPs will be from medical, social and psychological sources. We recognise that needs are easier to identify than effective adaptive teaching programmes are to design and execute. The success of ILPs depends on the clear and shared understanding of the delivering teaching professionals, as well as the positive engagement of parents and external agencies. ILPs will focus on assessable programmes based on outcomes within the appropriate scheme of work. The review process, which will be half-termly, will ensure that progress is closely monitored and the responsibility for pupil improvement resides with the form teacher of that learner. Performance management will reflect the high priority the school puts on all teaching and support staff to meet the needs of all of its pupils.

The school aims to gain a national kitemark for SEN and inclusion within the first two years of its operation. The whole school will take on a united, positive and practical perspective to meeting all the educational, pastoral, social and spiritual needs of its complete learner community. No child's needs can be said to be met appropriately unless sustaining improvements are made to the learner's knowledge and understanding as measured by core subject outcomes. There will no confusion in the school between pupils who are under-achieving and those with SEN. Lack of pupil application (or inadequate teaching process and/performance) will not be defined as a special need.

The pupil premium will be invested in targeted additional support for those FSM pupils whose needs generate that grant funding. There will be hypothecated planning and monitoring and spending. Governance arrangements will support and evaluate such funding. Much of the resource will buy extra in-class and withdrawal support: we will

have two “floating teachers” in the Primary phase. The Governors will want to see value for money from this spending and will look closely at individual outcomes. Systems will be set up to facilitate this within the main information and accounts system. Some funds will be used for non-class spend, to subsidise specific school-related activities that require parental funding, for example music lessons, certain sports activities and residential trips. Further targeted support will flow in the case of LAC. The basic premise is that the pupil premium will be used to meet deficits related to social-economic disadvantage and to give deprived pupils more of a level financial playing field for educational activities that would be met within ‘the middle-class norm’.

HICS is passionately committed to meet the diverse needs of all of its pupils, including those pupils with special interests (sometime known as gifted pupils), those with particular learning motivations (the ‘talented’) and those who are academically more able. The latter group often embraces, frequently in more than one domain, ‘the gifted and the talented’.

Malcolm Gladwell linked hard work and natural inclinations intimately when he concluded that “achievement is talent plus preparation”. Gladwell’s view is that the context for preparation and repeated practice is highly significant for the development of high achievers. School really matters for the gifted, the talented and the academically more able. HICS is set up so that well-coached, high quality ‘practice’ is the norm in both formal lessons and other school activities. The School rejects any notion that its socio-economically deprived children are less likely to be gifted, talented or academically more able.

HICS commits itself at all levels of its organisation and resource planning to getting the best out of all of its pupils; that includes getting the most out of those pupils who are the best at whatever they enjoy doing the most. HICS is a school which organises lessons, activities, clubs, guest speakers and external-to-school education to provide more practice and preparation towards highest achievement.

This vision is driven by:

- Our leadership and governance which is pledged to improve standards for all pupils. Governors will receive discrete reports on the overall progress of the academically more able;
- Imbuing high expectations among more able students, their families and teachers and removing barriers such as lack of financial support;
- Making the most of our structural advantage of being a 4-16 school, with common assessment systems that enable ease of transfer of data;
- A commitment to early identification of the most able students. We are committed to mainstreaming and tailoring of all lessons so that a personalised provision is made for all;
- Making full use of its extended day activities and providing a regular programme of exciting guest speakers and experts to increase both motivation and knowledge;
- Providing continuing professional development for staff to equip them to develop

- teaching and learning styles that take into account and stretch more able pupils;
- Developing early specialisms for Philosophy for Children (Key Stage 2); Creative Writing and Drama (Key Stage 3); Portuguese studies (Key Stage 4);
- Working with key partners, such as Russell group universities, Potential Plus UK (formally NAGC), London gifted and talented and Instituto de Cervantes, London.

### **Pupil transition**

Initially pupils will enter the school at Foundation stage and in Year 7. When the school is full, entry will primarily be at Foundation stage. Pupils will leave the school at 16 at the end of Year 11; appropriate measures will be in place to ensure effective progression to further education or training.

As HICS will be an all-through 4-16 school, this will bring with it significant advantages in terms of transition from KS2 to KS3. We will already have very thorough knowledge of the children and the deployment of teachers across both Primary and Secondary helps to effectively spread the impact of transition into a less stressful gradual change.

As classes progress through each year, detailed handover meetings between existing and the new class teachers will take place to ensure that knowledge of each child is passed on. Pupils will experience teaching by different individuals in Year 6 helping them to acclimatise to the requirements of subject specialist teaching. By the time pupils reach KS3 they will have been exposed to a gradual increase in the amount of specialist teaching

Parents will be actively involved in the transition process between Year 6 and Year 7 and will attend individual meetings with their child's Year 6 tutors.

Our house system will also provide a continuous set of relationships throughout a pupils' life at the school. This will act as a further enhancement to the sense of stability and security that pupils should feel throughout their time at school.

For pupils applying to join the school in Year 7, the early assessment programme was described earlier in this section. The Year 7 leader will act as Transition Coordinator working closely with the pupils' previous schools. Pupil assessment data and personal information data will be used to determine pupil groupings and future individual needs. Pupils and parents will receive a detailed information pack with specific emphasis on the school's ethos. These pupils will also take part in two taster experiences.

We will provide pupils with a colour coded map of the school building highlighting important locations. Each individual will have an easy to use colour coded timetable. We will create daily checklists so that the correct items are taken to and from school according to daily activities and each pupil will have a user-friendly diary for organising homework. Each pupil will be able to rely on his or her form teacher as a "go to person" for questions, issues or difficulties.

In term one of Year 7, pupils new to the school will receive intensive Spanish teaching as part of their enrichment curriculum. If necessary, pupils both from HICS and those



new to the school will take part in catch up programmes in English and Mathematics, again as part of the enrichment curriculum.

The Deputy Head of Secondary will coordinate transition from the school into further education and training and be responsible for successfully establishing plans for 100% of our pupils. The school will also provide careers advice in collaboration with the local careers service. HICS will look to establish formal links with the local college and the local sixth form consortium. We expect to set up links with local employers to identify work experience placements for Year 11 pupils. Pupils in their final two years of the school will be paired with an adult mentor from our church, other local organisations or companies to provide guidance, support and experience when preparing for the step after HICS. All of this is to ensure that pupils receive the best possible advice and guidance as to the next stage of their education or training.

We will develop a clear strategy for careers education and guidance, which will be a direct concern for the Governing Body. Our strategy will set out the line management responsibilities, the curricular provision, focusing on Years 7-11 (we will start in earnest before statutory requirements), the resources required for quality in-school advice and support, mentoring offers, the arrangements for training of school professionals and the local external agency contracted for quality assurance. The Governors will review these arrangements at least once a year, at the point of considering information from student feedback and destinations post Year 11. A Governor with substantial business experience will be appointed to champion this.

The school agrees with the principle that not all students need the same level of careers guidance at the same time and that schools themselves are in the best position to manage these fluctuating requirements. It will ensure that it will promote the widest range of progression routes available at further education colleges, independent learning providers, and communities and skills providers. Impartial and independent advice will be provided, emphasising parity of esteem for vocational education, apprenticeships and academic education. The school will celebrate on an equal footing those students who progress to successful career pathways other than higher education.

The careers curriculum will be a mixture of subject-related input (Spanish, Humanities, Science and English lend themselves to this topic), visiting speakers, arranged professionally through agencies such as Speakers4Schools, guided access to quality websites such as [www.icould.com](http://www.icould.com) Loughborough University's [www.cascaid.co.uk](http://www.cascaid.co.uk), small group sessions (for example focusing on females in engineering) and formal interviews conducted by locally contracted professionals. It will not be expected that teachers become careers specialists but the careers education programme will be integral to a whole-school approach and be directed by the Deputy Head of Secondary reporting termly to the Head Teacher and annually to The Governing Body.

The School will work with the local authority to provide access to premium advice for its more vulnerable students and will monitor carefully the destinations of students who have special educational needs or who are disabled. The Hertfordshire Careers

Service (who have produced an excellent checklist for quality assurance) and Youth Connexions Hertfordshire have a wealth of expert local knowledge and experience to draw on and partner with. External validation of how well we are internally providing for our students in this area will be a key ongoing element in our overall strategy for careers education and guidance.

Selection of and training for any mentors would also be arranged through such an external professional body. HICS is well placed through strong existing links with major local employers like Tesco HQ and local NHS trusts to organize an effective and productive work-oriented mentoring scheme. The School will seek to exploit its language specialism in terms of employer partnerships. Volunteers for mentoring would be invited from all walks of life, including business-related members of local churches. The aim of such support would be to provide face-to-face a practical and very wide repertoire of career options to inform students as they progress through their 4-16 school onto the worlds of work, training and higher education.

### **Summary:**

In this section we have analysed our expected pupil intake in order to understand their needs. We have proposed a deliverable, broad and balanced curriculum structure to address the needs of the expected intake within the framework of the vision for the school. We have described how we will assess and meet the needs of all pupils and set out the role of the Intervention manager. We provided more detail about creating the initial baselines for all students when they enter the school and managing progress against frequent targets in order to achieve the high levels of attainment the school has set itself. We will put in place the support processes and approaches needed by pupils when they leave the school and have presented a varied, rich and appropriate enrichment programme.

## **D2 Pupil performance**

### **Academic targets**

In order to enable comparisons with national and mean local results (Welwyn Garden Schools) the targets described below have been expressed as levels and letter grades. These will be re-stated (for example for the new GCSE grades 1-9 on opening to reflect best practice in the measurement of attainment and progress. This section contains more detail than in section C. In all cases our targets have been set above the national and local levels. The targets are therefore ambitious. They are realistic in that whilst some targets have been set at levels that are higher than all other schools locally (for example at KS4 where local levels are relatively poor) at KS1 and KS2 there are individual schools that are currently performing at these levels (although none consistently at these high levels across the range of indicators). These schools tend to be located in the “West-side” of WGC where families are generally wealthier than in the area for our school. These higher performing schools have low levels of FSM pupils. This highlights the gap between educationally disadvantaged pupils and others, a gap

that is higher in WGC than it is nationally. One aim of our school is to narrow and eliminate this gap and part of our approach is not to compromise on universally high standards for all pupils. We see no reason why pupils in our school should not perform as well or better than their counterparts on the other side of town.

In some cases where local comparisons are not possible (the data is not publically available), national comparisons have been made and where not already displayed in section C are shown here.

Yearly targets will be set for each subject, by class and year group in order to ensure that progress towards each Key Stage target is being made. The curriculum will be divided into discrete topics, each of which will be independently assessed by in class tests, homework marks and examinations. An overall score will be calculated from performance in each topic. Children will build up a profile of how well they are learning and this system will illustrate their knowledge and progress. This data will be used to guide teaching for each individual child.

This setting of class and teacher targets will incorporate both a top down and a bottom up approach. At the beginning of the year in the Primary phase, a form teacher would determine an expected level of attainment in a subject for each child based on feedback of teacher assessment from the previous teacher, formative and summative assessments recorded in the schools reporting system, CEM and Alfie results and their own judgements. These will be combined to produce a bottom up expected attainment level for the class. This will in turn, be combined by the Year leader to produce an expected attainment level for the year. These are the bottom up proposed targets.

The leadership of the school ultimately defines the yearly targets based on a careful analysis of evidence-based projections and the rolling school development plan, which is underpinned by the ambitious vision of the Governors. The Head Teacher will formally discuss his senior leadership team projections with the Governors annually before finalising yearly targets for each teacher. In this sense there is congruence between the aspirational mission of the school and its translation into each and every classroom across all subjects.

The Deputy Head of Primary will be given an agreed yearly target for each subject that is in line with the level targeted at the next Key Stage. This will be broken down into targets for each class within the year. These are the top down proposed targets. The Deputy Head of Primary will ensure that the final agreed target for each subject is the higher of the top down and bottom up proposals. This approach will be rolled out at the year level with the Year leader agreeing the final target with the class teacher.

Where the bottom up proposal is lower than the top down level the situation will be examined more closely and plans put in place to address the issues highlighted. Similarly where bottom up targets are significantly ahead of the top down proposal, leadership will seek to learn the reasons for this, share experience regarding the higher than expected performance and look to revise the top down target.

In years 7-11 this approach will be taken by subject with each teacher having a yearly target for each class that they take. Targets will be rolled up by subject in each year

and agreed with the Subject leader who in turn will agree combined yearly targets with the Deputy Head of Secondary. Each teacher will have an expected achievement level for every child in each class they take.

The table below uses Mathematics to illustrate our approach to yearly targets: It can be seen that the percentage of pupils that have achieved a certain level by the end of each year ensures that our targets for the numbers of pupils achieving A\*-C including English and Mathematics are met.

These will be re-stated in terms of scaled scores for KS1 and 2, mastery of curriculum topics in KS3 and 4 and grades 5-9 by the end of KS4. The progress illustrated in the table above will be structured to ensure that more HICS pupils achieve grades 5-9 in their new GCSE's than locally or nationally.

All areas of the curriculum will have quantitative yearly targets by class and each pupil will have an expected level of attainment in every area of the curriculum.

#### Percentages of each year that should achieve that NC level in Mathematics

Keystage Year	KS1 1	KS1 2	KS2 3	KS2 4	KS2 5	KS2 6	KS3 7	KS3 8	KS3/4 9	KS4 10	KS4 11
<b>Level</b>											
<b>W</b>	2										
<b>1</b>	75	4									
<b>2</b>	23	74	25	12	2						
<b>3</b>		22	47	50	55	12	5				
<b>4</b>			28	38	43	58	26	10			
<b>5</b>						29	59	61	9		
<b>6</b>						1	9	28	60	15	2
<b>7</b>							1	1	30	78	86
<b>8</b>									1	7	12

The use of the Common European Framework for Languages (CEFR) in our targets for Spanish recognises the low levels of MFL achievement in the UK generally. This scheme provides an internationally recognised framework of reference for the assessment of foreign language proficiency. The relevant levels are described below. The framework describes the typical teaching times required to achieve particular proficiency levels. Our targets have been set using the guidelines described within the framework, taking the hours spent learning the language into account. They are consistent with expected levels of achievement and so we consider them realistic; the overall levels that will be achieved by our pupils will be much higher than in most UK schools and so our targets are also ambitious.

