

# Free school application form 2015

Mainstream and 16 to 19 (updated July 2015)

HOPE COMMUNITY SCHOOL, NORTHFLEET

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# Completing and submitting your application

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

The free school application is made up of nine sections

**Section A:** Applicant details and declaration

**Section B:** Outline of the school

**Section C:** Education vision

**Section D:** Education plan

**Section E:** Evidence of need

**Section F:** Capacity and capability

**Section G:** Budget planning and affordability

**Section H:** Premises

**Section I:** Due diligence and other checks

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

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

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

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

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

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

**Sections A to H**, ie the completed word AND excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

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

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

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

Please include the name of your school in the file name for all word and excel templates.

You also need to submit two hard copies (of **sections A-H** and the budget plans) by a guaranteed method such as '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

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

**Section I**, ie the **Personal Information form**, is required for each member, director and principal designate that has not submitted forms within the past 365 days, together with a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days? These need to be submitted as hard copies with a copy of Section A (from the Excel template) by 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.

#### **Data Protection**

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

## Application checklist

Name of task	Yes	No
1. Have you established a company limited by guarantee?	X	
2. Have you provided information on all of the following areas:		
<b>Section A:</b> Applicant details	X	
<b>Section B:</b> Outline of the school	X	
<b>Section C:</b> Education vision	X	
<b>Section D:</b> Education plan	X	
<b>Section E:</b> Evidence of need	X	
<b>Section F:</b> Capacity and capability	X	
<b>Section G:</b> Budget planning and affordability	X	
<b>Section H:</b> Premises	X	
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?	X	
4. Have you fully completed the budget plans?	X	
5. Independent schools only*: have you provided all the financial information requested for in the criteria?		
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 and a governance self-assessment form		
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?	X	

<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).	X	
<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).	X	

*\*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*

<b>Section I of your application</b>		
<b>10.</b> Have you sent:		
a copy of Section A (tab 1 of the excel template); and	X	
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	X	
a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days	X	
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?		
(See guidance for dates and deadlines)		

## 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 (eg. 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:**

[Redacted signature]

**Position:**

[Redacted position]

**Print name:**

[Redacted print name]

**Date:**

[Redacted date]

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

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

## **Section A: Applicant details**

Excel Spreadsheet completed and enclosed as directed

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

Excel Spreadsheet completed and enclosed as directed

## **Section C: Education vision**

### **Section C1**

#### **The Trust**

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

#### **Strategy for development**

The Trust has a vision to develop 3 specific clusters of schools, all with local expressions of the Trust's vision for outstanding education, Christian values, entrepreneurial leadership and community impact.

At the time of writing, New Generation Schools Trust is responsible for a single 1FE primary school, in Sidcup and has a second (2FE primary) school in Pre-Opening, in Southampton, due to open in September 2016.

New Generation Schools Trust is now applying to open a 2FE mainstream Primary School for children aged 4-11 with Religious Designation of the Christian Faith to open in September 2017. Class sizes will be 30 pupils per class. Hope Community School, Northfleet will be based in the Northfleet area, part of Gravesham Borough in the county of Kent.

As the family of schools grow the Trust plans to develop a central services team to ensure effective support, sharing of resources and monitor each of our schools. The capacity of the team will grow in line with the number of schools through employed staff and increased capacity and capability at Local Governing Body level. The Trust expects to work in partnership with strong Local Governing Bodies with delegated authority, in order to establish robust reporting and accountability, efficiency through economies of scale and procure expertise that every school can benefit from. As the Trust grows, our central team will provide resources and services to schools in the areas of administration, school improvement, finance, ICT, HR and leadership development, marketing and communications.

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

#### **Rationale for a Free School in Northfleet**

- **There is an overriding need in the local area for Primary School places**
- **The need for more local choice**
- **Overwhelming parental demand**



- **The need for community cohesion**
- **Continue our investment in the local community**
- **Benefit children from all backgrounds by utilising links with Businesses**

### **There is an overriding need for an additional choice in the local area**

In October 2014 Kent County Council published a Commissioning Plan for Education Provision in Kent between 2015 – 2019<sup>1</sup>. The plan indicates that in Gravesend there will be 1389 new builds between 2012-2016 and 2084 new builds between 2017-21. Up to 500 of these new builds are expected to be on the new development of Springhead in the Northfleet South Ward of Gravesend. The commissioning plan also indicates that although Kent aims to run at a surplus of 5.2% Reception places, by 2017-18 the surplus capacity would be minus 7.8% within Gravesend with a peak year of lack of capacity in 2016/7 of 11.9% (see table below).

### **Forecast Reception Year pupil numbers in mainstream schools in Gravesend (2016-18)**

	<b>Capacity</b>	<b>Pupil on roll</b>	<b>Surplus places</b>	<b>Surplus capacity (%)</b>
<b>2016-17</b>	1301	1456	-155	-11.9%
<b>2017-18</b>	1301	1402	-101	-7.8%

The commissioning plan also indicates that although there were 203 surplus primary places in 2013/14, by the beginning of the school year in September 2014 there were only 2 primary school places available across the whole of Gravesend. (Information from the Leader of Gravesend Council and local ELO). It is predicted that 2018/19, the surplus capacity of total primary school places will be minus 5.6%. In September 2014 all of the 8 nearest primary schools to the first choice site had waiting lists for Reception classes (and for all years).

The five schools closest to the proposed site have an average of 21.35% FSM, 3% higher than the national average. The highest local level of FSM is 45.2%, which is 27% higher than the national average. This school is 0.8miles away from our preferred site (straight line distance). The levels of FSM are comparable with HCS Sidcup. The most local schools also have an average of 34.1% children with EAL. The highest percentage of children with EAL is 44.3%, which is at the most local school to our preferred site (0.5 miles straight line distance). Many of these children are recently arrived from Eastern Europe. The percentages of EAL and ethnicity in the Northfleet schools are higher than the percentages local to HCS Sidcup and the national average – although not as high as anticipated in the Southampton HS cohort. This is an area where we have adapted the delivery of our curriculum (see D1).

There is a traveller site half a mile from the proposed Free School site. Our bid team have been welcomed on this site and some parents have signed the survey. At the moment many of the traveller children travel to schools in Istead Rise (3.5 miles away). This is another area where we have adapted our curriculum, (see D1).

The % of SEN children expected in the HSC Northfleet cohort is closely aligned to the levels in Sidcup and the national average (around 7%).

In addition to these differences (and similarities), HCS Northfleet will be twice the size of HCS Sidcup, and the same size as Southampton, with a yearly cohort of 60.

<sup>1</sup> [http://www.kent.gov.uk/\\_\\_data/assets/pdf\\_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf](http://www.kent.gov.uk/__data/assets/pdf_file/0018/16236/Commissioning-plan-for-education-provision-in-Kent-2015-2019.pdf)

The following, taken from the Gravesham Local Plan: core strategy explains the challenges of local deprivation.

*“There are wide variations in the level of overall deprivation in the Borough. Parts of Gravesend and Northfleet are amongst the most deprived in England. Conversely, much of the rural area is amongst the least deprived in England. This has an impact on life expectancy which, for men living in the most deprived areas, is nearly 9 years lower than for men living in the least deprived areas. The difference for women is over 4 years. To help overcome the deprivation issues experienced in Gravesham, there is a need to improve the local economy as well as to ensure that existing communities gain benefits as a result of the new developments in their area such as improved access to better facilities and improvements to the built environment.”<sup>2</sup>*

The school will be situated in Northfleet South, serving the wards of Northfleet North and parts of Pelham, Coldharbour, Central and Painters Ash Wards. Northfleet North is recognised as an area of significant deprivation (ranked 2 within Gravesham) and within the 20% most deprived wards in Kent. Life expectancy for example, is eight years less in Northfleet North than in Istead Rise, just 3.5 miles away. The other wards listed are ranked 5,6,7,8 and 10 within Gravesham.<sup>3</sup>

Education is recognised as being a key factor in improving an individual's life chances, particularly in terms of increasing employability. Currently in Gravesham, more people are currently unemployed (9.1%) than the national average (7.8%)<sup>4</sup>. Benefits data suggests that employment and income levels are lower than locally and nationally average:

#### **Benefits claimants as percentage of working age population, August 2010<sup>5</sup>**

Variable	Measure	Northfleet South	Gravesham	England
<b>Any Key Working Age Benefit (16-64, Males; 16-59, Females)</b>	%	23	15	15
<b>Jobseeker's Allowance</b>	%	4	4	4
<b>Incapacity Benefits</b>	%	11	6	7

<sup>2</sup><http://localplan.gravesham.gov.uk/consult.ti/Regulation19/viewCompoundDoc?docid=3232084&partId=3392084&sessionid=&voteid=>

<sup>3</sup> [http://www.kent.gov.uk/\\_\\_data/assets/pdf\\_file/0020/13835/Indices-of-deprivation-ward-level-summaries-for-Kent.pdf](http://www.kent.gov.uk/__data/assets/pdf_file/0020/13835/Indices-of-deprivation-ward-level-summaries-for-Kent.pdf)

<sup>4</sup><http://neighbourhood.statistics.gov.uk/dissemination/NeighbourhoodProfile.do?a=7&b=6275110&c=DA11+8AD&g=458301&i=1001x1012x1013&j=6306186&m=1&p=5&q=1&r=0&s=1429819905859&enc=1&tab=4&inWales=false>

<sup>5</sup><http://neighbourhood.statistics.gov.uk/dissemination/NeighbourhoodProfile.do?a=7&b=6275110&c=DA11+8AD&g=458301&i=1001x1012x1013&j=6306186&m=1&p=5&q=1&r=0&s=1429819905859&enc=1&tab=4&inWales=false>

## The need for more local Choice

Although there are four Church of England Primary Schools and two Roman Catholic Primary Schools in Gravesend, there is no school with a Christian ethos without a specific denomination. All the local schools are oversubscribed and some of the local Church Schools have accepted up to 48% of admissions on the faith criteria. This has meant that, in some cases, children living next to a school have been unable to attend that school. We would plan to only have a Faith Criterion of 20% as we want the school to be open to children of all faiths or none. As we have been collecting signatures for the Evidence of Need Survey, many parents have expressed a desire to send their child to a school with a Christian ethos without having to provide proof of attending a specific church in order to increase their child's chances of gaining admission.