In line with our approach to continuous improvement, targets in future years will be revised upwards when they are met.

#### Foundation stage

Target	HICS target	National	Local (WGC)
EYFS GLD of at least 24	70%	52%	N/A
Average score of group	35	32.8	N/A

Each Early Learning Goal assessed as 1. Emerging, 2. Expected, 3. Exceeding  
National and local data source: National Statistics and Ofsted

### End of KS1

Target	HICS target	National	Local (WGC)
Achieve L2 in Reading	94%	87%	92%
Achieve L2 in Writing	90%	83%	88%
Achieve L2 in Mathematics	96%	91%	94%
Achieve L2 in Computing	95%		
Achieve L3 in Reading	28%	26%	
Achieve L3 in Writing	23%	21%	
Achieve L3 in Mathematics	22%	20%	
Achieve L3 in Computing	22%		
Achieve L3 in Science	22%	20%	
Achieve A1+ CEFR in Spanish	80%		

A1 on the CEFR scale:

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they own.

National and local data source: National Statistics and Ofsted

### End of KS2

Target	HICS target	National	Local (WGC)
At least 2 levels progress in English*	97%	89%	88%
At least 2 levels progress in Mathematics*	95%	87%	88%
Achieve L4+ in English	90%	85%	88%
Achieve L4+ in Reading	90%	86%	88%
Achieve L4+ in Writing	87%	81%	85%
Achieve L4+ in Mathematics	88%	81%	86%
Achieve L4+ in Computing	90%		
Achieve L4+ in History/Geog	90%		
Achieve L4+ in Science	90%	88%	
Achieve L5+ in English	41%	39%	
Achieve L5+ in Reading	47%	45%	
Achieve L5+ in Writing	33%	21%	

Achieve L5+ in Mathematics	43%	41%	
Achieve L5+ in Computing	45%		
Achieve L5+ in History/Geog	41%		
Achieve L5+ in Science	40%	38%	
Achieve A2+ CEFR in Spanish	75%		

\*Within this group we expect 10% of the pupils to achieve at least 3 levels of progress  
A2 in Spanish on the CEFR scale

- Can understand sentences and frequently used expressions related to areas of immediate relevance.
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

National and local data source: National Statistics and Ofsted

### End of KS3

Target	HICS target	National	Local (WGC)
At least 2 levels progress in English*	95%		
At least 2 levels progress in Maths*	95%		
Achieve L6+ in English	95%		
Achieve L6+ in Mathematics	91%		
Achieve L6+ in Computing	92%		
Achieve L6+ in Science	94%		
Achieve L6+ in History	95%		
Achieve L6+ in Geography	95%		
Achieve L7+ in English	35%		
Achieve L7+ in Mathematics	31%		
Achieve L7+ in Computing	31%		
Achieve L7+ in Science	34%		
Achieve L7+ in History	35%		
Achieve L7+ in Geography	35%		
Achieve B1+ CEFR in Spanish	40%		

\*Within this group we expect 10% of the pupils to achieve at least 3 levels of progress  
B1 in Spanish on the CEFR scale

- Can understand the main points of clear standard input on routine matters regularly encountered in school, leisure and work.
- Can deal with most situations likely to arise while travelling in an area where the language is spoken.
- Can produce simple connected text on topics that are familiar or of personal interest.

- Can describe experiences and events, hopes, dreams and ambitions and briefly give reasons and explanations for opinions and plans.

### End of KS4

Target	HICS target	National	Local (WGC)
At least 2 levels progress in English*	95%	67%	58%
At least 2 levels progress in Maths*	95%	68%	63%
5 or more A*-C GCSE's inc English and Mathematics	90%	58%	51%
Met EBacc standard	75%	22.6%	
Achieve 5 or more A*-G GCSE grades or equivalent	100%	94%	
Achieve B1+ CEFR in Spanish	70%		
Achieve B2 CEFR in Spanish	30%		

\*Pupils who continue to progress at a rate equivalent to 3 levels within a Key Stage effectively move “off the scale”. However we expect the new GCSE’s to be more demanding and the higher grades more discriminating. This together with our detailed tracking and assessment systems will enable these higher achieving pupils to be recognised and be rewarded by the highest GCSE grades.

### B2 in Spanish on the CEFR scale

- Can understand the main ideas of complex text on both concrete and abstract topics including technical discussions.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible without strain for either party.
- Can produce clear detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Where entry is in Year 7, 70% achieve level A2 or better in Spanish, 30% level B1 or better, 5% level B2 or better.

100% to have an established path for their next step after school, either to study A levels, other qualifications or vocational training.

### Risk of underperforming groups

The same targets will apply to all the groups in our school. It is acknowledged that these will be particularly stretching for disadvantaged students (measured by FSM). Nevertheless, it is core to the vision of the school that the gap between disadvantage and achievement is closed. We have discussed the early assessment and intervention programme for those that enter the school in Year 7. This will enable us to reach the high levels of attainment we expect by the end of Key stage 3 and 4.



## Wellbeing indicators

The School takes the wellbeing of its pupils and whole community very seriously. Safety, safeguarding, respect and full participation in the School community are pre-eminent in the values of the School. On an annual basis, all pupils will be surveyed (with the assistance of The School Council) on these key criteria of wellbeing:

- self-esteem and self-confidence
- feeling safe and secure
- respect for others
- leading a healthy lifestyle
- participation in the School community

The results will be reported formally to the Trustees/Governors and to the pupils and parents. The indicators reported will be on a quantitative and qualitative basis, with the aim of achieving year-on-year improvements. We recognise that wellbeing will be impacted significantly by the rapid expansion of the School over its first five years. However we expect that pupils will feel safe, secure and fulfilled, irrespective of the size of the school population.

This is an area of major priority in line with our Christian values and the vision for the school. We will implement the following:

1. A rewards and sanctions system (fairly simple but worked out by talking to The School Council) as recorded within the Information System and updated by all teachers on a weekly basis. Parents will only have access to their child(ren)'s records.
2. A behaviour code that is understood by all the constituents of the school and is reviewed on a biennial basis and approved by Governors. Parent and pupil groups and meetings and surveys will precede the review. The senior leadership of the school will organise a deep consultation and the Governors will decide any changes or amendments. These will be communicated clearly to all pupils and parents, through letters, email, school prospectus and the website.
3. Behaviour management will be an area of expertise throughout the whole school, starting in Reception. The policy will be based on order, consideration for others, safety, courtesy and positive reinforcement. 95% of behaviour problems in schools relate to low-level in-class disruptiveness. Therefore those teaching classes are the key implementers of consistent, firm and fair discipline and the main advocates for positive pupil self-discipline. This objective will be part of the teaching process of the whole school. Staff will be given training in the art of sensitive and firm parental engagement. All staff will be trained on an on-going basis in the principles and key procedures of good behaviour management. Within two years the school will have enough in-house expertise to lead and manage its own behaviour induction and development activities.
4. Performance management will rigorously scrutinise standards of staff compliance in the behaviour code and lesson observations will be used to formally monitor discipline in class, with recording of success and the requirements for improvement and



further development. Teaching deficits will not be confused with pupil disorder. The leadership of the behaviour policy within the school will reside unequivocally with the Head Teacher.

5. The Governors will monitor and evaluate exclusion recording at every meeting. The school will aim for zero exclusions but will not shy away from such sanctions in the case of severe and cumulative problems. The Governors will also monitor more periodically (but also formally) racist and sexist incidents as part of the behaviour spectrum.
6. Pupil voice will be a key feature of the school. The School Council will be elected annually and led by the senior leadership. Meetings will be minuted. The Council will operate a budget. Agendas for all meetings will be agreed jointly by staff and pupils. We will respect the voice of pupils as part of the way in which young people are taken seriously, how they have an important but different perspective to adults and how young people learn key lessons about organisations, institution, decision-making and citizenship. The Head Prefects of the school will chair the School Council. The Governors will also explore the inclusion of pupil observers at their level of stewardship.

The well designed Information System, the positive engagement and feedback of pupils and parents, the careful monitoring and evaluation by the leadership and governance of the school, will create accurate, on-going measuring tools and yardsticks for our outcomes concerning wellbeing and school order.

### **Behaviour targets**

- Absence target: less than 3% across the school.
- Punctuality target: 99%
- All pupils to be engaged in at least one area of service

### **Monitoring and evaluation systems**

The school will operate a unified, current and well maintained Information System, Capita SIMS, which is tried and tested by the most successful comparative schools in England. This will be complemented by the use of CEM and Alfie online assessments. The system will be used in each classroom.

Data will be analysed and presented using SIMS Discover. This allows the creation of graphs that present information against key groups of interest; class, year group, teacher, SEN, EAL, FSM as well as behaviour, attendance and punctuality. Users will also be able to design their own graphs and analyses to dig deeper into specific areas of interest.

There will be technical induction and training for all key users, as well as high-end support and back-up for both the hardware and software. Access will also be available to Governors and parents at specific levels. The school leadership will collate half-

termly progress reports using assessment data against targets defined for each individual child throughout the school.

Progress levels will be defined as:

- Needs attention – children who have regressed and are now at a lower level than their baseline
- Static – children who haven't moved from their baseline
- Progressing – children who are moving towards their targets
- Met – Children who have met or exceeded their targets

Information will be colour coded and will be capable of being analysed against key groups within the school. We will use this information for staff management, to inform training needs and to inform performance management. Parents and students will receive half-termly reports that demonstrate the child's development and progress. Lesson observations will be built into the systems and processes. The Head Teacher will appoint a Systems manager.

The System will include both formative and summative assessment data. This data will align with publicly shared schemes of work. We will use a school improvement partner to moderate and evaluate teacher assessments as well as advising teachers on more precise lesson planning and consistent assessment practices. Teacher assessments will be combined with independent externally moderated testing using CEM and Alfie to provide termly independent summative assessments of progress against individual and curriculum objectives.

### **Formative**

- Weekly tests (spelling, tables, number bonds, basic science facts) will be collated.
- Literacy progress will be collated at least on a weekly basis.
- Homework data will be collated in every subject.
- Oral and written assessments will be collated.
- ILP data will be integrated into the System.
- Attendance and punctuality will be collated, for individuals and whole classes/years.
- Some teacher/support staff qualitative data will be collated, as agreed by the school leadership.
- Behaviour rewards and sanctions will form an important element of on-going assessment, but such recording will not take the place of active pupil management and parental contact.

The school will operate two editing codes for marking and assessment, one for each phase. These codes will be transparent and positive. They will be robustly implemented by all staff and managed rigorously. Editing codes will be shared with pupils and parents in simplified formats; they will be displayed on the website and reviewed biennially. HICS will also practise 'assessment for learning' principles and techniques. These are widely recognised as best practice in the highly effective classrooms of

highly effective schools. Training will be given to staff in this area of expertise, to promote high levels of in-class pupil engagement, improvements in pupil self-learning and enhancement of purposeful collaborative pupil activity. 'Assessment for learning' builds on good content and knowledge to help pupils to learn how to learn as much as to learn what to learn. It heightens learning curiosity while emphasising that every pupil must take responsibility, over time, for their own self-discipline as the key to better organisation and love of knowledge, enquiry and achievement.

### **Summative**

Subject managers and coordinators will ensure that information on academic progress and wellbeing is available for senior managers on a half-termly basis. This information will be drawn down from the Information System and compiled into individual, class, group, gender, subject, topic and year categories. Besides reporting half-termly to pupils and parents, this will ensure a two-way flow of information from staff to management.

Summative information gathering will also take place on a termly basis, with that longer period for progress forming a reliable information base for more formal, appraisal-type staff feedback. Any termly testing or continuous assessment data will be included at this point. There will be reporting of headline information of this period to the Governors.

Annual and Key Stage reporting will be executed and evaluated against designated targets. A formal report will be sent to all parents each school year, summarising the formative half-termly reports they will have already received. There will be two parent interview evenings per school year, one in the autumn term and one at the end of the spring term.

### **School self-evaluation**

The commitment to CEM assessment and tracking lends itself to effective information flows for self-evaluation. The conduct of rigorous measuring, monitoring and evaluation through sound systems and shared processes, led and managed by senior staff, overseen at the appropriate level by 'standards committed' trustees of the school community and its unique vision, will facilitate the processes involved in school self-evaluation. The school leadership, including Governors, will prepare a formal document of self-evaluation annually. The historical documents will be publicly shared. The staff will all engage in its processes and will all have personal copies. A summary document will also be available.

### **Monitoring and improving the quality of teaching**

The Deputy Head of the Secondary school will have overall responsibility for monitoring and improving the quality of teaching.

An effective school is a school full of effective classrooms providing consistently effective lessons. Good teaching can be defined in each classroom by testing these practical propositions:

- Are all pupils highly engaged from start to finish?
- Are they listening compliantly or genuinely motivated?
- Do they make, and demonstrate that they have made, progress?
- Do they ask relevant, probing or curious questions?
- Are they proud of their work and keen to discuss how it's gone?
- Are they involved in deciding what or how they will learn next?

To ensure good and outstanding teaching all classrooms will operate an open-door policy, so that senior staff can walk into any lesson without notice. Year and subject leaders will observe teaching formally at least once a term. These observations will be fed back to the teacher and a record will be submitted to the relevant senior manager. In any case of an observation resulting in less than a 'good' judgement, a repeat observation will be scheduled. Lesson plans will be inspected on a fortnightly basis and pupil book reviews will be carried out every month within subjects and phases. Every term, the leadership of the school will carry out their own book reviews alongside regular classroom walks/school walks. There will be general and personal feedback to teaching staff following these activities every term. The leadership of the School will focus relentlessly on the effectiveness of teaching of its staff and the progressive learning of all its pupils.

We will use the National Teachers Standards as part of the framework for our Personal Development Review process. Feedback from lesson observations and self-review informs teachers and supports staff targets. The Head teacher will manage the PDR cycle for all school staff, through line management delegation. The Head Teacher is accountable for his or her performance to the Governing body.

Judgements will be based on the Information System, management reporting lines, lesson observation, performance management processes, professional development judgements by cost-benefit analysis, 'classroom walks', 'school walks', listening to children and parents and independent CEM and Alfie assessments. Data will form the main basis of evaluation. Teachers and other staff will be expected to use data and information to respond professionally to continually improve teaching and learning quality.

The widely-shared school self-evaluation processes will facilitate particular action planning at subject and year levels. The school will produce a School Improvement Plan for the school year, which will be broken down to more detailed action plans. These will be kept simple and therefore will be easily monitored for termly progress. Action plans will be the responsibility of nominated members of staff, year or subject heads as appropriate. Additional resources will be approved for areas of agreed further development or in the case of 'improvement required this year'.

## **Communication with parents and carers**

Through Capita SIMS, parents will have online access to qualitative and quantitative information about their child. They will be involved in the creation of the ILP for each pupil on entry and should they feel that any aspect of the ILP requires change, for example their child is achieving at an accelerated rate, they will be free to meet with the class teacher at any point during term time. Parents will receive a report about their child each half-term. Information available will include:

- Attendance record
- Rewards and sanctions record
- Yearly test scores (SATS)
- Latest reading levels
- Summative results (termly)
- Teacher qualitative assessments (termly)
- Homework schedule by subject
- Examination timetables

In addition to the opportunity to meet with class teachers on an open basis, parents will be encouraged to meet with their child's teachers at least twice a year.

The primary responsibility to ensure communication with the parent will lie with the class teacher, form tutor and in some cases subject leaders.

The main means of daily communication with parents and carers will be the pupil journal, where parents can send messages to teachers. These will be checked and signed by parents and form teachers each week. Parents will use the telephone, letters, email or personal contact to communicate and the school will use all these methods as appropriate for the area under discussion.

The Inclusion Manager will provide the same degree of access for those parents whose children have particular needs such as SEN, EAL, over or under achievers.

Parents will be encouraged to ensure that their children attend school, that they are punctual and that they complete homework assignments. If a pupil is unexpectedly not present at the start of school, the school will contact the parent or carer by phone and/or text. The parent will be requested to respond in writing with an explanation of the absence. Similarly if the school has any concerns about punctuality, the school will write to the parent to engage with them and jointly develop actions. The school will actively celebrate good attendance and punctuality, through assemblies, competitions and prizes.

At primary level parents will be encouraged to hear their children read every day. They will also be expected to help their children with learning tasks such as memorising Mathematics tables and spellings.

Parental concerns can be best addressed by meetings with class teachers, form tutors and if necessary the Head of the Year, Head of House or the School Chaplain. The school will operate a complaints procedure that will ultimately give access to the Governors.

Our Head Teacher will have an open door period during the week for any parent to meet with them. We will hold an annual prize-giving event where both absolute achievement and hard work will be celebrated. This will also provide an annual opportunity for the Head Teacher and the Governors to provide a report for all parents.

### **Summary:**

This section has described the assessment and data tracking systems that will be deployed. Our targets are ambitious and realistic and represent a significant improvement over local standards. The use of data driven information will inform and improve the quality of teaching the classroom leading to progression and attainment for all pupils. Our measures will be regularly reviewed to continually improve the performance of the school. We have also outlined how parents will be informed and involved.

## **D3 Staffing**

At full capacity the senior leadership of the school will be the Head Teacher, Deputy Heads of the Primary and Secondary and the Inclusion Manager. The senior leadership will teach up to 6 hours per week each. Our more senior teachers will take on additional responsibilities such as a Subject or Year lead or Head of House.

Whilst most teachers will spend most of their teaching time with the age groups illustrated below, many staff will work across a wide range of year groups. For example we have planned to employ four Mathematics teachers. They are not fully utilised teaching year 7-11 pupils and will also work with year 1-6 class teachers providing some specialist teaching of whole classes in year 6. They are also available for deployment to implement interventions in coordination with the Inclusion Manager and to provide small group options in the extended day. This principle is extended to specialist teachers in other subjects. We recognise that teaching staff will need to be flexible and adaptable in order to meet the needs of different aged children across the school.

### **Staff roles, experience and expertise**

At full capacity we have the following balance of experience:

- ◆ 3 Senior Education Leaders and 1 Inclusion Manager
- ◆ 23 Primary teachers, 36 subject teachers and 26 TAs, of whom there will be
  - 5 Subject Leaders
  - 12 Year Leaders
  - 4 Heads of House

The Head Teacher's responsibilities include: overall responsibility for the ethos of the school, working with the Governor, teaching, finance, recruitment, IT, assessment, data collection and reporting, health and safety, links with other schools, admissions, marketing, representing the school with the local council and community. They also

have the role of the Inclusion Manager in year 1 and cover the responsibilities of the Deputy Head of Secondary in years 1&2.

The Deputy Head of Primary's responsibilities include: teaching, performance management, performance and attainment of all pupils, English as a second language, PSHCE, interventions, school council, deputising for Head, behaviour, attendance, punctuality and safeguarding and pastoral care through Head of House role.

The Deputy Head of Secondary's responsibilities include: teaching, performance management, the performance and attainment of all pupils, timetabling, examinations, interventions, staff development, attendance, punctuality, pastoral care through Head of House role, mentoring coordination and the career progression and advice programme.

Initially teaching of Computing in Year 7 will be covered by the Mathematics and Science department and Humanities by the English, Drama and Humanities department. The two senior education leaders and the Inclusion Manager will provide flexibility and in-class assistance for the teachers. Visiting part-time music tutors will carry out instrumental lessons and there will be a peripatetic dance teacher.

Every reception and primary class will have a TA (half will be HLTA). We also have 2 TA's to assist in Year 7 and three language TA's.

### **Staff build-up**

In Year 1 we have 3 Foundation Stage Teachers supported by 3 TAs and 6.2 (equivalent) secondary school teachers and the Inclusion Manager. We will use some part-time staff in this year.

In Year 2 and each year until the school is full we will increase Primary staff to cover the three new classes. In Year 2 we will additionally add a SEN qualified "floating" Primary teacher to add flexibility and the capacity to easily handle interventions. In Year 2 we will add further specialist Mathematics, Humanities and Language teachers to cover these subjects. We will therefore be able to provide specialist provision for these subjects as called for in our Year 8 curriculum model. Mathematics teachers would cover Computing and Graphics sessions. Senior leadership will provide flexibility to help cover RE. We will recruit the Deputy Head of Secondary in this year.

In Year 3 we plan to add to the English, Science, Music, PE and Languages teams. We also recruit a specialist RE teacher.

In Year 4 the addition of a specialist for Computing and Graphics completes our spectrum of specialist teachers. We add a further "floating" Primary teacher. From this year onwards the specialist teams grow in line with the increasing school population.

## Staffing organisational chart at full capacity



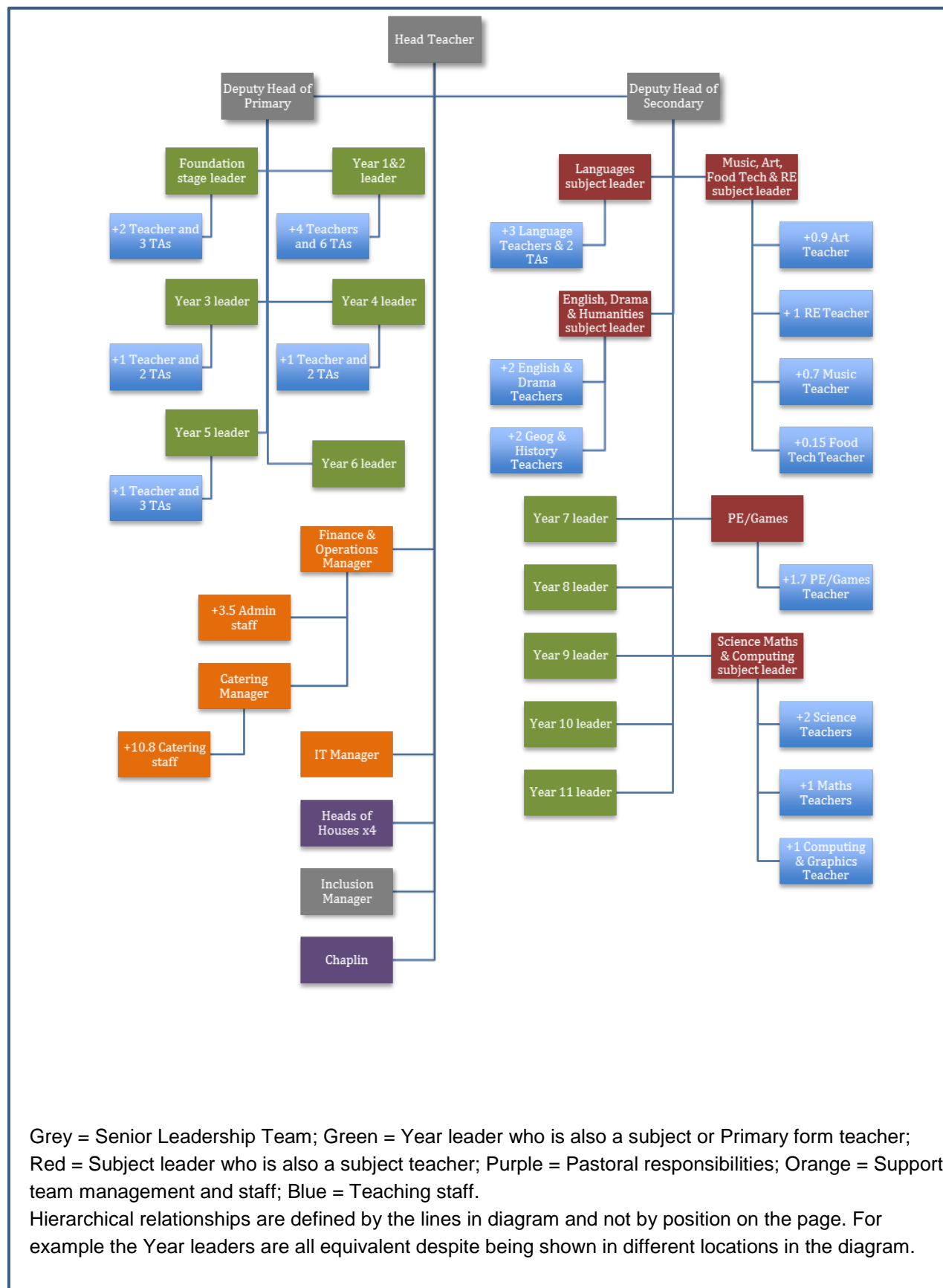


### Phased Growth – Full-time equivalents

Staff/Year	2016	2017	2018	2019	2020	2021	2022
<b>Pupils on Roll</b>	<b>180</b>	<b>360</b>	<b>540</b>	<b>720</b>	<b>900</b>	<b>990</b>	<b>1080</b>
<b>Senior Leadership team</b>							
Head Teacher	1	1	1	1	1	1	1
Deputy Head of Primary	1	1	1	1	1	1	1
Deputy Head of Secondary		1	1	1	1	1	1
<b>Total Senior Leaders</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Teaching staff</b>							
Inclusion Manager	1	1	1	1	1	1	1
Languages	1	2	3	4.5	5	6	7
Mathematics	1	2	2	3	3	3	4
Science	1	1	2	3	3	3	3
Computing & Graphics				1	1	1	1
English & Drama	1	1	2	3	4	4	5
History and Geography		1	2	2	3	3	4
Music	0.2	0.7	1.3	2	2.5	3	3
PE/Games	0.5	1	2	2.5	3.5	4	5
Art	0.3	0.5	0.6	1	1	1	1
RE			1	1	2	2	2
Food Tech	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Dance	0.2	0.4	0.4	0.5	0.6	0.8	0.8
Primary Class teachers	3	7	10	14	17	20	23
<b>Total Teachers</b>	<b>9.3</b>	<b>17.8</b>	<b>27.5</b>	<b>38.7</b>	<b>47.8</b>	<b>52</b>	<b>60</b>
TA's & HLTA's	4	8	11	14	17	20	23
Languages TA's		1	1	2	2	3	3
<b>Total Teaching</b>	<b>14.3</b>	<b>27.8</b>	<b>40.5</b>	<b>56.7</b>	<b>68.8</b>	<b>77</b>	<b>88</b>
<b>Non-teaching support</b>							
Finance	1	1	1	1	1	1	1
Administration	1	2	3	4	4	4	4
IT Manager	1	1	1	1	1	1	1
Catering	2	4	6	8	10	11	12
Caretaking	2	2	3	4	4	5	5
Nurse			1	1	1	1	1
<b>Total Non-teaching</b>	<b>7</b>	<b>10</b>	<b>15</b>	<b>19</b>	<b>21</b>	<b>23</b>	<b>24</b>

Admin, Catering and Caretakers part time

## Staffing organisational chart for 70% scenario



### Phased Growth – 70% scenario

Staff/Year	2015	2016	2017	2018	2019	2020	2021
<b>Pupils on Roll</b>	<b>126</b>	<b>252</b>	<b>378</b>	<b>504</b>	<b>630</b>	<b>693</b>	<b>756</b>
<b>Senior Leadership team</b>							
Head Teacher	1	1	1	1	1	1	1
Head of Primary	0	1	1	1	1	1	1
Head of Secondary				1	1	1	1
<b>Total Senior Leaders</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Teaching staff</b>							
Inclusion Manager	0.5	1	1	1	1	1	1
Languages	1	1.25	2	2.7	3.7	3.7	4
Mathematics	1	1	1	1	2	2	2.5
Science	0	1	1.5	1.5	1.5	1.5	2
Computing & Graphics			0.5	0.5	0.5	0.5	1
English & Drama	1	1	1.5	2	2.5	2.5	3.5
History and Geography		1	1.2	1.6	2	2	2
Music	0.2	0.4	0.7	1	1.5	1.7	1.8
PE/Games	0.4	0.7	1.3	1.8	2.3	2.5	2.7
Art	0.2	0.3	0.5	0.7	0.9	0.9	0.9
RE				1	1	1	1
Food Tech	0.06	0.12	0.12	0.12	0.12	0.12	0.12
Dance	0.08	0.16	0.24	0.32	0.48	0.56	0.64
Primary Class teachers	3	6	9	11	13.4	15.4	17.4
<b>Total Teachers</b>	<b>7.4</b>	<b>13.9</b>	<b>20.6</b>	<b>26.2</b>	<b>32.9</b>	<b>35.4</b>	<b>40.6</b>
TA's & HLTA's	4	6	9	12	14	17	18
Languages TA's				1	1	2	2
<b>Total Teaching</b>	<b>11.9</b>	<b>17.9</b>	<b>28.6</b>	<b>38.2</b>	<b>46.5</b>	<b>52</b>	<b>56.2</b>
<b>Non-Teaching support</b>							
Finance	1	1	1	1	1	1	1
Administration	1	1	2	2	3	3	3
IT Manager	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Catering	2	4	6	8	10	10	11
Caretaking	2	2	3	4	4	4	4
Nurse			1	1	1	1	1
<b>Total Non-Teaching</b>	<b>6.5</b>	<b>8.5</b>	<b>13.5</b>	<b>16.5</b>	<b>19.5</b>	<b>19.5</b>	<b>20.5</b>

Admin, Catering and Caretakers part time

### **D3 Staffing – 70% scenario**

With a few adjustments, the full breadth and depth of provision can be maintained. We would have three reception classes and Years 1 & 2 organised into 5 vertically grouped classes, with two classes per year from Year 3 up. We will require a greater proportion of teachers to be able to teach more than one subject. We retain the same ratio of pupils per teacher and the same proportion of TA's as in the full scenario. More detail is presented in Section G.