Local industry decline in Northfleet; most notably in respect of the Cement Works, the last of which closed in 2008, has brought a sense of disinvestment and abandonment. The school's vision embeds business and enterprise within education has proved popular with prospective parents who have welcomed the opportunity to send their child to a school that will have strong links to local businesses and other community groups. Parents welcome the opportunity for their child to understand the relevance of education in a "real life" setting.

The most recent Census data shows that at Key stage 1 students perform lower than average in Northfleet South than locally and nationally<sup>6</sup>

### Key Stage 1 assessments: pupils achieving Level 2 or above, 2012 - 2013

Variable	Measure	Northfleet South	Gravesham	England
Reading	%	78	85	89
Writing	%	78	80	85
Maths	%	85	89	91

And similarly at Key stage 2 (Northfleet South data not available).

### Key Stage 2 assessments: pupils achieving Level 4 or above, 2012 - 2013

Variable	Measure	Gravesham	England
English	%	82	85
Maths	%	80	85
Reading, writing and maths	%	71	75

The standard of local primary provision is also reflected in the Ofsted ratings

	NOR	Distance (m)	Ofsted grade	Ofsted date
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<sup>6</sup><http://neighbourhood.statistics.gov.uk/dissemination/NeighbourhoodProfile.do?a=7&b=6275110&c=DA11+8AD&g=458301&i=1001x1012x1013&j=6306186&m=1&p=4&q=1&r=0&s=1429820405188&enc=1&tab=5&inWales=false>

<b>St Joseph's Catholic Primary School</b>	243	763	Outstanding  Academy converter	May 2009  Conversion letter published Dec 2014
<b>St Botolph's C of E V A Primary School</b>	271	1044	Satisfactory/Requires improvement  Academy converter	Oct 2013  Conversion letter published Dec 2014
<b>Painters Ash Primary School</b>	401	1052	Requires Improvement	Feb 2015
<b>Rosherville C of E Primary School</b>	130	1309	Inadequate	Feb 2012
<b>Dover Road Community Primary School</b>	485	1332	Inadequate	July 2011

The number of pupils in local primary schools rated as 'requires improvement' or 'inadequate' is 1287. This far exceeds the number of pupils the proposed school at full capacity (420).

### **Overwhelming Parental Demand**

The response to our survey of parents within the Gravesham area has only confirmed the Trust's conviction that what the community wants and needs is another local school. The snapshot of our data speaks for itself:

208 surveys were completed with sufficient data. 41 were assessed as "community surveys" i.e. no eligible children or incomplete data to confirm eligibility. 99.9% of all surveys were supportive of the Ethos & Values of the school. Surveys were completed by the parents of 167 children. The table below shows the detailed responses for these children.

Total number of children represented by the survey	167	
Total number with parents supporting vision and ethos	165	98.8%
Total number with parents identifying their faith as Christian	95	56.8%
Total number who would consider as 1 <sup>st</sup> choice	167	100%
1 <sup>st</sup> Choice Consideration Sept 2017 Entry	69	
1 <sup>st</sup> Choice Consideration Sept 2018 Entry	72	
1 <sup>st</sup> Choice Consideration Sept 2019 Entry	26	

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

### **The need for Community Cohesion.**

The new development of Springhead is the first phase of Ebbsfleet Garden City. At present Springhead has 300 dwellings. However the long term planning permission permits the building of a further 500 new dwellings in total. Many of the new residents are first time buyers, often young families or couples. A stipulation of the s106 requirement is the provision of a primary school after 300 dwellings. As no school been provided, further development has been halted.

One of the concerns of Gravesham Council is the integration of the new and existing communities. There is little social engagement across Springhead Road which separates the two communities. A Primary School would facilitate the cohesion of the established communities of Northfleet, the new community on Springhead and the future community of Ebbsfleet Garden City. The traveller site, as previously mentioned (p.3) provides another opportunity for community cohesion.

North Kent Community Church (NKCC) has engaged with and been endorsed by the local authority, the local MP and the developers of Ebbsfleet Garden City to generate community across the Ebbsfleet, Northfleet and Gravesham areas. "We have been given a mandate to create community in the new developments and to enhance integration between the new and existing communities. We currently do this from our community and faith centre base, which is within the Springhead development and is used by the wider community."

### **Continue our investment in the local community.**

In January 2014 North Kent Community Church completed a new multimillion pound faith and community centre, Eastgate, [REDACTED]. A faith centre and community centre was part of the s106 agreement for the development of Springhead. NKCC was chosen because of its proven track record of building community. Eastgate is a combined faith and community centre designed specifically for flexible usage. The 600 seat auditorium, supporting café and breakout rooms has become known as one of the best event venues in Kent. However, we also ensure that the building is available for local community use. Eastgate is used for an incredibly diverse range of activities including: major business conferences, foster carers support meetings, Parent and Baby Group, Slimming World, Dance Fit, bridge club, singing lessons, tuition, children's birthday parties and of course, faith activities.

### **Benefit children from all backgrounds by utilising links with Businesses.**

Many local, national, and even international businesses and organisations use Eastgate. Paramount studios chose Eastgate as one of the venues for a Public Consultation Event. The Urban Development Council and Ebbsfleet Garden City have held their public board meetings there. Recently, Kent Ambassadors, a grouping of highly successful and experienced people who either live or work in Kent, held also held an event in Eastgate.

We would like to capitalise on the links that we have with the corporate world to enrich the lives of all children. Further detail of how this will practically happen is given in our Curriculum plan (D1). Some children struggle to see the relevance of education. We believe that exposing children, even at a young age, to the business world gives them a range of insights into real life situations and can stimulate their aspirations. For children who come from an educationally deprived background, understanding the relevance of education and giving them a window into what they could achieve can totally change their attitude to education, increasing their attendance and their engagement, and giving them a hope and positive expectation for the future.

## **Our vision and Ethos**

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

### **Our values:**

- **Adventure**
- **Openness**
- **Creativity**
- **Excellence**
- **Christian values**

These values are inclusive of other faiths, worldviews and cultures, evidenced by our survey results: 99.9% of parents surveyed said that they support the ethos and values outlined in our information booklet. The curriculum reflects our ethos by taking learning out of the classroom wherever possible. This will be done by project based, thematic learning underpinned by the national curriculum and involve regular trips and visits but also learning outside school. We will have well planned and engaging themes linked to the community and positively impact upon it, being open to the pupil's families and instilling good manners and strong moral values.

### **Adventure**

We will encourage a spirit of adventure to run through our school. Our curriculum will inspire the children to also be adventurous and innovative in their learning through our distinctive features of 'Classrooms in the Community' and our focus on developing Community Entrepreneurs. Our engaging topics and themes will foster curiosity in students.

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

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

### **Openness**

HCS Northfleet will be open to pupils' families and have a positive impact on them as well as the children who attend. Families will be encouraged to attend regular enrichment sessions we will run outside of the school day with their children to learn together with their child. This will serve to bring families together, advance the learning of the parents and teach them how to support the learning of their child.

We will teach the traditions of manners, respect and hospitality. Going hand in hand with our aspiration to impact and serve the community we want the children to learn in practical ways the importance of being hospitable, putting others before themselves and thinking of how they can be hospitable in their own lives. We will do this through the day to day practices in the school, for example 'kindness detectives' an initiative to recognise unprompted acts of kindness which happens in Sidcup and in planned events and projects, such as regular community events where the children prepare and serve refreshments, welcome and provide hospitality to their local neighbours and wider community and perform musical, dance or literary work for them.

Celebrating the different cultures in our surrounding area and learning about them is an important part of our ethos. This will alleviate fear of the unknown and build bridges between the children

and the cultures they are unsure of. We want to teach about the unique and shared histories of our diverse community so the children can understand each other and build bridges between them.

### **Creativity**

Our school will be vibrant, colourful and welcoming in its aesthetics. The designs of each classroom will be welcoming, inspiring and animated. Our library will be an inviting and vibrant space for children to relax and enjoy reading. We have moved away from the model of having specific rooms for specific learning and wherever possible, spaces and classrooms will be adaptable for teaching and learning of various subjects whether this is explicit or thematic. As our themes change so will the interior of the school, we want children to feel like they are living the theme and are a real part of it.

### **Excellence**

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

### **Christian Values**

Christian values run as a thread throughout the school and curriculum. We will create space for children and the school community to explore their own personal beliefs and faith in a safe place where they can ask the big questions of life. We will present a Christian view point while allowing children the freedom to decide for themselves. We will ensure children of all faiths feel included and valued by being inclusive in teaching about other faiths and religions.

### **Our distinctive features**

These features are shared by all New Generation Schools Trust schools.

#### **A learning space for the whole family**

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

#### **Partnership with local business**

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

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

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

#### **Curriculum that impacts the community**

Our whole school thematic learning aims to positively impact the local community. Through our

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

### **Classrooms in the community**

Where possible we take learning out of the classroom. We feel experiential learning is key for children to connect with what they are learning and understanding its relevance. The partnerships we have with local businesses allow us to take learning out of school and into the community. This shows the reason for learning, stimulates natural curiosity, and also creates a familiarity with the local working environment. We wish to take advantage of North Kent's unique historical and natural surroundings to bring learning alive. Whether it is geography lesson at the Ebbsfleet International station, or a science lesson in the local Garden Centre, or a maths lesson with the site developers we want to fuel the children's interest in the world of work from an early age and help them to know and value the history of their community and in so doing promote British values.

### **Outstanding Education**

We use the new National Curriculum as the vehicle of our curriculum which is broadened using a wide range of project and theme based learning initiatives. We focus on the development of breadth and depth of knowledge, demonstrating a broad and balanced approach based on the new National Curriculum subjects with a strong emphasis on English, maths and Science.

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

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

### **Our Learning Culture**

Creating and nurturing the right culture is crucial for building an engaged, adventurous learning community. Peter Drucker, a global leader in business and management consultancy, found from his experience that "culture eats strategy for breakfast"<sup>7</sup>. This is why so much important training and development has limited impact in some schools. The first priority for developing this culture is to focus our efforts on building good strong relationships with each other and our children, based on mutual respect and love. This inclusive approach is grounded in our Christian ethos.