The revised organisation chart is shown above after the chart and growth table for the 100% scenario. This is followed by the phased growth table under this condition.

#### **Summary:**

This section shows that we have an affordable staffing structure and the ability to deliver our curriculum plan as the school grows to full capacity. In each year from 2015 we have a balance of experience and expertise tailored to the requirements of the children in the school. Analysis of the 70% scenario indicates that we have and can create credible contingency plans to handle lower than expected income.

### **D4 Inclusivity**

As a school with a Christian designation, Herts International Christian School will have certain distinctive characteristics. In many cases these will reflect what would be considered good practice in any school. For example we might encourage conflict resolution between two pupils by saying sorry and giving forgiveness. Whilst this might well be considered good practice by anyone, we would advocate this approach because it is grounded in biblical teaching. We forgive because God forgave us (Ephesians 4:22).

Looking at our school from the outside you will see particular facets such as we intend to have a Christian Head Teacher and a predominantly Christian staff. We will start each day with worship. This is intended to equip children with the understanding and knowledge such that they can make meaningful, informed decisions about their own faith choices.

We know from feedback during our consultation with the local community that many of no faith would welcome the Christian elements of our offering for their children. This extends to parents of faiths other than Christianity. Some Hindu and Moslem parents have told us that they would be comfortable with their children participating in our assemblies.

We recognise that parents have a right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason and are fully committed to supporting parents and pupils who wish to exercise this right. Parents will be asked to write to the Head Teacher who will invite the parents into

school to discuss their concerns and outline their wishes for appropriate alternative programmes for their children. There will be no requirement to accept the offer of an invitation to a meeting.

Teaching of children who have been withdrawn will be done on the basis of the information ascertained from the Parents. Parents may find it hard to construct suitable programmes of study themselves and the school will assist in identifying a suitable number of external sources, mainly based on the helpful list provided by the Herts SACRE.

The particular arrangements for each child will be dependent on the discussion with the Head Teacher and will depend on the specific wishes of the parents. More details are provided in the sections below on Worship and RE.

It should be understood by all parents that whilst parents have the right to withdraw pupils from RE and the Christian elements of assemblies this does not extend to other National Curriculum subjects. For example, classes may study religious works in Music; History may include discussion of Judaism and Islam when learning about events that took place in the Middle East. Evolution will be taught as part of the science curriculum. Our pupils will come from a widely diverse set of backgrounds and their parents may hold views that do not agree with the content of all subjects. Any objections or concerns will be listened to sympathetically and with due tolerance and respect but the school will provide full and inclusive access to the National Curriculum for all pupils.

A practical characteristic of our school will be the emphasis placed on our relationships within the school. We start by thinking first of our responsibilities to others. We are responsible for meeting the needs of others (Philippians 2:3-5) and also for our own character. We will promote and practice a focus on our responsibilities to others rather than a focus on our own rights. As such, it is our responsibility as Christians to be welcoming to all pupils. We will create a caring loving environment within the school. We love because He first loved us (John 4:19).

We will welcome and include children from any background, ethnicity or faith. Any expression of religion or belief that is part of a child's faith, for example the wearing of religious symbols, alterations to the uniform or specific dietary requirements, will be permitted and where exceptions to the mainstream approach are needed these will be made in consultation between parents, the senior leadership and the Governors. All aspects of school life will be provided to all pupils equally. Exceptions to the uniform might include the wearing of trousers by Islamic girls, wearing of head coverings by those of the Jewish faith and turbans or head scarves for Sikhs. We will provide a vegetarian alternative at lunch and depending on actual numbers we will look to provide Halal or Kosher food. Where it is not possible to meet the exact dietary requirements of a pupil, packed lunches will be allowed. We will make a quiet non-descript room free of religious symbols available for prayer.

The choice of examples utilised by teachers to illustrate and explain curriculum content will be influenced by the Christian nature of the school. An example of this might be a Mathematics lesson in which instead of using an exercise in analysing how a pupil

would spend £1million on themselves the teacher might choose to examine how one might give away £1million to those less well off. Current British values and culture have been strongly influenced by Christian teachings over the years and any examples used in this way will be in line with and support British values such as, fairness, tolerance and respect for others.

**Worship:** This will be of a Christian character supporting our Christian values. In line with the Ofsted criteria, it will have a highly positive effect on pupils' behaviour and safety, as well as contribute to pupil achievement and to their spiritual, moral, social and cultural development. Worship will provide memorable experiences and opportunities for learning. All children and other members of the school community regardless of background, faith or ethnicity will feel included and welcomed. Worship will inspire the day at HICS. We would encourage all pupils to attend.

Those who opt out of the Christian component of assemblies will be provided with all the other aspects of assemblies - notices, celebration of achievements etc. Those that opt out will be encouraged to use the time that the rest of the school spend in worship during assemblies to carry out work, supervised by a suitably qualified teacher and agreed by their parents that will seek to further their knowledge and understanding of their parents beliefs and values. It should be understood that this principle will apply to parents and pupils of any faith or none. We will collaborate with parents to ensure that the curriculum of such work is appropriate for the child's age and is not inconsistent with British values. As such it will have a significant value for the child's education and development in a wide cultural context. Many Church of England schools follow this approach. An appropriate member of staff will supervise, teach and assist them while doing this work and it will be reviewed and assessed by parents.

The worship programme will be regularly reviewed by the Governors, who will take into account the views of students, parents and other clergy.

**RE:** We will adopt the local SACRE approved curriculum, as it applies to Christian schools. We will follow the guidance in the SACRE by providing dedicated RE teaching time throughout the school. RE will be mandatory for most pupils; however pupils may choose to opt out for religious or belief system reasons. There will be an appropriate balance between time spent on teaching Christianity and other religions and worldviews, consistent with best local SACRE practice. At one hour per week in years 1-8 and two hours per week from year 9-11 RE will form 4% of the total curriculum in years 1-3, 3.35% in years 4-8 and 6.7% in year 9-11.

From years 1-8, for those who have chosen an alternative to the RE content provided by the school will follow a suitable alternative programme of study designed to explore, understand and appreciate the parents' beliefs and values. This will be provided by parents in close consultation with the Head Teacher, for study during times that parents want their child to opt out. This study will be supervised by a qualified teacher who will be provide assistance

The precise arrangements for an opt-out need to be handled sensitively. Any action should only be taken in the best interests of the child in consultation and agreement of their parents. For example physically withdrawing a pupil during RE sessions to work elsewhere may raise questions from the rest of the class as to why one pupil is being treated differently and may be viewed as an act against the principle of inclusion. The Head Teacher will agree with parents what would be considered a simple and accurate explanation that does not cause embarrassment. The options here include working within the classroom on work provided by parents or carrying out work in a suitably supervised alternative location. When agreeing the approach for each child the wishes of the parents will be considered carefully with due regard for all circumstances and practical considerations.

RE GCSE will be mandatory for all pupils apart from those whose parents wish to opt-out. Any pupil not taking RE GCSE will be able to choose an additional alternative subject from the optional GCSEs on offer ensuring that they have an option of equal academic benefit. A further option would be the study of a different RE syllabus offered at another local school. The Head Teacher will allow and facilitate this where the timetable and practical arrangements allow and proper safeguarding of the pupil can be assured. Care will be taken to minimise the effect of any such arrangements on the rest of the pupils' studies and our flexible timetable facilitated by the extended day will help with this.

**Our school contract:** We will ask parents to subscribe to our philosophy of high expectations delivered through a Christian ethos.

**Sex education:** We will carry this out from year 7 onwards.

**Pastoral care:** In addition to the duty of care upon each class teacher, we will provide many opportunities for children to obtain help, guidance and support. Our vertically arranged house structure will exercise a pastoral responsibility both through the mentoring programme and via escalation to the Head of House and the senior leadership. As a consequence there will be no alienation from access to pastoral care. Christian chaplains will be available through the school and will extend their listening ears to any pupil. It is worth noting that whilst our Chaplains will be Christian this in no way prevents them from providing pastoral care to any and all pupils regardless of faith. They will be trained to provide care with due respect and sensitivity to the faith or background of the pupil concerned.

**Admissions:** The agreed admissions number for Reception Year of the school will be 90. That number of places will be offered in Reception annually.

For each of the next 6 years (2016-2021) the additional agreed admissions number for Year 7 of the school will be 90.

All children with a statement of Special Educational Need that names HICS will be offered a place at the school.

Where the number of applications for admission is greater than the number of places available for any given intake, the following over-subscription criteria will apply, in the order set out below:

1. Children who are, or were, in public care, including those that have been adopted or been subject to a residence or guardianship order.
2. Children for whom it is essential to be admitted to this school because of special circumstances to do with significant medical or social needs evidenced by written professional advice from a doctor, social worker or other health professional, explaining why these needs can realistically only be met by HICS.
3. Children who, on the date of admission, will have a sibling on the roll of the school. Sibling means a full, step, half, adopted or fostered brother or sister, but not cousin, who will be living permanently with them at the same Home Address at the date of their entry to the school; the school may require proof of relationship.
4. Children of staff employed by the school.
5. HICS is a Christian school and after the application of 1, 2, 3 and 4 above, up to 50% of the places available will be offered to applicants who meet the Faith Criterion (see below) as follows:
  - a. If more applications that meet the Faith Criterion are received than there are places available, then half of the available Faith Criterion places will be offered to pupils in order of distance from the school according to the Distance Criterion.
  - b. The remaining Faith Criterion places will be allocated by Random Ballot.
6. After the application of criteria 1, 2, 3, 4 and 5 listed above, the remaining places will be offered to any other applicants as follows:
  - a. If more applications are received than there are places available, then half of the remaining places will be offered to pupils in order of distance from the school according to the Distance Criterion.
  - b. The remaining places will be allocated by Random Ballot.

## **Notes**

Faith Criterion The Faith Criterion is based on certified fortnightly Church attendance. A Church/Pastor's reference confirming attendance will need to be submitted via our supplementary information form, which can be downloaded from our website.

In practice we are open to suggestions from the DfE on how the freedoms given to faith designated Free Schools are to be arranged.



Distance Criterion When the Distance Criterion is applied the available places will be offered in order of distance from the home address to the main front entrance of the school, distance being measured in a straight line from the middle of the front door of the pupil's accommodation to the main front entrance of the school. For this purpose, the ground floor is considered closer than the first and so on. Should there be a 'tie' between two or more applicants for a place, then the place will be allocated by Random Ballot. – the process being conducted by a body independent of the school.

Home Address The home address is where the child spends the majority of time and is living with the person who has parental responsibility and is the parent as defined in Section 576 of the Education Act 1996 (we may require documentary evidence). If a child regularly lives at more than one address the Governing Body will have to reach a conclusion about which should be counted as the main address when allocating places. This will normally be the address where Child Benefit is paid and where the child is registered with a doctor.

Random Ballot A random allocation process will be conducted by a body independent of the school.

Operation of waiting lists Where in any year the school receives more applications for places than there are places available, a waiting list will operate until at least the end of their first academic year at HICS. This will be maintained by the School and it will be open to any parent/carer to ask for his or her child's name to be placed on the waiting list following an unsuccessful application. A child's position on the waiting list will be determined solely in accordance with the oversubscription criteria (as applicable). Where places become vacant they will be allocated to children on the waiting list in accordance with the oversubscription criteria.

Appeals Parents who fail to gain a place at HICS for their child can appeal to an Independent Appeals Panel.

## **Summary:**

Our school will be welcoming to pupils of all faiths/world views (and none) and will meet the needs of all local pupils. This is a particular focus of the Governors. We have indicated how the school's Christian designation will be reflected in the curriculum and specifically in RE. SMSC development in support and promotion of British values will be interwoven into both curricular and extra-curricular activities in the school. Parents may opt out of the Christian aspects of assemblies and RE and pupils whose parents exercise this right will be enabled to follow a programme of study to increase understanding and appreciation of their parent's beliefs and values. All pupils will have full access to all aspects of the National Curriculum ensuring equal opportunity. Every effort will be made to accommodate the requirements of pupils from different faiths, worldviews or none when considering religious symbols, school meals, uniform, RE curriculum and collective worship.

## Section E: Evidence of need – part 1

### Evidence of need – part 1 – Table of surveys collected

#### Children of correct age, whose parents would select HICS as their first choice

	2016				2017			
	A	B	C	D	A	B	C	D
<b>Reception</b>	90	205		228%	90	153		170%
<b>Year 1</b>					90	205		228%
<b>Years 2-6</b>								
<b>Year 7</b>	90	134		149%	90	107		119%
<b>Year 8</b>					90	134		149%
<b>Years 9-13</b>								
<b>Totals</b>	180	339		188%	360	599		166%

In addition to the above figures, we already have 102-207 positive responses for every other entry point up to 2022.

We have received a total of 1,835 valid responses to our survey to date and responses continue to come in. (A valid response contained a name, a child's date of birth and answers to the survey questions). Of these, 1,532 or 83.5% answered yes to the question "I would select HICS as first choice for my child(ren)". 179 or 9.8% wrote "Don't know" in answer to this question and 124 or 6.8% answered "No".

Regarding faith, 47.7% of the parents who would select HICS as their first choice for their children indicated that they had no faith, whilst 49.6% indicated their faith as Christian, Catholic or Orthodox. More detail is presented below.

## Section E: Evidence of need – part 2

In Section C we referred to five key factors that formed the rationale for proposing our new school in WGC:

1. All children deserve a school that will raise standards of achievement. Our school aims to achieve levels higher than the national average in all key areas.
2. New school provision is needed to serve the rapidly growing population.
3. There is currently no 4-16 or language specialist school in the district.
4. There is currently no Christian ethos secondary school in the district.
5. There are a significant number of children at risk of educational disadvantage in the area

Detailed evidence is presented below for points 1, 2 & 5.

## All children deserve a school that will raise standards of achievement

### 1. There are too many pupils in schools “Requiring Improvement”

The tables below show the annual intake, total number of pupils and applications for places at local schools. All schools receive more applications than places. **Seven** of the local schools (**six** primary and **one** secondary) have been rated by Ofsted as “Requires Improvement”; their figures are shown in **red**.

The number of pupil intake/year in schools rated “Requires Improvement” (shown in **Red**) is a total of **425**. **210** of these are in local Primary Schools and **215** in Secondary. These figures substantially exceed the proposed intake of HICS of 90 into reception and initially 90 into Year 7.

The total numbers of pupils at places in schools rated “Requires Improvement” is **2,210**. This is **1,509** in the Primary Schools and **701** in Secondary Schools. The planned capacity of HICS is 1,080 (630 primary and 450 secondary).

Primary School	Pupils / year	Total Pupils	Applications
Applecroft	60	471	266
<b>Commonswood</b>	<b>60</b>	<b>453</b>	<b>118</b>
Creswick	60	347	210
Harwood Hill	30	212	134
Holwell	30	201	147
<b>Holy Family</b>	<b>30</b>	<b>213</b>	<b>49</b>
<b>Homerswood</b>	<b>30</b>	<b>208</b>	<b>45</b>
Our Lady	30	228	80
Panshanger	30	240	166
<b>Peartree</b>	<b>30</b>	<b>158</b>	<b>39</b>
<b>Rowans</b>	<b>30</b>	<b>202</b>	<b>62</b>
Springmead	60	483	149
St Johns	30	231	79
Swallow Dell	60	385	101
Templewood	30	240	195
<b>Watchlytes</b>	<b>30</b>	<b>275</b>	<b>111</b>
<b>Total</b>	<b>630</b>	<b>4,547</b>	<b>1,951</b>

Secondary School	Pupils / year	Total Pupils	Applications
Monks Walk	226	1,265	722
<b>Sir Frederic Osborne</b>	<b>215</b>	<b>701</b>	<b>243</b>
Stanborough	188	1,075	583
<b>Total</b>	<b>629</b>	<b>3,041</b>	<b>1,548</b>

## Map of Ofsted ratings

Each single circle represents a primary school; double circles are secondary schools.

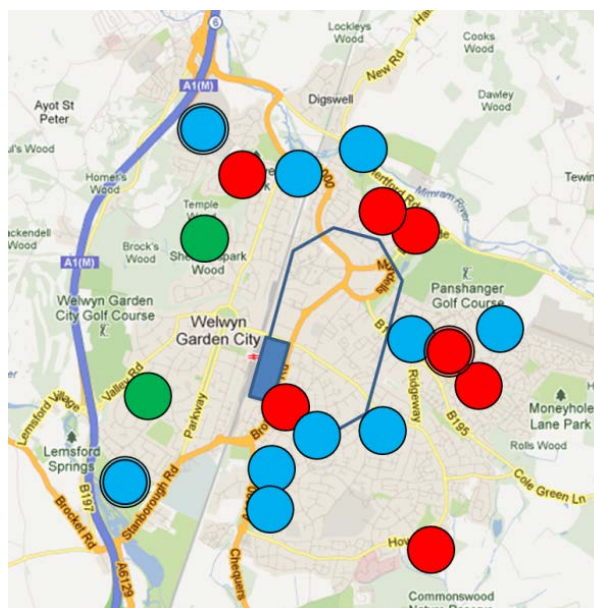
**Green** – “Outstanding”;

**Blue** – “Good”;

**Red** – “Requires Improvement”.

Blue rectangle – major new housing development (550+ nearing completion; 857 applied for)

Blue outline – target area for Free School



## 2. A significant number of children are at risk of educational disadvantage

There are 33 Primary and 6 Secondary schools in the Welwyn and Hatfield area. Performance is mixed. Of these, there are 16 Primary and 3 Secondary schools that are near our proposed location. The tables below summarise the academic performance of these and show that too many schools are achieving below national levels and, in general, pupils from disadvantaged backgrounds are performing much less well than their peers.

**Table of performance data for the closest primary schools**

Primary School	Distance	Ofsted	KS1	KS1	KS1	KS2	KS2	KS2	KS2
			R	W	M	E	R	W	M
Applecroft	1.27 km	O	98	98	98	93	98	95	98
Applecroft (disadvantaged)			86	86	86				
Applecroft (other)			100	100	100				
<b>Commonswood</b>	<b>2.25 km</b>	<b>RI</b>	<b>98</b>	<b>95</b>	<b>96</b>	<b>82</b>	<b>95</b>	<b>70</b>	<b>95</b>
<b>Commonswood (disadvantaged)</b>			<b>100</b>	<b>100</b>	<b>100</b>	<b>55</b>	<b>91</b>	<b>45</b>	<b>82</b>
<b>Commonswood (other)</b>			<b>98</b>	<b>93</b>	<b>95</b>	<b>89</b>	<b>96</b>	<b>76</b>	<b>98</b>
Creswick (all)	1.3 km	G	95	95	95	73	93	87	93
Creswick (disadvantaged)			92	92	92	55	91	91	91
Creswick (other)			96	96	96	84	95	84	95
Harwood Hill	1.9 km	G	90	86	97	92	100	100	100
Harwood Hill (disadvantaged)			86	86	86	71	100	100	100
Harwood Hill (other)			91	86	100	100	100	100	100
Holwell (all)	0.5 km	G	90	90	93	75	79	83	75
Holwell (disadvantaged)			90	90	100	88	100	100	75
Holwell (other)			90	90	90	69	69	75	75

Holy Family	1.75 km	RI	83	80	90	82	91	86	95
Holy Family (disadvantaged)									
Holy Family (other)									
Homerswood (all)	2.0 km	RI	81	92	92	60	84	92	76
Homerswood (disadvantaged)			83	83	83	50	50	83	50
Homerswood (other)			80	95	95	63	95	95	84
Our Lady	1.8 km	G	90	93	97	100	100	100	100
Our Lady (disadvantaged)									
Our Lady (other)									
Panshanger	1.26 km	G	90	86	97	93	97	100	90
Panshanger (disadvantaged)									
Panshanger (other)									
Peartree (all)	0.4 km	RI	70	67	74	76	86	86	76
Peartree (disadvantaged)			54	46	62	75	100	92	75
Peartree (other)			86	86	86	78	67	78	78
Rowans	1.75 km	RI	89	89	89	67	93	73	80
Rowans (disadvantaged)									
Rowans (other)									
Springmead (all)	2.1 km	G	95	95	100	84	93	90	93
Springmead (disadvantaged)			100	100	100	64	91	73	91
Springmead (other)			95	95	100	88	94	94	94
St Johns	2.5 km	G	89	82	96	94	97	97	100
St Johns (disadvantaged)									
St Johns (other)									
Swallow Dell (all)	1.0 km	G	77	71	75	62	88	74	86
Swallow Dell (disadvantaged)			68	64	68	50	82	59	82
Swallow Dell (other)			82	76	79	71	93	86	89
Templewood	1.25 km	O	97	97	97	93	100	97	97
Templewood (disadvantaged)									
Templewood (other)									
Watchlytes (all)	1.75 km	RI	93	82	95	80	93	87	90
Watchlytes (disadvantaged)			79	57	86	80	100	90	80
Watchlytes (other)			98	90	98	80	90	85	95
National (all)			90	86	92	76	89	85	86
National (disadvantaged)			82	77	86	66	82	76	78
National (other)			92	89	94	81	92	89	90
<b>HICS (target)</b>			<b>94</b>	<b>90</b>	<b>96</b>	<b>90</b>	<b>90</b>	<b>87</b>	<b>88</b>

The table of primary school performance above shows a big performance gap for the disadvantaged pupils at many of the local primary schools. **Six** of them “Require Improvement” (highlighted in **red**).

**Table of performance data for the closest secondary schools**

Secondary School	Distance	Ofsted	KS4	KS4	KS4
			5 A*-C M,E	Prog E	Prog M
Monks Walk (all)	2.5 km	G	68	79	78
Monks Walk (disadvantaged)				59	59
Monks Walk (other)				82	81
Sir Frederick Osborn (all)	1.5 km	RI	40	62	52
Sir Fred Frederick Osborn (disadvantaged)				49	32
Sir Fred Frederick Osborn (other)				68	62
Stanborough (all)	1.4 km	G	59	75	66
Stanborough (disadvantaged)				59	54
Stanborough (other)				80	70
National (all)			55	70	65
National (disadvantaged)			36	59	48
National (other)			64	75	71
HICS (target)			80	95	95

The table above shows that only one secondary school is meeting national averages in all areas. One of the other schools “Require Improvement”. All three secondary schools achieve much lower progress for their disadvantaged pupils than the others, and one is far below the national average in this regard.

## **New school provision for the rapidly growing population**

### **1. The population is growing**

According to the Emerging Core Strategy published by Welwyn Hatfield Borough Council in Nov 2012, Welwyn Hatfield is the fastest growing district in Hertfordshire: its 2011 census population estimate of 110,500 had increased 13.3% since the 2001 census and it is expected to grow at least as fast in the coming years. The Office for National Statistics also projects continued rapid growth to reach 134,000 by 2021 and 146,100 by 2029. The proportion of 5 to 19 year olds is expected to remain at 18% of the population between 2010 and 2029; an increase of 5,700 or 300 per year.

The Objectively Assessed Need for housing (OAN) figure for Welwyn Hatfield for period 2011 - 2031 is around 12,500 dwellings with 5,600 in and around Welwyn Garden City. [Source: Welwyn Hatfield Council Draft Infrastructure Delivery Plan Revised January 2015].

This need is currently being met in WGC. 556 new dwellings have been recently completed or are under construction. Planning permission has been granted for 188 new dwellings. An application for planning permission for 857 new homes on a single site adjacent to our proposed location has been submitted to the council and an application for a further 100 homes in the town is in the draft stage. This is total of 1701 new homes in the immediate future, which require 3FE in additional school places. The



council have already identified sites for a further 3,960 dwellings and are in the process of consulting on these. [source: Welwyn Hatfield Local Plan Consultation January 2015]

## **2. Local primary schools are full and there will be a shortage**

Most local primary schools are already full to capacity or overfull. With 630 places per year, the 16 local primary schools should have around 4,410 children between them. However, there are 4,547 pupils on the rolls. This is despite the fact that 30 of these places were only added in 2012.

In the District Council's "Draft Infrastructure Delivery Plan Revised January 2015", the Council reports that Herts County Council should now be planning on the basis of 1FE per 500 dwellings, whereas the County previously used 1FE per 850 dwellings. Hertfordshire had previously advised Welwyn Hatfield to plan for 1 new 2FE primary school in each of Hatfield and Welwyn Garden City, but due to the increased prediction for housing and the higher yield in terms of school age children expected from that housing, Welwyn Hatfield Council states that it will require new provision for 22FE (i.e. 11 2FE Primary schools) through to 2031.

HCC has appraised all the primary schools in the borough for expansion and the current and future expansion potential of existing primary schools is identified in the most recent version (Sept 2014) of "Meeting the Rising Demand for School Places".

- <http://www.hertsdirect.org/services/edlearn/aboutstatesch/planning/>
- <http://www.hertsdirect.org/docs/pdf/m/meetingprimary.pdf>

HCC state that existing schools may yield 6FE's of additional school capacity in WGC. The borough council highlights that there is a level of uncertainty regarding the practical implications of these potential expansions. We note that one of the schools earmarked for potential expansion currently Requires Improvement. A school governor at one school that recently was required to expand by adding an additional entry form in one year has observed that this caused widespread disruption to the whole school and stated that they would oppose any request to replicate this in the future because of the pressure this placed on children and staff.

With 11 FE needed in WGC even if all these potential extra places were realised there is a further need for 5FE which can only be met from new schools. HICS would provide 3FE of these.

## **3. There is a chronic under-provision of secondary school places**

There has been a chronic undersupply of secondary school places in Welwyn Hatfield for many years. Generally, across Hertfordshire as a whole, the number of places available for starting Year 7 in Secondary schools is very similar to the number of places available for entry to Reception. This pattern is matched in our neighbouring towns (Stevenage, Hertford, Potters Bar and St Albans). However, although there were 1,260 places in Reception in Welwyn Hatfield in 2014, there were only 901 places for entry into Year 7 (359 less than expected compared to Reception places).

It is clear that large numbers of children of secondary school age travel out of Welwyn Hatfield to attend secondary school. Hertfordshire has advised Welwyn Hatfield District Council that this is due to the lack of an all-boys secondary school in the district and the *lack of a faith secondary school*. [Source: Welwyn Hatfield Council Draft Infrastructure Delivery Plan Revised January 2015] In addition, extensive feedback from local parents indicates that the chronic poor performance of some of the secondary schools in Welwyn Hatfield and the way that the admissions system works, means that many parents prefer to send their children on journeys of up to an hour by bus to a school out of the area, rather than risk having to send them to the nearest school.

Furthermore, in the same report Welwyn Hatfield states that Hertfordshire has advised them that Secondary School capacity in both Hatfield and Welwyn Garden City will be exhausted in 5 years and that three new Secondary schools will be needed (at least one in Welwyn Garden City). Furthermore, the nearby towns of Stevenage, St Albans, Hertford, Potters Bar and Harpenden would all have shortages of places at that time.

With HCC advising that there will be a shortage of secondary school places from 2018/19 and that no expansion of the current school places is possible 11FE of secondary places are needed in WGC. They note that currently no action is being taken to address this. HICS would provide 3FE to help meet this need.

## Summary

We have presented evidence to show that the number of places in underperforming schools in the local proposed vicinity is greater than our proposed school's capacity when full. **Six** of 16 local Primary schools and **one** of three local Secondary schools have been rated as Requires Improvement.