We will encourage children to share their emotions, explicitly sharing our learning with pupils and each other, laughing at our mistakes and inviting help to improve. We will aim to focus learning on process rather than outcome only. We will specifically praise pupils and each other when they fail with a smile, requiring them to discuss what they would do next time to build resilience. We will teach our children to encourage each other when facing challenges, so that working hard will be the norm. Pupils will be taught behaviours for collaborating and challenging each other. These are behaviours we will explicitly plan and emulate as a staff and community.

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<sup>7</sup> <http://www.europeanbusinessreview.com/?p=2817>



Our school will shift the conceptual focus from teaching to learning, where the adults are learning leaders and facilitators. We will remind each other continually that true engagement is possible when pupils are actively creating their learning instead of passively receiving it. Child initiated teaching themes will be commonplace. As much as is possible, we will respond to the children's interest in our teaching themes – following their lead<sup>8910</sup>.

### **Our Religious Character**

We will create space for children and the school community to explore their own personal beliefs and faith in a safe place where they can ask the big questions of life. We will make space for regular collective times of worship. Whilst parents and children will have the opportunity to 'opt out' of these times we will deliver them inclusively so that they are accessible, welcoming and relevant to pupils from other faiths and none.

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

### **Chaplaincy, links with Christian Churches Together in Gravesham,**

See p.27

### **Inclusive RE teaching based on the Kent Locally Agreed Syllabus**

Other faiths and religions will be taught as well as having a strong Christian focus in our Religious Education subjects.

### **A School for All**

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

### **Aspirations**

The key driver for the curriculum is to ensure that pupils make rapid gains in their learning from their starting points; with a clear focus on mastery of skills and knowledge across the curriculum.

### **The targets we aspire to achieve:**

- To be graded at least Good in our first Ofsted inspection
- For 100% of teaching to be good or better and 30% to be Outstanding (achieved in HCS Sidcup 2015)
- End of EYFS: 70% of all pupils to reach a good level of development

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<sup>8</sup> <http://www.keap.org.uk/documents/LearningPlayingInteracting.pdf>

<sup>9</sup> <https://www.naeyc.org/files/yc/file/200603/SeitzBTJ.pdf>

<sup>10</sup> <http://www.educationengland.org.uk/articles/15needs.html>

(Met this target (70%) at HCS Sidcup in 2015 from low baseline)

- Phonics Screen Check in Yr. 1: 85% of all pupils to achieve the expected standard (For 2014/15 our target was 80% in line which we exceeded at 83%) at HCS Sidcup 2015)
- End of Yr. 2: 90% of all pupils to have met expected and 20% to exceed end of year outcomes in Reading, Writing, Mathematics and Science
- End of Yr. 6: 90% of all pupils to have met expected and 30% to exceed end of year outcomes and in Reading, Writing, Spelling grammar and punctuation, Mathematics and Science

We also strive to ensure that the outcome of the curriculum results in our children becoming:

1. Independent motivated learners
2. Community Entrepreneurs
3. Increased success in Secondary Education
4. Positive reputation of pupils in the area
5. Developing strong community cohesion in Northfleet

Further details on each of these aspirations is provided in D2.

## Section D: Education plan – part 1

Proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time can be seen in the table below

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023
Reception		60	60	60	60	60	60	60
Year 1			60	60	60	60	60	60
Year 2				60	60	60	60	60
Year 3					60	60	60	60
Year 4						60	60	60
Year 5							60	60
Year 6								60
Totals		60	120	180	240	300	360	420

## Section D: Education plan – part 2

The table has been removed as per guidance (route 1 application).

### Section D1:

Our Education plan is based on the same curriculum and approach as previously approved by the DfE for our School in Sidcup, which was developed in our application for Southampton. Therefore, we will highlight only the specific developments since those plans and adaptations for this pupil cohort.

There have been some developments of the Educational vision in Sidcup as we have worked it out in practice. For example, we have moved maths to the morning middle session because we recognised that children are more alert at this time of the day and saw greater progress when we made this move in Sidcup. Teaching maths in the morning also allows for children to easily move out into differentiation and small group learning in the afternoon. Mandarin has also been moved to the afternoon to allow the core subjects of Maths and English to be taught in the morning sessions every day. We have responded to the new national curriculum, which remains the framework for our curriculum.

Some refinements were also been made during the HCS Southampton bid, which we now embed across the family of schools, namely the Growth Mindset view. More detail is given on p.17.

We are delighted that the recent government manifesto states that;  
*We will increase the number of teachers able to teach Mandarin in schools in England, so we can compete in the global race.*

The recognition that China is becoming the business centre of the world was the original motivation behind our decision to start teaching Mandarin in Sidcup in 2013.

### **Expected pupil cohort**

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

	<b>School Name</b>	<b>NOR</b>	<b>FSM</b>	<b>SEN</b>	<b>EAL</b>	<b>Ethnicity</b>
England - national (primary state-funded)		4,309,582	19.2%	7.7%	18.7%	26.5%
LA for HCS Northfleet (Kent)		116,518	16.6%	8.1%	10%	16.2%
Closest local Primary Schools to HCS Northfleet (DA11) <sup>11</sup>	St Joseph's Catholic Primary School	243	14%	6.6%	44.3%	60.6%
	St Botolph's C of E VA Primary School	271	8.5%	7.7%	21.8%	37.4%
	Painters Ash Primary School	401	29.7%	4.5%	14.9%	24%
Closest local Primary Schools to HCS Southampton	Springhill Catholic Primary School	630	9.8%	11.27%	48.1%	56.7%
	St John's Primary and Nursery School	189	30.6%	13.76%	58.2%	80.6%
	St Mary's Primary School	519	31.4%	11.95%	79.9%	84.9%
Closest local Primary schools to HCS Bexley (DA14 5BU)	Royal Park Primary School	236	31.5%	6.4%	12.6%	27%*
	Orchard Primary School	226	26.2%	7.1%	16.3%	27%*

<sup>11</sup> From <http://www.education.gov.uk/schools/performance/> - last updated 7.5.2015

	St Peter Chanel Primary School	203	13.8%	7.4%	10.4%	27%*
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*EAL - Percentage of all pupils on roll whose first language is not English or believed to be English.*

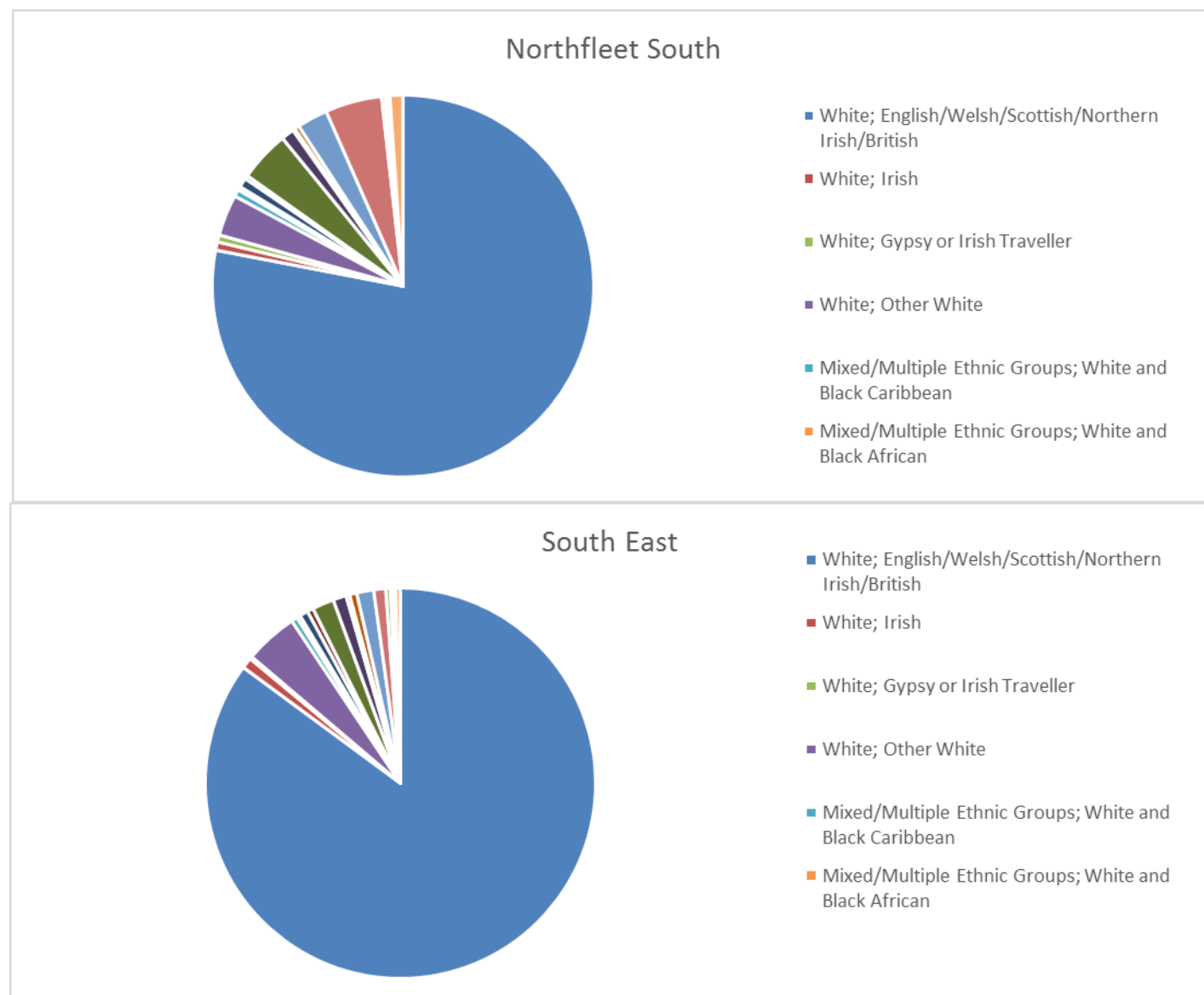
*Ethnicity - Percentage of all pupils on roll not White British or White Irish.*

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

*FSM - Percentage of pupils eligible for free school meals*

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

Northfleet is an ethnically diverse community with a high percentage of children with EAL<sup>12</sup>. The percentages of EAL and Ethnicity in the Northfleet schools are higher than the percentages in schools local to HCS Sidcup and the national average – although not as high as anticipated in the Southampton cohort.