There has been a chronic undersupply of Secondary school places (only 72% of the current local Primary school capacity) and the number of school-aged pupils in the area is increasing.

Information from both the Welwyn Hatfield Borough Council and Hertfordshire County Council indicates a shortage of school places in both primary and secondary and call for new schools to help meet this shortfall.

## E2 - Successful engagement with the community:

For the main thrust of our campaign, we used a mobile display outside the supermarkets in our area to raise awareness and gain responses. We also used in-street and door-to-door surveying, as well as engaging with the local paper and radio, where we were featured several times.

We are keen to welcome all pupils regardless of their faith or background. Therefore, most of our promotional activities have been non-faith based. We also contacted all other Christian churches and non-Christian faith groups (Muslim, Sikh, Hindu, Jewish etc.) in the area in order to promote the school to them.



We have engaged with the local community with a dedicated schools project team who have proactively leveraged all channels available to obtain responses directly and to drive interest to a dedicated HICS website, supported by Facebook and Twitter pages, where demand survey forms can be completed online.

The campaign has included:

- Meeting with local MP Grant Schapps
- Informing local councillors
- Promotional event stands with balloons with key messaging at supermarkets, cafes, sports centres, libraries and community centres.
- Meetings with all nurseries, primary and secondary schools within Welwyn Garden City and provision of information
- Articles and advertising in the local press and radio
- Contacting all faith-based organisations, including Christian denominations and other faith groups

The Christian denomination of the school and its impact on the school was described in all interviews and conversations when collecting the school survey. The school's all-through nature, extended day, language specialism, proposed location, years of entry and status of the application (a proposal) were also discussed. Surveys were generally completed by the respondent themselves at the time of the conversation. Some surveys were collected online at [www.hics.org.uk](http://www.hics.org.uk), where a detailed description of all these elements is available as well as the facility to contact the proposal team with any additional questions.

Qualitative feedback on our proposal was excellent, with the vast majority of people spoken with, being in favour of our new school being established in the area. In particular, a large percentage of parents were enthusiastic about the Christian nature of the school – even when they held no particular faith themselves. Many parents felt that a Christian school would produce higher achieving pupils and would enjoy a more favourable culture.

A very small number (less than 20 or about 1%) were against the establishment of our school. About half of these negative respondents were opposed to the principle of Free schools – they opposed the policy and therefore our school - and about half were opposed to allowing the establishment of faith-based schools.

As a result of our engagement with the local community to date, we will be setting up an advisory group who will work alongside the main project team in pre-opening to serve as a useful conduit for community involvement and input.

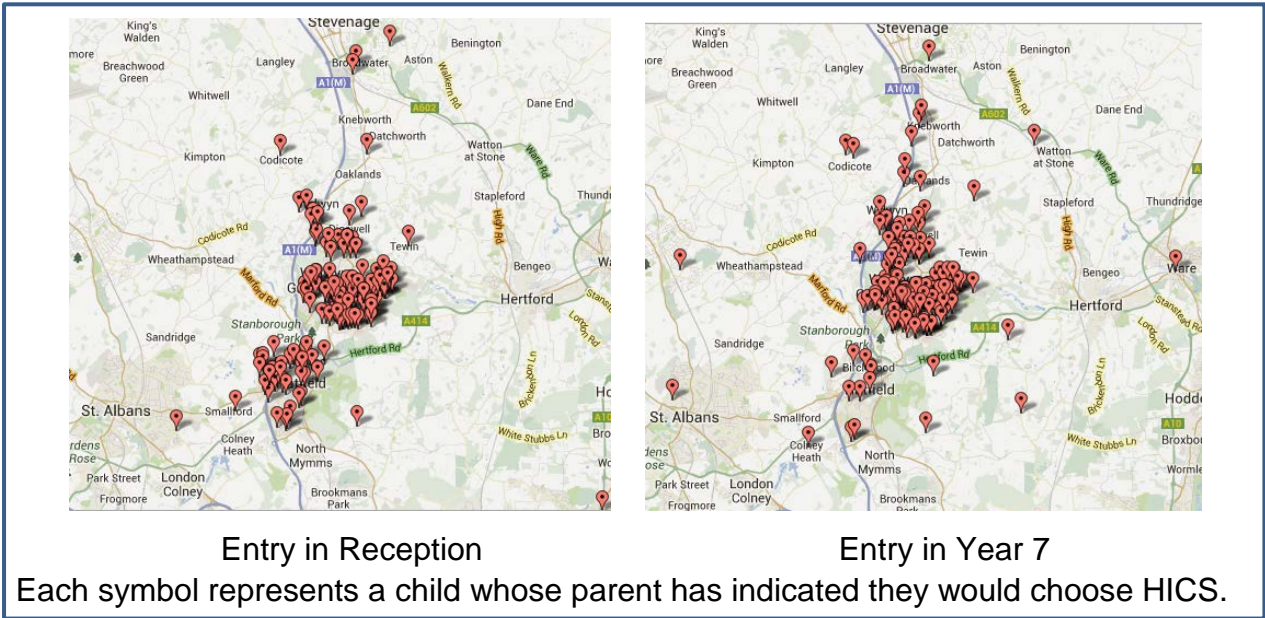
### **Evidence of reaching the whole community**

The profile of faiths represented in our survey respondents who make HICS their first choice closely matches the profile obtained in the 2011 Census. This confirms that there is no faith bias in our campaign or in the proposal for HICS.

The Census reports that 58% of the local population say they are Christian. In our survey, just under half of the respondents supporting HICS gave their religion as Christian. (Christian includes Church of England, Baptist, Catholic, Orthodox and other denominations.) The table below compares the faith profile for Welwyn Hatfield recorded by the 2011 census to the faith indicated by the respondents who said they would choose HICS for their child.

	2011 Census	HICS
Christian	57.5%	49.6%
Jewish	0.8%	0.4%
Muslim	2.5%	0.9%
Sikh	0.3%	0.2%
Buddhist	0.8%	0.1%
Hindu	2.5%	1.1%
Other religion	0.5%	0.1%
None	35.0%	47.7%
	100.0%	100.0%

### Map of our expected catchment area



### Summary:

In this section we have shown that we have successfully engaged with a significant proportion of the local population. The sample profile is in line with the local census data regarding faith, showing no bias towards Christian parents. 47.7% of parents who would select HICS as first choice for their children indicated no faith.

### Our Survey

The following survey form was used to collect indications of interest for our school. In order to reach a meaningful cross section of the community and specifically reach out to parents with no or different faith our main sites of collection are local schools, supermarkets and online. We have also collected some surveys through other local Christian churches of different denominations.

## School Support Survey

We are currently collecting surveys to measure support for a new school in Welwyn Garden City (WGC). We may share this information with the Department of Education as part of our application to establish a new school. If you provide us with your contact details we will keep you updated with our progress.

**Please register your interest in sending your child to this school by completing this form.**

*Any indication that you make here does not commit you to sending your child to the school. When you apply for a school place, your right to choose any school will be unaffected. If you choose to apply for a place at HICS for your child, this will be in addition to your other choices.*

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Herts International Christian School (HICS) will be a faith designated, all through school for boys and girls aged 4-16, specialising in languages, located in the Peartree ward of WGC.

The school's faith designation will be expressed through its culture of excellence not just academically but also in behaviour, sport, music and arts. It will be joyful, caring, encouraging and an inspiring place to learn. In the event that HICS is oversubscribed, up to 50% of places will be allocated on the basis of faith.

HICS will have a focus on learning languages, particularly Spanish. Pupils will gain a distinctive, valuable life skill that will enhance their prospects in employment and further education and training. An emphasis on meeting the needs of the individual child means that HICS will provide increased flexibility in tailoring each child's learning path so that they realise their full potential. Our extended day will enable us to offer extra curricular music, dance, sport, theatre and arts as well as additional academic opportunities.

High quality teaching, individual attention, extended day and faith character mean that we have expectations of higher performance than the national average at GCSE (or the equivalent new qualification) in all subjects. Pupils will have a high level of competence in Spanish as well as in the subjects of the National Curriculum. As important, we aim to turn out well-rounded, independent, fulfilled, young people who have hope and excitement about the future.

There will be three classes in each year. Admissions in the early years will be in Reception and Year 7 starting in September 2015. Places will be made available to those in WGC and surrounding areas. Children from any faith or background will be welcome and fully included in all aspects of school life. For more information please visit [www.HICS.org](http://www.HICS.org).

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**Your name:**

**Postcode:**

**Child(ren)'s date(s) of birth:**

**I would select HICS as first choice for my child(ren): Yes / No**

## Section F: Capacity and capability

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

Name	In core group	Where live (town/city)	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Time - hrs/wk
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]





Head Teacher	Y	To be appointed	Influence and help implement all aspects of the new school with particular emphasis on the education plan. We intend to start the recruitment process as soon as approval is granted. The aim is to appoint the Head Teacher six months before the school opens	See the job description for the Head Teacher for details of the skill set they will bring to the pre-opening team.	Full time

This core team will carry out the management of the set up phase. We have selected the pre-opening team to provide recent experience of senior education leadership and an excellent understanding of the current Ofsted framework as well as school finance, facilities experience, marketing and project management. Some of our senior educationalists have been involved with the proposals for the school in the application phase and two additional heavyweight educationalists will provide an independent and fresh perspective to increase challenge and scrutiny of our education plans as they are implemented. Key individuals will continue to serve as governors providing continuity.

In Summary: Current Ofsted framework experience: 23 hours/wk, Head teacher experience: 39 hours/wk. Total senior educational experience: 47 hours/wk, Finance: 10 hours/wk, Previous Governor experience: 36 hours/wk. Project Management: 24 hours/wk

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

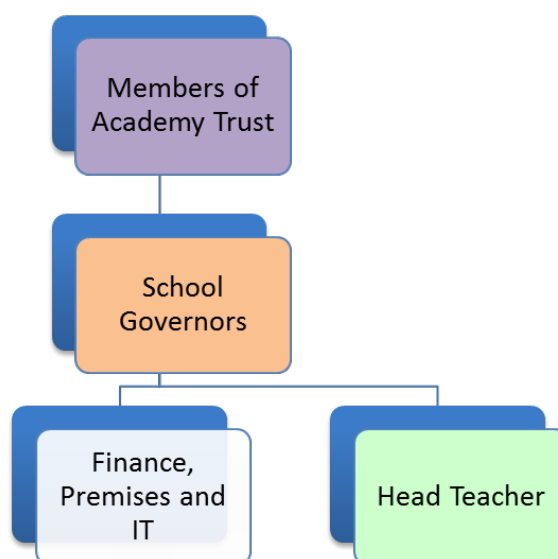
Skills/experience missing	How you plan to fill the gap
Legal experience	Whilst our core team does not include a lawyer, we will feel that some legal expertise will be helpful in the pre-opening phase, particularly when working with the DfE on the funding agreement. We have access to a number of qualified solicitors and lawyers via our church and others in the local community. A number of individuals with this experience have offered their services to us when we are in pre-opening.

### Summary:

Our proposed pre-opening team has an appropriate and highly qualified range of skills and expertise. In particular we have education experience from current Senior leaders in Primary and Secondary phases, experience of all-through education and language teaching. We have excellent financial knowledge and skills with ready access to specific school finance experience. Three members of our team have experience of the current Ofsted framework and schools they have worked with or in have achieved Outstanding ratings.

Individuals within our team have impressive track records within the areas of leadership and management, project management, marketing and human resources. We have access to legal expertise from outside the core team

## F2 Accountability and decision making (post opening)





## Roles and responsibilities

### Members

The five members will appoint 8 of the 12 Governors including the Chairperson. They will carry out their statutory responsibilities and powers such as the right to change the constitution, appoint and remove directors, receive the annual accounts and receive notice, attend and vote at all company meetings. They will provide an escalation path for any member of the Board of Governors to identify a potentially serious issue with the running of the school. Upon becoming aware of a serious issue the Members will meet and investigate the circumstances and background of the highlighted issue. They will then instruct the Governors to agree and introduce an appropriate remedial action to be implemented within a defined timescale. The Members will have the authority to remove and replace one or more members of the Governors. Three of the five members have no association with SFTN. All five have been selected in order to provide an independent check to the Governors of the school and have extensive experience of the governance of not for profit organisations, schools and detailed knowledge of and links into the local community.

Salvation for the Nations International Churches (SFTN) is responsible for initiating this application and will support the school by providing Chaplains who will undertake a pastoral care role. The church will also have an input into the worship component of assemblies; this would include prayers and songs. These are the only areas where the church intends to have an influence. It does not intend to have an influence over or input into the ongoing teaching in the school, the education plan and curriculum or appointment of the Head Teacher and staff. All the Members and Governors who attend SFTN (they are in the minority on these bodies) will participate in an individual capacity and not as representatives of the church.

In the absence of any significant issues, the Members will meet at least every six months in order to confirm that they are satisfied with all aspects of the schools performance and that the Governors are discharging their responsibilities appropriately. They will have unrestricted access to the school's financial reporting IT systems, aggregated school performance data (contained within the school's online reporting system) and will have direct experience of the day to day running of the school when they are carrying out other roles in the life of the school and through pre-arranged visits. The Members will have access to the RAISEonline system for the school through a 'school' user account that provides access to the interactive data contained within the RAISEonline system. They will also use CEM.org data to provide additional and independent measurements of progress and forecast of future performance.

### Governors

The Governing Body will have three key roles:

- 1. To provide a clear vision, ethos and strategic direction.**
  - a. The Governing Body will ensure the Christian ethos is maintained and developed by providing a clear vision and statements of the values of the school.

- b. It will create continuous improvement through the setting of goals and targets and set improvement priorities and allocate resources to these.
- c. It will review the local, national and international environment that the school operates in to ensure the ongoing suitability of the schools strategic direction.
- d. It will monitor its own capacity and capability and ensure that Governors are provided with the training and support they need to effectively carry out their roles.

## **2. To hold the Head Teacher to account.**

- a. The Governors will appoint the Head Teacher and will regularly scrutinise the performance of pupils by year group, subject and other groups such as SEN, FSM and EAL. They will understand which groups are the highest and lowest performing and ask questions to determine why.
- b. They will monitor staff performance, training and the suitability of reward arrangements.
- c. They will also keep behaviour, attendance, anti-bullying and safeguarding under review.
- d. The Governors will pay particular attention to ensure that the school promotes SMSC development and fundamental British
- e. The Governors will check that the school listens to pupils and parents views and ensure that food provided by the school is healthy and popular.
- f. In order to help the Governors ask the right questions and obtain accurate answers they will have unrestricted access to the school's financial reporting IT systems, and aggregated school performance data (contained within the school's online reporting system) They will also have access to the RAISE-online system for the school. They will use CEM.org data and will carry out pre-arranged visits to the school during the operating day.

## **3. To oversee the financial performance of the school and make sure its money is well spent.**

- a. They will check that resources are aligned with improvement priorities.
- b. The Governors will monitor and improve the efficiency of buying and deployment of funds
- c. They will constantly look for ways to obtain better value for money.
- d. They will uphold the requirement for sound financial control

Our school will have 12 Governors as follows:

- Chairperson with language teaching experience\*
- Head Teacher
- Governor with Secondary senior leadership experience \*
- Governor with Primary senior leadership experience \*
- Governor with previous school finance experience \*
- Governor with responsibility for Performance Management \*
- Governor with previous Governance experience \*

- Governor with responsibility for facilities and physical resources\*
- Governor with responsibility for external relationships with community, partnerships and suppliers\*
- Governor elected from the Parents
- Governor elected from the Parents
- Staff Representative Governor

\* The Members will appoint these Governors. The Governors will be selected to provide specific expertise in Education – both Primary and Secondary and specialist language teaching experience, Finance, Performance Management and Resource management. When appointing Governors, the Members will ensure that, when combined with the other Governors experience, the resulting mix of skills produces a balanced Governing Body that will be able to manage the school efficiently and effectively.

The Head Teacher will be a member of the Board of Governors.

The Staff Representative will be proposed and elected from the school staff.

The Parent Representatives will be proposed and elected from parents whose children are pupils at the school.

These Governors and their roles are proposed in line with our vision for the school. The heavy weight of educational senior leadership reflects our desire to ensure the highest levels of teaching and learning for our pupils. A Performance Governor similarly reflects our pursuit of excellence and the relentless pursuit of improvement through data informed management decisions and policy. Governors who have had experience in other schools will provide independent voices from a different perspective and background.

In the early years of the school, the Board of Governors will meet at least 8 times per year. This is intended to ensure that whilst the school is establishing its methods of operation and implementing policies for the first time there is sufficient support and supervision from the Board for the newly created management team and the other members of the school staff.

After 3 years, the Board of Governors is expected to meet 6 times per year. After the initial period, the school's management will have experience of running the school. Emphasis will shift towards ongoing improvement and the involvement of the Governors can naturally be scaled back.

In the pre-opening phase, all Governors will attend an initial half day induction seminar. This will cover their roles and responsibilities and provide a full briefing on all aspects of the school. As new Governors join the board they will be attend a similar briefing before taking up their new position. From previous experience, such an amount of training is sufficient for new Governors, particularly as many of them will have considerable and relevant experience from other roles. In the event that a particularly inexperienced Governor is appointed to the Board say by the Parents, a dialogue will take place between existing members of the Board to ensure that both the new Governor and the

existing Board are comfortable that the individual is adequately equipped to carry out their role. A specific and tailored programme of additional training will be arranged to handle any identified areas of need.

Certain functions of the Governing Body will be delegated to a Finance, premises and IT subgroup as described below. All other functions will be carried out by the main group.

### **Finance, Premises and IT subgroup**

Chaired by the Finance Governor, it will have one other Governor and will co-opt the school Business Manager. It will be responsible for ensuring that the financial plans and budgets for the next year are formulated and presented to the Board of Governors for approval. Once the budget is approved, named department heads will be delegated the authority to spend to their allocated amounts via a system of purchase orders that will be authorised by the school Business Manager. The Head Teacher will have overall responsibility for the top level budget and will have the authority to alter spending within and across categories or departments. Only the Board of Governors may change the overall budget that is in place. Members of this subgroup will have unrestricted access to the school finance tracking system.

The subgroup will be responsible for checking that spending does not exceed the agreed budgets and will carry out regular reviews. The subgroup will also have responsibility for the maintenance of an approved list of suppliers and when required will handle the processes to ensure that competitive quotes and tenders are obtained and administered correctly. The subgroup will also be responsible for the provision and maintenance of physical resources for the school including the IT systems.

### **The Senior Leadership Team**

The Head Teacher will provide leadership and management on a day to day basis.

1. **Strategic Vision and Implementation.** The Head Teacher will work with the Board of Governors to deliver and develop the vision of the school. They will lead by example providing inspiration and motivation for students, staff, parents and the wider community. The Head Teacher will be primarily responsible for ensuring that the Christian ethos of the school is reflected in its day to day activities.
2. **Teaching and Learning.** The Head Teacher is the lead professional for teaching and learning and will have agreed responsibilities and targets for the quality of teaching and delivery of the curriculum including SMSC development and the promotion of British values, throughout the school. They will ensure that every individual child meets their educational goals and that all pupils perform to the full extent of their potential. As well as managing the delivery of teaching and learning, the Head will plan the ongoing improvement of the school in these areas, presenting plans and proposals to the Board for discussion and approval.

3. **Recruitment.** The Head will be responsible for recruitment of staff at all levels and will work with specific Governors in pre-agreed small teams to carry out the assessment and evaluation processes.
4. **Finance and Administration.** The Head Teacher will be responsible for the financial and administrative management of the school in line with the responsibilities held by the Board of Governors.

### **Managing Potential conflicts of interest**

The school governing body, its senior leadership and members of the company limited by guarantee will avoid actual and potential conflicts of interest wherever possible. They will act honestly, ethically and transparently in all their operations and decision-making. They will declare any actual and perceived conflicts of interest and take appropriate, robust action to manage any conflicts presented.

A conflict of interest is a situation:

- a. That prevents, may prevent or may give the perception that it prevents an individual's ability to make an unbiased decision in the performance of their duties for the school.
- b. Where an individual promotes or may be perceived to be promoting their own interests or the interests of another body ahead of those of the school, staff or pupils.
- c. Where an individual uses or may be perceived to be using their association with the school, resources of the school or the reputation or name of the school for personal gain or any purpose that is not in the interest of the school.
- d. Where the individual's professional position means that they cannot act in certain circumstances – an example may be the requirement of a solicitor, doctor or church leader to maintain a professional confidentiality.
- e. Where an individual has an interest, directly or indirectly in any contract proposed contract or financial arrangement undertaken by the school

Conflicts of interest may not necessarily arise due to unethical or unlawful behaviour; they may arise under certain normal circumstances or be due to other positions or relationships held by an individual.

There are many circumstances where conflicts of interest may arise for Governors, Members, senior leaders and staff. Examples could include:

- The governing body engages the services of a third-party company but a governor fails to disclose that they own shares in the company
- A relative of a member of staff applies to the school for a job and the member of staff sits on the interviewing panel and offers the relative a position.
- A spouse of a Member works for a service company and that service company offers to provide services to the school.
- A member of the teaching staff accepts a gift from a student prior to a test and fails to disclose it.

This is not an exhaustive list and it is impossible to describe all the possible situations that could result in a conflict of interest. All individuals will have a duty to disclose any potential conflict in any area of work they are involved with. This will be reminded to all staff and Governors on an annual basis.

In many cases it will be possible to prevent an actual or perceived conflict of interest by managing preventatively the circumstances of the situation. Steps may be taken – for example by excluding the potentially conflicted individual from decision-making or influence in the situation, or refusing a gift – to handle the conflict and still allow the task to continue.

However, the Chair of Governors will make any decision regarding this type of scenario and will adopt the policy of first avoiding the conflict altogether and deciding to manage the conflict in the best interests of the school and its core values. Training will be provided in this respect to all new Chairs. Where the Chair has a potential conflict of interest, the Members will decide if it can be allowed to proceed or if the situation can be managed in a completely honest, ethical and transparent manner.

For the purposes of this policy, 'relatives' are defined as:

- Spouse or partner
- Siblings, step-siblings and their spouses or partners
- Children or stepchildren and their spouses or partners
- Parents and stepparents
- Grandparents, grandchildren, cousins, aunts and uncles and their spouses or partners

We will maintain an annually updated register of Members, Governors, Senior leaders relevant financial and other interests. This will be created when an individual takes up a position and all these individuals will be asked to regularly declare any potential areas of conflict of interest.

Any individual who fails to disclose a conflict may be subject to disciplinary action. This may result in suspension from their position pending an investigation by the Chair of Governors or if appropriate the Members.

HICS places the highest priority on its values of equity, organisational integrity and reputational excellence. This policy puts into practice such core values.

### **Summary:**

This section describes our proposed governance structure and takes into account guidance provided in the Academies Financial Handbook. A mechanism to handle conflicts of interest, should they arise, is outlined.

### F3 (a) Proposed Governors

Name	Where live (town/city)	Role	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Time hrs/wk
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]		[REDACTED]
Head Teacher		All aspects of the school	Education: curriculum design, teaching and learning, and inclusion. For		Full time

			<b>relevant experience</b> please see the description of the Head Teacher's role and required experience.		
[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]



Parent Governor			Overall appreciation of school activities as experienced by parents in the Primary or Secondary phases. Parents will elect these Governors.	Parent Governor from the Secondary phase to join the Governing body after three years.	2
Parent Governor			Overall appreciation of school activities as experienced by parents in the Primary or Secondary phases. Parents will elect these Governors.	Parent Governor from the Secondary phase to join the Governing body after three years.	2
Staff Rep.			Education and operation of the school. Proposed and elected by the school staff		Full Time

Our Governors have been selected to provide independent challenge and hold senior leaders to account for all aspects of the schools performance and finance. They have considerable senior educational leadership experience in Primary, Secondary and all-through schools and are familiar with the current Ofsted framework. Other Governors have been chosen to provide successful experience of school finance, facilities management, governorship and communications as well as continuity from the pre-opening and application phases.

The Governors will be supported in their roles on appointment and we intend to follow the guidance laid down by the DfE. The Governors will all attend a comprehensive induction course in co-operation with the Governor Development Officer in Hertfordshire CC.

Following this training, Governors will have increased their understanding of:

- The characteristics of effective schools
- The key roles of Governing Bodies in improving schools
- The complementary roles of the Governors and Head Teacher
- How to be effective in the Governing Body
- How to establish good working relationships with a range of bodies in the local community
- How to access further training and support

They will enhance their skills in three recommended areas:

1. The Strategic Role of Governors
2. The Critical Friend
3. Ensuring accountability

Should an individual Governor or the Board feel that an individual needs additional training or support in any of the aspects described above, the Chair of the Board will draw up a tailored specific programme of training.

### **F3 (b) Skills gap for Governing Body**

<b>Skills/experience missing</b>	<b>How you plan to fill the gap</b>
Legal	The school will have access to a number of qualified solicitors through our church and the local church community.
HR	Although we have no specialist HR experience on the Governing Body, a number of individuals in the proposed team have managed large and small teams in schools, public and commercial organisations. As such there is sufficient knowledge to deal with most employment, recruitment or employee relationship questions and the experience to understand when more specialist skill sets should be brought in.

Governance (Member of the Company limited by Guarantee).	We intend to appoint five Members and four of these have been identified. Two of these Members have been selected for their non-executive and not-for profit governance experience and attend SFTN. The other two Members are our Chair of Governors who has extensive senior leadership experience and a long standing local borough councillor both of whom do not have a connection to SFTN. The fifth Member will be an individual with no connection to SFTN or the application team to date who has had experience of being a governor in a successful school and/or has senior educational experience. A candidate with this profile has been approached and is considering taking up the position. The team has further identified other potential candidates who will be approached if needed.
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### Summary:

We have a strong Governing Body which has been selected to provide senior leadership experience of both Secondary and Primary phases.

We also have attracted individuals with experience of school finance, leadership, and leadership in the commercial and voluntary sectors. Governors from the pre-opening and proposal phases provide continuity of our vision and we have complemented this with independent voices from different backgrounds. We understand the importance of achieving an Outstanding rating in our first and later inspections and have selected a group of Governors to enable the school to achieve this.

## F4 Recruiting a high quality Head Teacher

### Job description of the Head Teacher

#### The overall goals of the Head Teacher

- Lead and deliver the vision of the school.
- Ensure the Christian ethos is reflected in all aspects of school life.
- Ensure high quality teaching is provided.
- Ensure high standards of pupil achievement regardless of background.
- Ensure that pupils maximise their potential regardless of background.
- Manage resources in the most effective way to achieve the aims of the school

#### Leadership

- Provide an inspirational and supportive environment so that the aspirations of staff and pupils are reached and exceeded.
- Identify and nurture the talents of the whole school community and other partners.

- Work together with the Governors to drive the vision forward.

### **Pastoral Care**

- Deliver very strong pastoral and mentoring approaches based on primary delivery through the form teacher and utilising the House system.

### **Curriculum**

- Ensure that the curriculum remains appropriate for all pupils and is delivered by high quality teaching.
- Ensure that curriculum and lesson planning is well coordinated so that subject teachers, support staff and form teachers can work together effectively to progress the individual learning objectives for each pupil.
- Make sure that ongoing assessment, recording and reporting systems are fully deployed and utilised.
- Ensure that achievement levels for all pupils, regardless of background, are at an equally high standard.

### **Staff**

- Lead in the recruitment of high quality teaching and support staff who will support the aims of the school.
- Create and develop supportive, caring and motivational relationships among all members of the school community.
- Ensure that performance management is effectively carried out in the school to celebrate and reward excellent performance and to identify and address areas for improvement.
- Ensure appropriate professional development for all staff.
- Ensure appropriate delegation of authority and responsibility to ensure the calm, effective running of the school.

### **Finance**

- Ensure that longer-term financial plans and budgets are agreed with the Governors and that these meet the requirements of the school in achieving and exceeding its aims.

### **Premises**

- Ensure that the infrastructure of physical and software resources is suitable and supporting the work of the school.
- Be responsible for all health and safety requirements.

### **Other relationships**

- Represent the school with the local community including the local authority, other schools, churches and other local organisations working with children.