We recognise and value the diversity of the community in Northfleet as represented in the figures above.

<sup>12</sup><http://www.kmpho.nhs.uk/EasysiteWeb/getresource.axd?AssetID=348308&type=full&servicetype=Attachment>

The level of FSM are at similar levels between HCS Sidcup and HCS Northfleet (approximately 30%, excepting the local Catholic/C of E schools which have a lower % of FSM).

All New Generation Schools are situated in areas where the local schools have higher levels of FSM than the national average (again excepting the local faith schools). This is a reflection on the levels of deprivation in these areas.

The % of SEND children expected in the HSC Northfleet cohort is closely aligned to the levels in Sidcup and the national average (around 7%).

There are traveller sites within walkable distances from both HCS Sidcup and the proposed Free School site in Northfleet. We considered in our original bid how we would be accessible to and supportive of this community and we have experience of working with this community in Sidcup to encourage their families into the school.

In addition to these differences (and similarities), HCS Northfleet will be twice the size of HCS Sidcup, with a yearly cohort of 60.

### **Curriculum Rationale**

Our curriculum is based on the successful curriculum we already use and which we outlined again for our Southampton application. We have tailored our curriculum to meet the needs of pupils in Northfleet. See 'Strategies to assess and meet the needs of all pupils' section for how we have tailored our approach to this particular cohort.

In summary, the HCS Curriculum is:

- unique to the school in that it enhances the national curriculum
- written by the school trust, and subsequently by the senior leadership team and school staff, in line with our vision
- dedicated to raising the standard of the core elements of learning
- related specifically to the school vision; focused on learning, with additional community outcomes and committed to creating children who 'change their culture'
- committed to ensuring excellent academic outcomes when measured at key check points

This model of relating all we learn to impact our community and ultimately our global village embodies and embraces the 'Big Society' philosophy, which, we believe will both motivate and further inspire learning. Our curriculum will embrace a wide range of learning opportunities, with strong cross-curricular and community links, through effective local business partnerships. Practically this will involve visits to, enterprise projects run with, curriculum subjects being delivered in partnership with and visits to the school from local businesses.

The use of whole-school themes will embed learning across family and community groups, and include opportunities to broaden learning including:

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

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

At HCS Sidcup, we deliver a thematic approach to learning through implementing Power of Reading approach developed by the CLPE<sup>13</sup>. It is an approach based on using recommended texts over a period of time and, where possible, the different subject areas are linked to the chosen text.

To ensure coverage of genres and skills within the English curriculum, teachers will look at the text to decide which genre/s and skills can be taught through the text, as well as how the text lends itself to other programmes of study. For example, through the text 'Lila and the Secret of Rain' by David Conway and Jude Daly, children explored the issues of drought and its impact on plants. This was then linked to the science programme of study where we looked at what plants need to grow.

A thematic, cross curricular approach will be used to ensure meaningful links are made for pupils' understanding and building on their prior learning, whilst not compromising on delivering the depth and breadth of the national curriculum. As a result, some subjects will be taught discreetly.

Phonics is taught using the Letters and Sounds document and is taught daily for a 20-minute session. Each class differentiates according to the phase the children are working on and staff are deployed as necessary within the class.

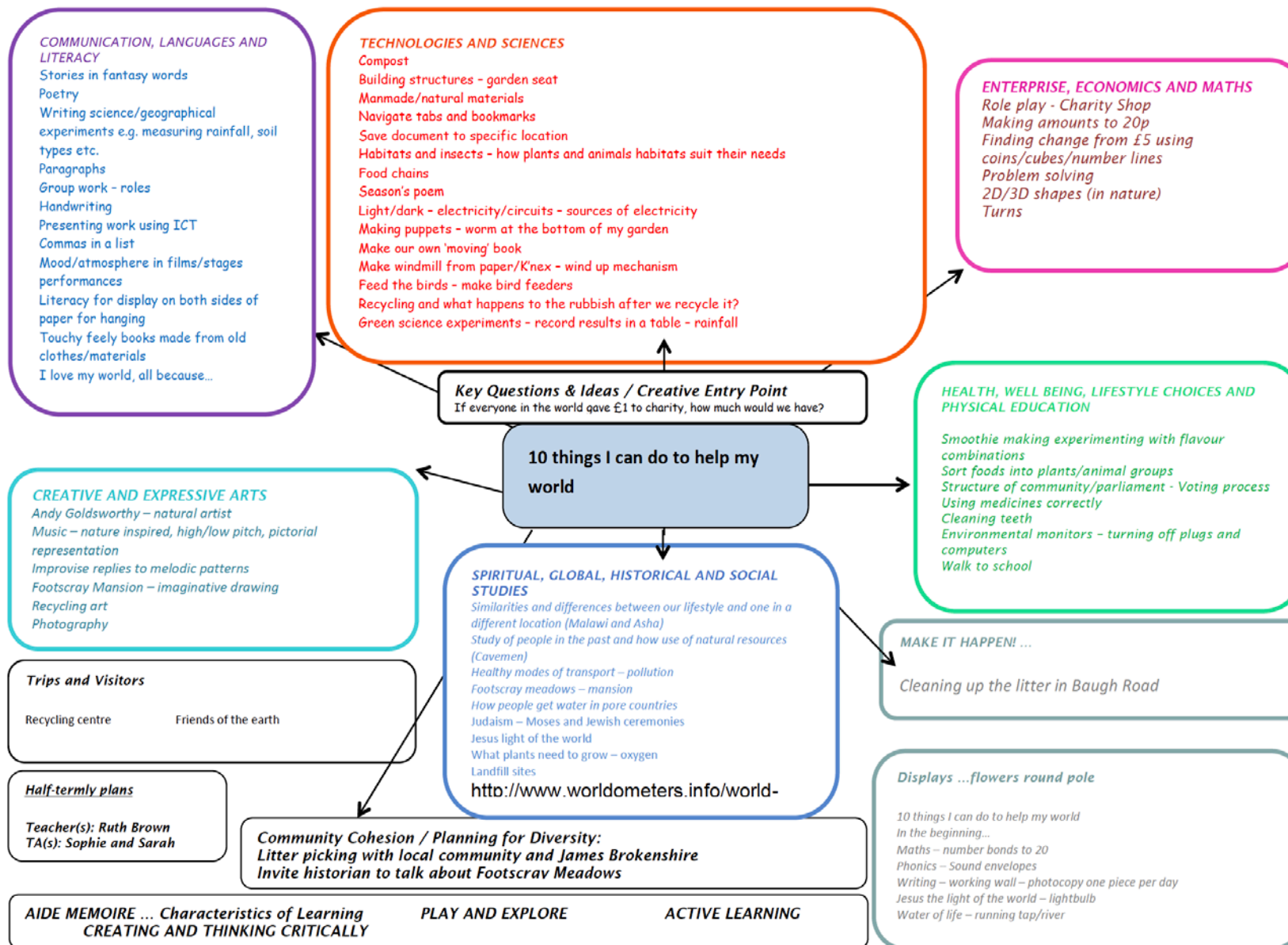
Maths is also taught as an independent subject and classes use the National Curriculum to ensure appropriate coverage. This is monitored using a Classroom Monitor and progression for individual children is recorded.

RE is taught discreetly and teachers use the Kent Locally Agreed Syllabus to plan and deliver lessons. Where possible, the teaching staff may try to link the Agreed Syllabus to a specific text to support delivery of lessons in a similar style to a Power of Reading session. For example, at HCS Sidcup, the Reception class chose a 'theme' of celebration for the weeks leading up to Christmas and used a non-fiction text to explore this, then RE sessions were taught using the text as support.

Below is the Medium Term Plan from Summer Term used in HCS Sidcup to further explain how the thematic approach to learning work

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<sup>13</sup> <https://www.clpe.org.uk/page/44>



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

## **Approaches to Pedagogy**

### **Growth Mind-set and Motivation<sup>14</sup>**

The school will have an expectation of high academic achievement, which requires accelerated progress for our pupils to raise aspirations and realise their potential. While every school wants to do this for their pupils, those that succeed have a culture embedding a growth mindset. Overall, learning involves training; developing a child's character matters as much as his or her academic attainment to ensure resilience in the face of increased challenge. Mindset is a simple idea developed by world-renowned Stanford University psychologist Carol Dweck following research on achievement and success<sup>15</sup>. Teaching a growth mindset creates motivation and productivity in the worlds of business, education, and sports.

HCS will cultivate a growth mindset in children and young people so that they expect to work to achieve success, do not fear failure and are comfortable with challenge. Many schools work in a fixed mindset, assuming that each person is created with a fixed amount of intelligence and abilities which s/he must learn to optimise (or make do with). In this type of culture, there is little risk-taking, less aspirational target setting with very set perceptions of each child. However, at HCS we believe that each child is filled with possibility. We will nurture a Growth Mindset culture in which we will teach children that their intelligence and abilities can be developed.

Key features of this approach are:

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

See HCS Southampton bid (p.25-27) for further information on each of these features.

Teachers will identify student strengths in learning and where the gaps and intervention strategies are needed. The Inclusion Manager will have clear responsibilities in determining all pupils' needs on entry and supporting differentiation in lesson planning for teachers. See 'Strategy to assess and meet the needs of all pupils' section for further detail on the SEND provision and SENCo role on p.26 and p.35.

### **Quality assurance system**

The purpose of quality assurance is to measure the impact of the actions taken by the school. This will be achieved as outlined in the table below.

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<sup>14</sup> <https://www.mindsetworks.com/webnav/whatismindset.aspx>

<sup>15</sup> <http://mindsetonline.com/>



The regularity of these assessments will be reassessed once the Principal and The Local Governing Body are established in their roles. At the point the school opens the QA roles of the Local Governing Body committee focused on Teaching and Learning and the functions of the Full LGB, particularly the Chair of The Local Governing Body would be the priority. At all meetings the Local Governing Body will ensure that statutory duties are met by the appointment of an experienced Clerk.

The most important focus will be those based on the Ofsted grade descriptors:  
Effectiveness of Leadership and management (including SMSC and British values); Quality of teaching, learning and assessment; Personal development, behavior and welfare and Outcomes for pupils.

<b>Principal and Teaching Staff Quality Assurance responsibilities</b>				
<b>Quality Assurance Action</b>	<b>Responsi- bility for delivery</b>	<b>Frequency of Action</b>	<b>Areas of Focus</b>	<b>Priority in early stages of opening</b>
Focused written reports for The Local Governing Body	Principal, subject leaders and other heads of depart- ments	Monthly Principals report	Whole School Focus – i.e. Effec- tiveness of Leadership and man- agement (including SMSC and British values); Quality of teach- ing, learning and assessment; Personal development, Behavior and welfare, Outcomes for pupils, vision and ethos	Yes
Other presentations for the Local Governing Body	School staff, external ex- perts, Pu- pils, (pre- pared by teaching team)	Termly or as required	Whole School Focus	
Auditing as part of the School Development Plan	Principal and Teach- ing Team	Monthly 1:1's and weekly staff meetings	Whole School Focus with particu- lar emphasis on Quality of Teach- ing, Learning and assessment	Yes
Regular assessment of the quality of teaching, learning and assessment –	Principal and SLT through tri- angulation of lesson observa- tions, data analysis and the chil- dren's work	Half termly with increased assessment for new mem- bers of staff.	Quality of Teaching, Learning and assessment	Yes
Regular assessment of Per-	Principal	Half termly	Personal development, Behavior	Yes

sonal development, Behavior and welfare	and Teaching Team		and welfare	
Regular assessment and tracking of the attainment and progress of pupils including analysis of trends over time Data analysed to include both individual and yearly cohort as well as vulnerable groups such as pupil premium, AEN, LAC, EAL etc.	Principal and whole Teaching Team	Half termly	Outcomes for pupils (Progress and attainment)	Yes
Regular assessment of the effectiveness and quality of leadership and management – half termly	Principal and SLT – (this part of our self-evaluation is quality assured in other ways as detailed below)	Half Termly	Effectiveness of Leadership and Management	Yes
Sampling pupils' work	Principal and SLT	Half termly	Quality of Teaching, Learning and assessment	Yes
Collating a variety of evidence of achievement	Principal and Whole Teaching Team	Half termly	Outcomes for pupils (Progress and attainment)	Yes
Monitoring teachers' planning	Principal and SLT	Half termly	Quality of Teaching, Learning and assessment	Yes
Collating and analysing a wide range of data (to include internal and external analysis of national tests to include benchmarking and compara-	Principal and Whole Teaching team	Half termly	Quality of Teaching, Learning and assessment, Outcomes for pupils (Progress and attainment)	

tive information) to triangulate judgements				
Regular review of the School Self Evaluation report	Principal and whole teaching team	Termly	Whole School Focus	
Following up on action points from Quality Assurance visits – e.g. governor learning walks, Educational Standards Director visits	Principal and Whole Teaching team	Termly	Depends on the focus of the Visit	Yes
Following up on action points from Ofsted inspections – post Ofsted inspections	Principal and Whole Teaching team	Timing dependent on points raised	Whole Ofsted framework	
Staff appraisals based on T&L progress and vision and ethos of school	Principal	yearly cycle, targets set by Oct half term reviewed in Jan and May with final assessment in July	Quality of Teaching, Learning and Vision and Ethos	Yes – October deadline for targets
<b>Chair of Governor's Quality Assurance responsibilities</b>				
Regular assessment of the Effectiveness of leadership and management – through all available data, stakeholder feedback and own observation	Chair of The Local Governing Body	Half Termly	Effectiveness of Leadership and Management	Yes
Following up on action points from Ofsted inspections (supported by Educational Standards Director)	Chair of The Local Governing Body	Timing dependent on points raised	Whole Ofsted framework	
<b>Full Governing Body Quality Assurance responsibilities</b>				
Auditing as part of the School Development Plan	Full Governing Body in partnership with Principal	Half termly LGB meetings	Whole School Focus	

Classroom visits, both formal and informal and learning walks –	Full Local Governing Body	Half termly	Effectiveness of Leadership and management (including SMSC and British values); Quality of teaching, learning and assessment; Personal development, Behavior and welfare, Outcomes for pupils, vision and ethos	Yes
Sampling pupils' work at learning walks and teaching and learning LGB meetings – half termly	Full Local Governing Body	Half Termly	Teaching and Learning, Attainment and progress	Yes
Discussions with pupils and parents and carers – informally but also through family/governor meetings	Full Local Governing Body	Termly	Whole School Focus	Yes
Promotion and analysis of Parent and carers, pupil and staff questionnaires	Full Local Governing Body	Termly	Whole School Focus	Yes
Collating and analysing a wide range of data to triangulate judgements – half termly	Full Local Governing Body particularly those with skills in and responsibility for teaching and learning	Half Termly	Quality of Teaching, Learning and assessment, Pupil progress and Attainment, SMSC, British values, Personal development, Behavior and welfare	Yes
<b>Educational Standards Director Quality Assurance responsibilities</b>				
Auditing as part of the School Development Plan	Educational Standards Director	Termly	Whole School Focus	Yes
Focused reports to the Local Governing Body – Following Quality assurance visits according to the brief outlined in section F2 for the Trust's Educational Standards Director	Educational Standards Director	Half Termly	Whole School Focus	Yes

## **Review and evaluation statement**

Our self-review and evaluation will involve collecting, analysing and interpreting a wide range of evidence through such activities as will data analysis, sampling of pupils' work, lesson observations, interviews and surveys. It will be used to celebrate success as well as identifying priorities for development. The process will have rigour and challenge if the evidence is to be worthwhile. The strategy will be simple but effective, and integrated into routine management systems and cycles. The school will listen and respond to the views of its stakeholders. Evaluation will focus strongly on the impact of the school's actions on learners and families.

## **Strategic objectives**

Our strategic objectives are to:

- Provide good and outstanding learning and teaching for pupils.
- Raise aspirations for employability and further education and training.
- Increase standards for local children above the national norms and in line with other outstanding schools in the area.
- Provide a learning hub for families and children that remove barriers to learning through identification and prioritisation of the support needed.
- Have high expectations for all pupils.

## **The Free School day – timing arrangements**

As per HCS Southampton bid (p.28).

## **Pupil Organisation**

As per HCS Southampton bid (p.40).

## **Timetables**

The timetables for EYFS, KS1 and KS2 remain as per HCS Southampton bid (p.29-32), excepting the change to move Mathematics to the morning session and Mandarin to the afternoon.

## **Specialisms**

### **Community Entrepreneurs**

The school in Northfleet would outwork the Community Entrepreneurs feature present in all New Generation Schools Trust schools in its own context. We will be partnering with existing community organisations and social entrepreneurs that have initiated and developed community projects such as Food Bank, and Eastgate, Millbrook Garden Centre and Medway Tree Surgeons. We will also seek to develop further links with other community groups within Northfleet South and Northfleet North wards.

Evidence of support:

We have secured a strong level of support through local businesses and community organisations where we would start to provide these opportunities, see letters of support in Appendices.

## **Eating arrangements**

As per HCS Southampton bid (p.40).

## **Strategy to assess and meet the needs of all pupils**

### **Children with SEND**

The aims of our special educational need and disability (SEND) policy and practice in the school are to work within the guidance provided in the SEND Code of Practice (2014):

- To make reasonable adjustments for those with a SEND by taking action to increase access to the curriculum and the environment for all.
- To ensure that children and young people with SEND engage in the activities of the school with pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum and inclusive provision, to better respond to the four broad areas of need:
  - Communication and interaction,
  - Cognition and learning,
  - Social, emotional and mental health
  - Sensory/physical.
- To listen, respond to and work with parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff training and support to meet pupil need, through well- targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that is in line with the Teaching and Learning Policy.
- Pupils’ attainments are tracked using class and whole school tracking systems. Attainment and progress is then discussed in termly progress meetings that are undertaken between the class teacher and Principal and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies or interventions to further support the success of the pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. This is known as the ‘graduated approach’.
- Action relating to SEND support will follow an assess, plan, do and review model:
  1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
3. **Do:** The class teacher remains responsible for all children, including those identified with SEND and Quality First Teaching that is differentiated is the main form of support for all children and young people. Additional support or interventions (SEND support) will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents’ aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly and shared with the parents and the pupil (as is the process for all pupils).
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies, regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
    1. Specialists in other schools e.g. teaching schools, special schools.
    2. Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Behaviour support teachers, Education Welfare Officers, Educational Psychologists
    3. Speech and Language or other health Professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS)
    4. Social Care, including the Disabled Children’s Service.
  - In addition, the school will involve external agencies, as appropriate, including health and social services, community and voluntary organisations, for advice on meeting the needs of pupils with SEND and in further supporting their families.
  - For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

The Inclusion Manager will be accountable for the quality of teaching and learning in PSHE / SEAL throughout the school as well as overseeing the work of the Family Liaison and the Pupil Counsellor. The SENCo will support children with SEND, and their families. They will build relationships with these families and support them to access specialist services from external providers. In the classroom they will work with the Teacher to ensure that the child is able to access the curriculum and make expected progress. They will act as a point of expertise and resource for the teachers to effectively plan and differentiate for those children. This could be done through monitoring planning, data analysis and observation. The SENCo will lead on pupil progress meetings where individual plans for the children can be set and reviewed.

### **Gifted and Talented provision**

In line with the changing educational landscape we are moving away from a specific provision for G&T children and consistent with the new National Curriculum, developing the skill of mastery so that children do not (except in exceptional circumstances) move above the Age Related Expectation but are encouraged towards a broadening of their learning and application of skills.