## **Person specification for the Head Teacher role**

### **Qualifications:**

- Qualified Teacher
- Honours Degree

- NPQH
- Other relevant professional qualifications or studies

**Experience, Required:**

- All-through or Secondary or Primary school Head Teacher
- More than one school
- High achievement in school inspections
- Excellent understanding of MFL teaching and learning
- Excellent understanding of different teaching and learning approaches; curriculum development; monitoring and evaluation.
- Strong track record of staff development and the promotion of excellent teaching
- Managing a budget

**Experience, Desirable:**

- Leading a new school
- Change management and innovation
- Excellent understanding of MFL teaching and learning
- Delivery of a pastoral care system through Houses
- Working with other schools, churches and the local community.

**Other requirements:**

- Practicing Christian
- Enthusiasm for the school's vision and its ethos
- To lead in the recruitment high quality teaching and support staff who will support the aims of the school.
- Excellent communication skills
- Emotionally mature and calm
- Ability to work under pressure
- Ability to inspire and motivate all members of the school community
- Ability to manage and succeed in complex and demanding situations
- A successful track record in the use of data to evaluate and determine pupil requirements.
- A successful track record of inspirational leadership
- Knowledge of the statutory requirements and legislation related to school leadership including health and safety, child protection and safeguarding and equality of opportunity.
- Suitable for work with children and young people
- Good health and attendance record
- Excellent references

We recognise that finding the right person will be challenging. However, our exciting vision, innovative and up to date approaches and commitment to excellence will prove very attractive to high quality candidates. The opportunity to shape and create an outstanding school with extremely supportive and committed Governors will help to

ensure that we obtain applications from exemplary candidates. Any new school will enjoy significant enthusiasm from parents and pupils alike. The opportunity for success and to make a significant contribution to the local community will be highly motivational in attracting the right candidate for our school.

### **Recruitment approach**

The search process will involve multiple phases as follows and will start following approval for the school.

#### **PHASE I: Prospective Candidate Identification 3-4 wks**

We will use a number of advertising channels namely The Guardian, Times Education Supplement, TISCA (The Independent Schools Christian Alliance), ACT (Association of Christian Teachers) and professional networks to research potentially qualified candidates, targeting appropriate institutions, sourcing key teaching professionals and making preliminary contact with such candidates. The result of this Phase will be the compilation of a “long list” of potentially qualified and interested candidates. The steering group will select those that we believe merit further consideration.

#### **PHASE II: Candidate Contact, Evaluation and Presentation 5-6 wks**

The second phase of the search involves our meeting these prospective candidates (along with others that may emerge through continued research) and screening them for interest and potential qualification. We will conduct formal competency based interviews with those candidates we believe to be most qualified as well as leveraging scenario based/observation assessment in a real life classroom setting. Based on these interviews, assessments and other information provided by the candidates, we would then prepare a written report on these candidates.

#### **PHASE III. Client Interviews, Referencing, Offer, Negotiation, Closure and Transition Management 3-4 wks**

The final phase of the search will involve selection of the candidate by a team made up as follows: [REDACTED]

This will include the coordination of initial and subsequent interviews and assessment results, communication of the results, development of a strategy for final offer, enhanced background and reference checking and the placement and induction of the successful candidate.

### **Summary:**

We have a clear understanding of the profile required of our Head Teacher. We have also shown an understanding of the importance of attracting the right candidate for the role and a realistic approach to finding that person.

## Section G: Budget planning and affordability

Our approach to developing the budget has been to ensure that it is consistent with and fully supports the educational plan. The most important element in the children's education will be the staff. This is also the biggest area of expenditure. Therefore, the first focus was on ensuring that the staffing structure would provide teachers and support staff of the appropriate quality and expertise and in the right numbers.

The analysis of non-personnel costs has been largely based on averages for schools with similar characteristics to ours, except in areas of special relevance to our proposal, as discussed below. For consistency, as the spreadsheet template uses pupil income figures for 2014/5, we have used teacher and support staff salary and pension figures for the same period.

Our budget has no deficit in any year. The year 8 surplus is 1.4% and the cumulative surplus at year 8 is 11.3% of the income in that year.

### Income

#### General pupil income

We intend to have a standard year size with three forms of 30 children each throughout the school and will take in 90 children at both Reception and Year 7 for the initial years. Although pupils will be in KS2 for 2 years and KS3 for 3 years at HICS, for income budgeting purposes, we have used the local authority norm of 3 years for KS3 and 2 years for KS4.

#### Pupil premium

Whilst the average percentage of children on the FSM6 measure in Welwyn Garden City is close to the national average, there is dramatic polarisation between schools located in different parts of the city, with FSM6 ranging from 6% to 44%; similarly, EAL ranges between 3% and 26%. HICS will be in the most deprived area and we will also be focussing on the needs of EAL children, of whom a disproportionately large number are also eligible for free school meals. Therefore, we expect much higher levels of FSM6 and EAL than national, regional or city-wide averages.

We have based our model on the average FSM6 score for the closest schools to our planned location. The three closest primary schools have 44.3% FSM6 pupils (70 out of 158 pupils), 38.3% (77 of 201) and 42.6% (164 of 385) giving a weighted average of 41.8%; we have used 40% in the budget for KS1 & 2 FSM6. The nearest secondary school has 39.8% FSM6; we have used 35% for KS3 & 4 in the budget.

We expect to be particularly attractive to parents of EAL children and expect at least 20% EAL entering Reception and 10% for the Secondary phase.

The "Ready reckoner" does not properly calculate the pupil premium; the additional amounts due have been entered in the "Other income" lines of the spreadsheet. These amounts were obtained by entering the pupil numbers for each year in turn into the

2016/7 column and recording the resulting figures from the “Ready reckoner” and then entering the difference between these figures and those shown in the respective academic year column in the “other income” section.

We have used the suggested numbers of looked after and service children.

**Other Income**

We anticipate a small income [redacted] per year from rental of our premises to other groups, including a local church and community groups.

**Staffing**

The staff structure was created by careful analysis of the contact and non-contact hours required of teachers and educational support staff. The total contact hours required for each subject and age-group and the build-up of this over the initial years were derived from the table in Section D.

Note that our expenditure on teaching staff will be higher than is apparent from the staff section of the financial template, because we will provide vocational course options through the local college. In addition, approximately 50% of the cost of using the sport centre is for coaching staff. These costs are shown under “other costs”.

HICS will have an extended school day, which requires additional contact hours compared to a traditional school (29 hours). All our staff will be expected to be involved in the enrichment activities in the extended day. In recognition of this, we will pay teachers and support staff slightly above the national pay scales. We believe it is more appropriate for HICS with its extended day to pay 5% higher salaries for 5% more directed hours than to have 2-3 extra teachers.

We have allowed for 4 hours of preparation time and an average of 1 hour across all staff for additional responsibilities, such as Head of House.

**Pay scales**

HICS will adopt its own pay scales. These will be closely similar to the national pay scales, but approximately 5% higher in recognition of the extended day. Welwyn Garden City is in the ‘fringe area’ for the national pay scales and we have used this as the basis for our scales (plus 5%).

For simplicity, the figures used for the budget are the average of the relevant pay scale band appropriate for each individual. Most classroom teachers will be on the HICS main scale, but we have assumed that 30% will be on the upper scale.

[redacted]						
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]



## Responsibility payments

In addition to teaching duties, some of the more experienced staff will have responsibilities as Year and Faculty Heads. Four teachers will be Heads of House with largely pastoral responsibilities.

The precise levels of premium to be paid for each of these roles will depend on the size of the department and the experience and qualifications of the teacher. For budgeting purposes, we used average annual premiums of [REDACTED]

In order to give best care to as wide a range as possible of SEN pupils, we intend that eight teachers (14%) will have a qualification in at least one area of SEN. This is in addition to the full time SEN Coordinator. [REDACTED]

## Teaching assistants

The HICS pay range for teaching assistants is based on the “Hay Scale” used in Hertfordshire with an additional 5% over those rates. [REDACTED]

TAs and HLTAs will work a full 36 hour week for 39 weeks plus 5 weeks holiday per year, so 85% of these figures are used.

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## Head Teacher

The pay range for the Head Teacher has been set using the government guidelines as a basis and the same formula as used for the main teacher pay scale ( [REDACTED] )

## Deputy Heads

A Deputy Head will be responsible for each of the Primary and Secondary phases.

## Pensions

## Non-teaching expenditure

Whilst the spreadsheet template provides suggestions for many of these figures for secondary schools, our school is an all-through 4-16 school, so we have looked into these numbers in more detail. We have included separate lines in the budget for two areas that are important to our vision for the school: ICT equipment and Sport.

For these two areas and a few others, we have entered figures based on likely direct costs from the relevant suppliers. For other line items we used benchmark data from the Academies costs database (SFR 24/2014: Income and Expenditure in Academies in England: 2012 to 2013) and from the CFR Benchmarking database.

In neither case is it possible to obtain a satisfactory cohort of comparable all-through schools; instead we reviewed per-pupil data for primary schools and secondary schools with the same age ranges, %FSM and similar sizes to those sections of HICS. In the budget, we have then multiplied the average per-pupil figures for each age range by the number of pupils in that age range.

### Per pupil estimates for spending from SFR and CFR databases

Per pupil average spend per year (£)	Primary	Secondary
<b>Other staff costs</b>		
Supply teachers (total cost)	90	100
Employee expenses (total cost)	60	60
<b>Premises</b>		
Buildings maintenance and improvement	100	140
Grounds maintenance and improvement	5	15
Cleaning and caretaking	10	15

Water and Sewerage	10	20
Energy	50	100
<b>Educational resources</b>		
Learning Resources - Not ICT	180	350
ICT Learning Resources	55	80
Exam fees	0	120
Administrative supplies	45	90
ICT	10	30
<b>Professional services</b>		
Legal	40	40
Curriculum	25	35
HR	39	39

In some areas, we have used different figures that more closely match our objectives for HICS, as described below.

**Development and Training:** We believe our staff members are our greatest asset and we intend to spend approximately twice the average amount on their development and training - [REDACTED].

**Year 7 pre-entry tuition:** Many of the cohort entering into Year 7 in the early years, will be underperforming. We will run pre-entry tuition sessions to enable them to gain maximally from our curriculum. [REDACTED]

**Inspection consultancy by external experts:** We have allowed for 2 assessments per year [REDACTED]

**Sport:** HICS is expected to occupy a compact city centre site and not have its own sports grounds to maintain. [REDACTED]

**Vocational courses:** [REDACTED]

**ICT:** HICS expects to use Capita, so general ICT costs are expected to be in line with the averages shown above. Initial ICT infrastructure will be provided through the capital budget. We anticipate a 4-year life, so the figures above have been used from Yr5 onwards to cover replacement costs and license renewals and expansion.

**Tracking tests:** HICS intends to adopt the pupil tracking and monitoring suites provided by Centre for Evaluation and Monitoring. Costs for the PIPS, Yellis and MidYis assessments, including Base on entry have been obtained and included as a separate

line in the budget. [REDACTED]

**Computers:** In addition to the amounts listed above for ICT, we intend to supply every pupil with a tablet computer (age appropriate hardware and software). Assuming an average life of 3 years and [REDACTED]

For classroom IT equipment (smart board, computer & projector), we have assumed a cost of [REDACTED] and a life of 4 years. This is entered as [REDACTED] per teacher per year. Computers for administrative staff (plus premises and catering managers) are estimated to be [REDACTED] per person per year. In both cases, it is assumed that sufficient classroom and administration IT equipment will be provided through the initial capital funding to cover the first year need. Therefore, these costs begin in Yr2 for the additional staff that year, and replacements of the initial equipment begin at Yr 5.

**Recruitment:** Recruitment costs will be high for the initial years and then decline as we reach full capacity. We have allocated [REDACTED] 0 per year for 5 years, when 12-16 new posts have to be filled each year, [REDACTED] for the year 6 and [REDACTED] thereafter.

**Audit:** We have allowed [REDACTED] in the first year, rising to [REDACTED] at capacity.

**Insurance:** We plan to use the EFA insurance scheme at £25 per pupil.

**Contingency:** We have allowed a contingency of 1% of income.

**Catering:** HICS will provide lunch and it also intends to run a breakfast club. Breakfast will be free for children on FSM. [REDACTED]

**Premises:** [REDACTED]

**Rates:** [REDACTED].

**Marketing:** We have allowed [REDACTED]

**Other Income:** We expect to rent our premises to a local church for use every Sunday and we anticipate some mid-week evening and Saturday use by other groups. [REDACTED]

## **Staff time and build-up**

### **Teaching hours**

Teachers will be expected to have 29 hours of contact time, of which 4 hours will be for PPA. Year and House Heads and Key Stage and Faculty leaders will have an additional allowance of 2-3 hours within the 29 core hours for these responsibilities.

All teaching and teaching support staff will be expected to be involved in supervising children in the lunch hour and before and after school.

PPA time in the Primary phase will be gained through “floating teachers” and HLTAs supervising classes and, in KS2, through specialist subject teachers taking some lessons. Note that Spanish teaching is treated differently and primary teachers will remain with their classes during Spanish lessons.

PPA in the Secondary phase is obtained through appropriately limiting the timetabled teaching hours in the main and extended day.

The SLT members are expected to teach for up to 6 hours per week. This is to ensure they really know their pupils well.

### **Build-up**

Care has been taken to ensure a good level of appropriate staff in all years during the build-up to full capacity.

The first check that has been applied is to ensure that there is a sufficient number of teaching hours available every year for each subject to cover the total number of hours required in both the core day and the extended day and taking into consideration the need for specialist teaching across the school. PPA hours and hours given for extra responsibilities have also been taken into consideration.

The second check has been to ensure that the total number of hours (after PPA and responsibility hours) is sufficient in each year to enable the teaching and support staff to provide supervision of lunch times, as well as before and after school supervision.

To ensure good leadership and coordination, the Head Teacher and the Deputy Head of Primary join the school at opening, with the Deputy Head of Secondary joining in year 2. A full-time Inclusion Manager (SEN Coordinator) starts in year 1.

Three primary teachers and three teaching assistants will be added every year.

The Secondary phase will initially have pupils in KS3 only. Several of the first teachers to be recruited will be expected to be able to teach more than one subject. For example, a Science teacher may cover all Sciences and some Mathematics as well; Mathematics or Science will cover Computing; English, Drama; History and Geography will be taught by the same teacher. In later years, more specialised staff will be recruited.

KS4 teaching will start in the school's third year, at which time it will have 3 Language teachers and 4 Mathematics/Science teachers, enabling HICS to stream lessons in Spanish and Mathematics for KS4.