### **Children from the Traveller community**

We will be working closely with local community leaders to ensure that our schools is accessible to everyone, and have already made steps to engage with residents from the Traveller community. We feel that this community has been excluded and misunderstood by other members of the community and also by statutory and private providers. They experience high levels of prejudice locally and this has a huge impact on their levels of education, health and employment. Education is a highly valued asset within this community but due to behavioural issues, prejudice and cultural issues and many children do not gain adequate schooling. Traveller Education Liaison is therefore key to developing and maintaining the relationship between the Traveller community and the school. The TEL would provide support and advice to the school regarding the inclusion of pupils from traveller families, provide support to families with admissions and attendance and provide training to staff with supporting traveller families. We have accounted for this intervention in the budget under Education Welfare Services.

### **Looked After Children**

There will be a designated teacher for looked after children and a named governor. Looked After Children (LAC) will also have a Personal Education Plan (PEP) to support their learning and the class teacher and their LSA will work closely to ensure that this is rigorously applied, monitored regularly and evaluated according to the time specifications and target outcomes as stated on the Plan. This links to the assessment and monitoring strategies to ensure no gaps emerge, or where there are gaps that these are addressed and closed.

### **English as an Additional Language (EAL) provision**

We are aware that there may be large number of pupils who are at early stages of English fluency. As a result, we have allocated funding to employ an EAL specialist teacher for 0.6 FTE per week (depending on the number of pupils).

To ensure pupils with EAL experience the strong culture of inclusiveness we will:

- Recognise and respect the fact that pupils with EAL have their own individual learning needs and that the fluency of pupils with EAL in speaking, reading and writing English does not necessarily reflect their cognitive ability.
- Carry out basic research into the cultural and personal backgrounds of pupils with EAL.
- Ensure that these pupils are comfortable in the classroom, by seating them in front of the class teacher so that they can easily access pictures and texts and where it is easier for the class teacher to make regular eye contact with them.
- Ensure that at the start of each lesson, key vocabulary will be explained and a visual version of the glossary of terms is put into their books.
- As far as possible, allow each pupil with EAL to sit next to a reliable pupil who can act as a translator.
- Identify any cultural content that may be unfamiliar and explain this.
- Repeat and summarise instructions and requests as well as moderate the speed of delivery to meet the needs of these pupils.
- Wherever possible, give practical demonstrations to pupils with EAL. Supporting words with actions is a highly effective way of conveying a message to them.
- Use dual textbooks where possible.
- Use any bilingual staff in the school to produce worksheets in the pupils' own language.
- Avoid over correcting the mistakes of pupils with EAL, as this will soon cause them to become demotivated.
- Have a specific focus when assessing pupils' work and when setting targets.

- Encourage risk-taking within a safe and secure environment. Create a can-do culture within the classroom and have high expectations for pupils with EAL.
- Differentiate work for pupils with EAL. For example, single-word answers are acceptable for a pupil who is new to English, However with increasing experience, pupils will be encouraged to expand their answers and use full sentences.
- Find opportunities to use role play and drama.
- Make use of writing frames, but only if pupils have had the opportunity to talk through their work prior to the written task.

In HCS Northfleet we will have flexibility in the timetable to allow those students who need it the opportunity for additional English intervention, in small groups or on a 1:1 basis. We will practise both withdrawal and immersion, where children are able to taken out of classes at least once a day for intensive English sessions, while mainstream classes help them learn social language, among other things.

A specific aim for HCS Northfleet (as it is for HCS Southampton) is for all pupils who speak English as an Additional Language to value their first and/or other languages as an economic asset for the future.

### **Ethnic diversity:**

The school will create a welcoming and inclusive environment for all within the community and will be open to all families. We will offer a broad and balanced curriculum and be inclusive in our teaching. Our proposed school in Southampton has similarly high levels of Ethnic diversity and has a partnership with CLEAR who have significant experience of reducing barriers to engagement in a diverse community. Opening this school before Northfleet will equip us with practices and approaches to support inclusivity as we look to help us provide outstanding outcomes for the community regardless of faith, culture, ethnicity or background. NKCC have an established link with a local charity, Kick Kent. Kick Kent is a Sports Charity dedicated to helping young people from all walks of life, discover their potential. They achieve this by teaching life skills through a variety of sports. The charity works closely with the African Caribbean Forum Kent. The church has also created a link with 'Cohesion Plus', a group that has developed from the Sikh community with the aim of promoting positive community relations in Kent, bringing communities together through the arts, public education and sport. This connection has included volunteering at local community events together.

We aim for the school to be at the heart of the community and the community to be at the heart of the school through: parent workshops, adult literacy, numeracy and I.T. classes, hosting community events, multicultural food events and working closely with services and charities in the area. We will also employ a Family Liaison Co-ordinator and Community Partnerships Co-ordinator who will support the families and these activities.

Welfare/pastoral arrangements, Transition, Enrichment programme, Learning and Activities in the holidays all as per the Southampton bid (p.34-36).

### **Section D2**

At HCS Sidcup pupil performance has been effectively monitored through governor visits, weekly Chair of Governor meetings with the principal, monthly governor meetings where Principal reports

on performance are discussed, training for staff and the Local Governing Body on understanding data and effectively using our chosen data package (Classroom Monitor) to track pupil performance.

Visits from our Educational Standards Director have been effective in helping the Trust celebrate great teaching and learning and improving the quality of teaching and learning. As an example of this a recent visit by our Educational Standards Director resulted in additional phonics training for staff, a more systematic approach to lesson observations and some suggestions to further raise the quality of marking. This is an example of the Trust's commitment to remain focused on continually improving provision and monitoring to ensure the greatest opportunities for pupil performance – both in existing and future HCS schools.

Having now run a Free School for 2 academic years we have learnt a great deal in this area and are continually developing how we support and inform teaching and drive progress and attainment for all pupils. We have refined many of our systems and these have had a positive impact on accelerating pupils' progress and driving up attainment.

In response to feedback from our wave 9 application we have further outlined the key developments in how we will focus on pupil outcomes as we grow. They are as follows:

### **Defining Progress**

To help us effectively define and discuss progress each year group will be in a 'BAND'; Year 1 = Band 1, Year 2 – Band 2 and so on

Each Year Band is broken down into 6 steps and a minimum expected progress will be 6 Steps of progress over a year.

The steps are as follows: beginning (b), beginning + (b+), developing (d), developing + (d+), secure (s) and exceeding (e)

### **The three broader sections will be thought of in these terms:**

- Beginning – 10-50% of the objectives in the current band have been met
- Developing – 50-90% of the objectives are confidently achieved
- Secure – 90+% of the broad expectations for the band have been met

Lower and higher attaining pupils may be working at a band outside of their current year in exceptional circumstances as the expectation is for the large majority of pupils to progress through the curriculum content in the age related band with interventions to close the gaps for the lower attainers and challenges for the more able. Once age related expectations have been met the focus would move to mastery; encouraging the broadening of skills, problem solving and application of skills into different circumstances.

- Teachers will assess steps in core and foundation subjects.
- For children to be working at age related expectation, they would need to reach the secure (s) step at the end of the appropriate year.
- Exceeding, pupils have attained a more thorough and wide ranging grasp of the content and concepts. Exceeding (e) is a stepping stone on to the criteria in the following band.

### **Target setting:**

- To meet age related expectations, children should reach the secure (s)

step by the end of the appropriate year.

- To move from secure (s) in one year band to the next is 6 steps over 6 half terms.
- Therefore this equates to 1 step or 1 point of progress each half term.

### **Assessing EAL students**

With such a high ethnic diversity in the Northfleet area, the strategy for setting accurate baselines for EAL students and monitoring their progress is key. Initial information gathering with the family and pupils will happen wherever possible in the pupils' first language in order to gain a clear picture of their academic ability. These assessments will be used alongside classroom assessments using the 'Rising Stars' criterion to set baselines and targets.

In HCS, Sidcup, to assess children with EAL we use the 'Bexley Assessment Steps' to level their language needs alongside the 'Rising Stars' levelling system. There are formative assessments for setting reading, writing, speaking and listening targets and summative assessments for tracking progress at the primary stage. We would look to use this system in Northfleet as well as re-searching a locally comparable tool.

### **Reporting Progress:**

There will be an extra layer of reporting on pupil performance to the Board and in particular the Education and Standards committee of the Board. We have also developed how we report progress and attainment across the HCS family of schools (see below). We are also in consultation with classroom monitor to deliver a data dashboard for Trust use in order give the Trust an overview on pupil performance across all schools.

We expect all schools to monitor attainment in the following ways:

- Using detailed formative and summative assessment to ensure that pupils, teachers and parents know if pupils are achieving the expected standard.
- Using assessment information including test results, with an emphasis on leadership and management to improve teaching and the curriculum as a result.
- Drawing on a range of assessment evidence and setting aspirational targets.
- Using assessments to ensure that all pupils make the progress their teachers expect.
- Providing more able pupils with work that deepens their knowledge and understanding.

### **Reporting Attainment and Progress to Pupils and their Parents:**

We will regularly report to parents formally (parent progress meetings, reports) and informally in our soft start and soft end to the day in a helpful way so they can understand how their children are doing in relation to the standards expected.

This reporting is designed to initiate an open dialogue regarding the child's achievements, next steps and suggestions for home learning in order that the parent/carer can be involved in praising and supporting their child with their education. It is not designed to be used for discussions regarding comparisons or scores as this practice could lead to some of the same problems as the previous system of levels, such as the 'labelling' effect, development of fixed mind-sets, comparison of level with peers etc. This model is intended to work in collaboration with parents to enable them to be involved in their child's learning and progress to help them reach their full potential.

Discussion with parents is most effective when it is based around specific success criterion for the current area of learning. Phrases that could be used when reporting to parents include:

- Your child is working well within the expected range for their age (followed by examples of particular areas of success and current areas of focus)
- Your child is working slightly below the expected range (followed by examples of particular areas of success and current areas of focus)
- Your child has a strong understanding of the concepts taught this year and has been working on extension activities to further develop their problem-solving skills (followed by examples of particular areas of success and current areas of focus)

### **School improvement support and monitoring**

This will be resourced centrally through the Trust. Pupil progress targets are agreed in collaboration with the Trust's Educational Standards Director.

**Collaboration** We will work towards cross collaboration across the family of Hope Community Schools in order to create a broader perspective for the review and evaluation process and to share best practice and innovation with regard to setting and achieving targets. In practice this will happen as the schools will share central services (strategic finance and HR services, Business Management, Educational standards) and other collaboration such as inter-pupil interaction, staff training and CPD. See F6 (b) for more detail.

### **School development planning cycle**

Our development planning cycle will follow recognised stages:

- Evaluate, Prepare and Engage – creating a shared vision of where we are at the time, and where we will improve. All staff and governors will be critical in determining the plan.
- Identify objectives – All objectives will lead staff to deliver the key outcomes of the vision whether they are teachers or support staff. In the classroom for learners and beyond the classroom by personalising, developing and prioritising solutions, interventions and plan impact evaluation.
- Monitor and evaluate progress toward successful outcomes – use of Assessment for Learning in the classroom and performance management and consistent analysis of data collected on intermediate outcomes (e.g. ongoing assessment with termly analysis, attendance etc.) and undertake impact evaluations.

### **Achievement Targets**

Targets for HCS in Northfleet have been developed following research into local authority and national data, to ensure that we consider current levels of attainment in the area.

Phase	Target	% pupils HCS	National %*	LA %
All (2017-18)	Lessons judged good or outstanding according to the Ofsted framework	90% in first year 95% by second	80% schools judged good or outstanding <sup>16</sup>	% Schools judged good or outstanding

<sup>16</sup> As Ofsted no longer judges individual lessons, we can only compare against the % of schools judged 'Good' or 'Outstanding' which forms a summary of the overall T&L see in a given school.

		year 100% by third year		Kent – 79% Gravesham – 62%
	Increased Developmental Assets measuring Com- munity Entrepreneurship	96	NA	NA
Foundation Stage – GLD (2017-18)	Reading (achieving ex- pected or higher) by end of Reception	85	74 (last year)	Kent 82
Key Stage 1 (2018-19)	Y1 Phonics Screening meets or exceeds stand- ard threshold	85	77 (last year)	82 (last year)
	Meet the new expected standard in Reading, maths and SPAG at the end of KS1	90	85*	85*
Key Stage 2 (2023-24)	Meet the new expected standard in reading, writ- ing, maths and SPAG by the end of KS2.	90	85*	85*

**\*National and LA targets**

In response to feedback from wave 9 application we have included a rationale for the aspirational targets set:

- End of end of Key stage 2 attainment floor target, currently set by DFE for 2016, whereby 85% of pupils need to have met the expected standard in all of reading, writing and maths.
- HCS proven track record of accelerating pupils' progress from low base lines in EYFS to exceeding national expectations of GLD. This was 73% at HCS Sidcup this year, which is 12 percentage points above last years' national of 61%.
- HCS has a proven track record of building on the positive gains made by pupils in EYFS and adding further value. This is evident by the phonics screen check results at HCS this year. For 2014/15 this was 83% which is 6 percentage points above the national average (77%) and 1 percentage point above the local average (82%).

**We also strive to ensure that the outcome of the curriculum results in our children becoming:**

**1. Independent motivated learners**

Our teaching methods will not only ensure mastery of skills and knowledge but also will strive to challenge and deepen their learning. We will teach children to delight in knowledge: to move from, 'Whatever!' and 'So what?' to wonder and wellbeing. Lessons will come with a license for adventure, learning will be integrated across subjects and disciplines and teaching will be applied to real life.

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

## **2. Community Entrepreneurs**

As per the HCS Southampton bid (p.18), but for HCS Northfleet our intention will be to specifically focus on industries that reflect the unique nature of the County of Kent, links to Europe via Ebbsfleet and easy access into London. We would also like our children to be able to access a range of local businesses and if approved would develop the links we have made with local businesses and contact the Kent Education and Business Partnership. The preferred site in Springhead Park is within easy commutable distance of the retail heart of the town centre and local industrial estates and business areas. We have already established links with three local enterprises and a national company (working locally) with a commitment to explore partnerships: Medway Tree Surgeons, Millbrook Garden Centre and Countryside Properties UK Ltd, see D1 and letters are also included as Appendices.

## **3. Increased success in Secondary Education**

As per HCS Southampton bid (p.19).

## **4. Positive reputation of pupils in the area**

As per HCS Southampton bid (p.19).

## **5. Developing Strong community cohesion in Northfleet**

Gravesham has the highest number and proportion of residents from a BME group across Kent. 17.2% of Gravesham's population, 17,494 people are from a BME group, much higher than the national and regional proportions. Gravesham has the highest number and proportion of residents from both the 'Asian/Asian British' ethnic group and the 'Other' ethnic group across Kent. 10,604 Gravesham residents belong to 'Asian/Asian British' ethnic group which is equal to 10.4% of the total population, whilst 1,939 residents belong to the 'Other' ethnic group which is equal to 1.9% of the total population of Gravesham. In particular, in Northfleet South, the percentage of White Irish Gypsy/Traveller residents (0.6%) is significantly higher than the South East (0.2%) or National figure (0.1%). Residents of 'Other White' ethnicity now account for 4,693 or 4.6% of the resident population. Collectively, 'Other White' and 'BME' ethnic groups/categories account for 22,187 or 21.8% of the resident population.

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

## **Section D3**

This staffing structure is based on the same strategy that we used to establish the school in Sidcup, which has been working effectively. The only difference is that this is a 2FE school and as such there are more teachers, TAs and MDS roles. We have found that a phased build up in Sidcup has worked well with most of the part time staff being able and willing to increase their roles as the school has grown, and where this has not been possible we have increased the roles through job shares. Roles are understood and there are clear lines of accountability. Our solutions to staffing have involved a number of part-time and job share positions. This has meant that there is wider coverage for sickness, flexibility for staff and increase capacity, expertise and skills, which is essential in such a small team. The roles which are distinctive to the Hope Community family of

schools (such as the Community Partnerships Co-ordinator, Family Liaison Officer and Chaplain) are key in establishing and developing the ethos and vision of the Trust and ensuring that we deliver on the aspirations of our school proposals.

Having run Sidcup, a 1FE school that has had 3 maternity leaves in the founding years, we have learnt that we need to have increased capacity in the budget so that there is no impact on the children. Because of the community that we are working with we have access to a number of teachers e.g. retired, those working part time, who have capacity and interest to volunteer and support the school. We have many day to day volunteers helping in the school in Sidcup, e.g. with reading, administration and this is a key part of our ethos that we will see repeated in Northfleet. We have learnt the importance of regular and robust communication between the Trust and the local team. As the Trust grows the local team will be supported by a strong governance structure and central services team which will scale up as we grow (p.77-80).

### **Staffing Strategy**

Once the school is full; there will be two classes per year group, each with a teacher. On opening there will be two classes of Reception children, staffed by two teachers and two teaching assistants. This basic ratio of 2 adults to 30 children will ensure that support for learning and for social and emotional needs is of the highest order. In addition, there will be support for children with specific needs and statements of educational needs. This model will continue through the years as the school grows, (excepting year 6 where there will be no teaching assistants).

### **Staffing: Leadership arrangements**

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

### **Staffing: Accountability and Structure**

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

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

The Principal will also oversee the Community Partnerships Co-ordinator who will link learning from the school to the wider community, businesses and other partners. This leader will draw together common themes arising in coaching sessions and the parents' and carers' forum making sure they are effectively addressed in PSHE / SEAL lessons as needed. Through whole-class learning, individual coaching and partnerships with families, HCS will



identify barriers to learning that are created by social and family relationships and circumstances.

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

### **Curriculum leadership and support**

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

### **Teaching and Support Staff**

Class teachers and teaching assistants will work to the guiding principles for teaching and learning as we have outlined in the section on our Approaches to Pedagogy (p.30-31). Teachers will plan well-differentiated lessons to meet the needs and to challenge children of every need and ability, including strategic deployment of learning support assistants in every lesson. Working together, teachers will ensure that small group support is distributed across each ability group throughout the week so that all children are supported and challenged. While all Hope staff will be trained to personally coach children, class teachers and support staff will coach proportionately more children than other colleagues.

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

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

## **Business and Operations**

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

## **Staffing: Phased build-up**

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

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

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

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

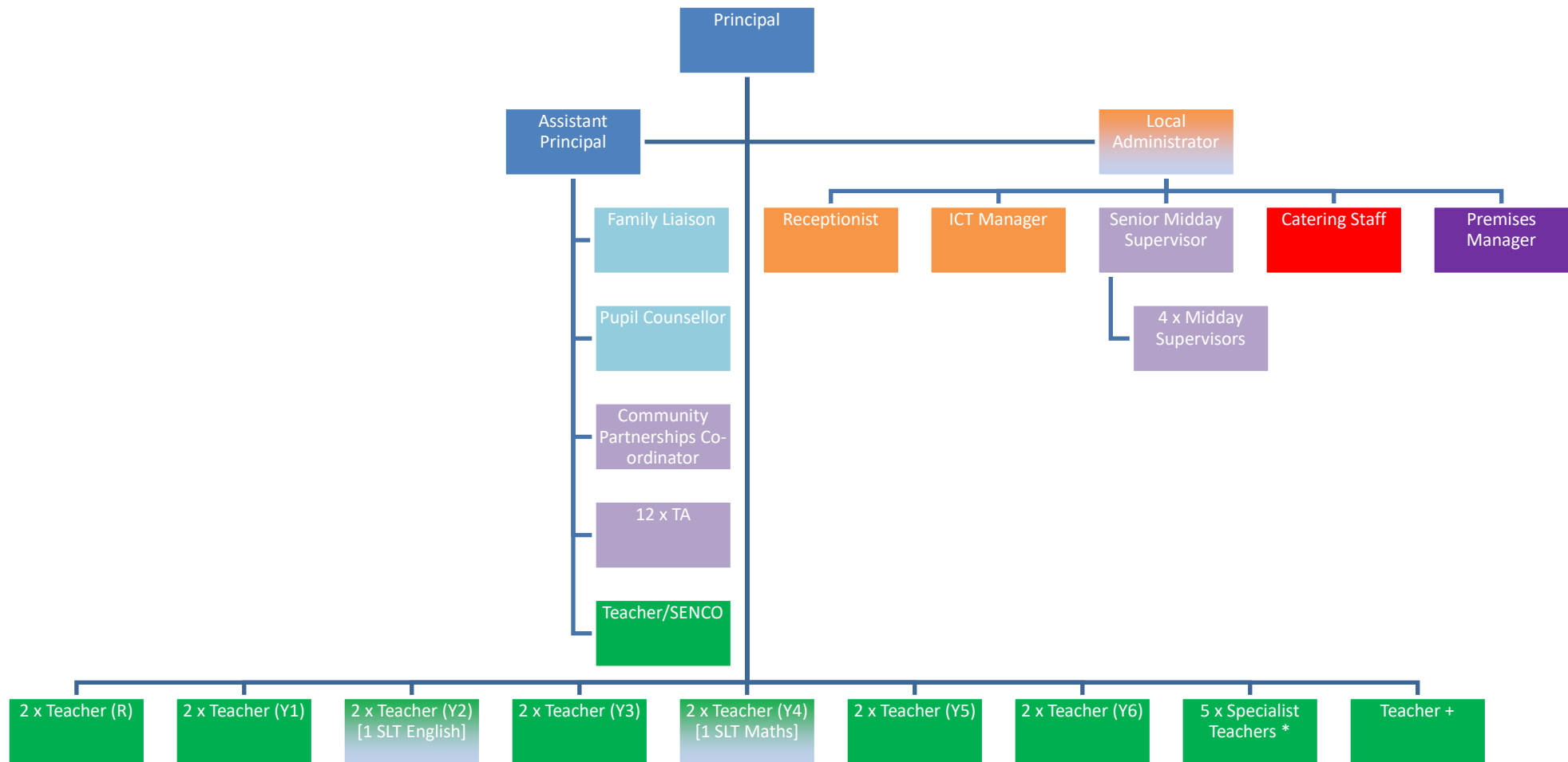
By the third year, we will have the English leader who will be one of the Y2 class teachers. It is also at this point that a Pupil Counsellor will be introduced to support implementation of interventions for children with emotional and behavioural needs and Family Liaison worker. There is incremental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

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

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

Key:

	Senior Leadership Team
	Teaching
	Pupil support
	Administrative
	Premises
	Catering
	Other



\* Specialist teachers:

Music FTE 0.6

Dance FTE 0.6

Mandarin FTE 0.6

Teacher PPA FTE 0.4 with EAL/GRT/Inclusion

Teacher PPA FTE 0.2 with SEND/Intervention

### **Staffing: how the structure supports the vision**

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

### **The Community Partnerships Co-ordinator:**

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

### **Family Liaison/Pupil Counsellor:**

These roles are key to engaging families into the learning process, particularly for those families facing challenging circumstances or periods. Our understanding of the area suggests that there will be a high level of need for this welfare support. Our ethos of openness will ensure we make provisions to have parents into school learning how to actively support their child's education and learn themselves how to help their children to learn. This role will be enhanced with a Counsellor in the later stages of the school.

### **Chaplain**

In addition to these roles, our Chaplain will offer pastoral care and emotional support to staff, parents and children in difficult situations or circumstances, our open door policy and desire to have families feel part of the school will hopefully encourage them to seek support. This person will lead on reflective spaces, faith and value based collectives, interfaith engagement will be overseen by this employee (i.e. a paid, part time role), supported by a team of volunteers.

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

These roles have been introduced to ensure that the school is well resourced to provide a high quality enrichment programme. Classroom teachers with additional interest and skills will be favoured in recruitment to support the extended schools provision. We plan to integrate activities at the start of each day during the registration / assembly period. This may take the form of songs with actions, 10 minute Zumba, Active Kids, games with active participation and so on. We feel it is important for lively activities and exercise to be a part of every day in a child's life to help promote health and wellbeing.

### **Modern Foreign Languages – Mandarin**

The teaching of Mandarin throughout the school will be a distinctive feature of the curriculum. The choice of Mandarin is to embed further the focus on business in the community and the growing links with China as the business centre of the world. There is also a significant growing population

of Chinese in the local community. We will link with local grammar schools that already teach Mandarin and embed it through the curriculum by working with the British Council to connecting with a partner school in China.

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

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

We do not plan to use any of the staff in the open or opening school in the Northfleet school.

#### **Section D4**

In response to feedback on our wave 9 application we have rewritten this section, clarifying our plans to meet the needs of pupils of other and no faith.

#### **Our Religious Character**

The thread of Christian values and purpose for all people will run throughout the curriculum. This was set out originally in our proposal for HCS, Sidcup and is being successfully outworked in practice. It remains unchanged for our proposed schools in Southampton and Northfleet.

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

RE gives children and young people the opportunity to learn about and learn from those aspects of religion and human experience that give rise to 'big' questions such as 'What is the meaning of life?' and 'Is death the end?' Religious Education also provides an opportunity for children and young people to understand each other's beliefs, practices and ways of life, making a vital contribution to promoting community cohesion and the spiritual development of children and young people.

We will wholeheartedly follow Kent's Locally Agreed Syllabus as this reflects that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions presented in Great Britain. This agreed syllabus expects schools as a minimum to provide opportunities for pupils to be taught about Christianity and the five recognised world faiths and also explore the secular world view. We support this inclusive approach.

While knowledge, skills and understanding are central to Religious Education, it is also vital that the subject encourages pupils to develop positive attitudes to their learning and to the beliefs and values of themselves and others. They should be offered opportunities to undertake critical enquiry and to engage empathetically with individuals and communities representing a wide range of different beliefs and viewpoints. So our overarching approach in Religious Education is to develop these skills of enquiry – of encouraging pupils to ask and to be supported towards discovering a range of answers and responses to these questions. We want to promote learning based upon enquiry and exploration.

We will train and equip class teachers to study the religions through visits, guest speakers and use of artefacts and observation of places of worship. Inclusive language (“We believe....”) will be avoided in favour of a more open approach e.g. ‘Christians believe’ or ‘Some people believe’. We will encourage staff to adopt cross curricular links; in particular links will be made with literacy, music, drama, art, PSHCE and ICT.

We will implement the Agreed Syllabus requiring 5% of curriculum time being devoted to Religious Education. In Key Stage 1 this is 36 hours per year or 1 hour a week and in Key Stage 2, 45 hours per year or approximately 1.25 hours per week.

We will create space for children and the school community to explore their own personal beliefs and faith in a safe place where they can ask the big questions of life. This will occur not only during the weekly RE lessons but in our regular collective times of worship. These daily gatherings will reflect our Christian ethos of inclusivity by:

- recognising and celebrating the diversity of cultures, life styles and faiths which exist in our school and local community;
- having an atmosphere in which everyone feels valued and safe;
- be appropriate for every student to attend
- focus on issues and experiences which are relevant to the pupils;

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

### **Opt-out**

Even in schools with a Religious Designation such as HCS there may well be some parents who will object to any teaching about religion. When faced with a request for withdrawal from either Religious Education or Collective Worship it is very important that both school and parents fully understand the options the law allows. A request should be made in writing and when received the Principal (possibly with the class teacher and/or RE co-ordinator) will discuss the request with the parent. The school will ensure the RE policies, Statement of Entitlement, syllabus and schemes of work are available and that parents understand the subject’s aims and learning objectives. The rationale for Collective Worship alongside the themes and topics for the term should also be shared and parents should be given the opportunity to read these properly before discussing the information. The school’s Religious Designation should also be explained stressing how the ethos is inclusive and respects personal beliefs. They should then discuss the practical implications of withdrawal and the circumstances in which it would be reasonable to accommodate parents’ wishes. The parent could be invited to observe a lesson, time of worship or visiting speaker or accompany a visit. This may provide reassurance that the approach being adopted is one of genuine open enquiry that respects the beliefs of all children.

If parents choose to withdraw their child from either RE or Collective Worship arrangements should be made to provide the pupil with the kind of RE that the parent wants. In these cases it is

the parents who will provide materials for their child. These should have clear outcomes and be connected to the faith or philosophy of the parents.

### **Chaplaincy**

Pastoral care for pupils, families and staff, reflective spaces, faith and value based collectives, interfaith engagement will be overseen by this person, supported by a team of volunteers.

### **Links with Christian Churches Together in Gravesham**

Our links with the local Churches across Gravesham, through Gravesham Churches Together and established networks will bring added value of resources into the school, for example volunteer hours, equipment, facilities. For example, in Sidcup the local partner church is leading on a mentoring scheme which provides volunteers to work 1:1 with children, who give 1 hour per week for a year. This is in partnership with TLG and Tearfund which is a national initiative run across many schools and churches<sup>17</sup>. The partner church also provides many volunteer readers and committed, regular volunteers to run afterschool and extended services provision. In addition to this we will also forge strong links with other faith groups through the local SACRE.

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<sup>17</sup><http://www.tlg.org.uk/web/earlyIntervention>



## Section E: Evidence of Need – Part 1

	2017				2018			
	A	B	C	D	A	B	C	D
Reception	60	78		130%	60	76	127%	
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Totals	60	78		130%	60	76		127%

## Section E: Evidence of need – part 2

### Section E1

#### Details of Current or Forecast Need

In October 2014 Kent County Council published a Commissioning Plan for Education Provision in Kent from 2015 – 2019. The plan indicates that there will be 1389 new builds in Gravesham between 2012-2016 and 2084 new builds between 2017-21. Up to 500 of these new builds are expected to be on the new development of Springhead in the Northfleet South Ward of Gravesend. The commissioning plan also indicates that although Kent aims to run at a surplus of 5.2% Reception places, by 2017-18 the surplus capacity would be minus 7.8% within Gravesham with a peak year of lack of capacity in 2016/7 of 11.9% (see table below).

#### ***Forecast Reception Year pupil numbers in mainstream schools in Gravesham (2016-18)***

	Capacity	Pupil on roll	Surplus places	Surplus capacity (%)
2016-17	1301	1456	-155	-11.9%
2017-18	1301	1402	-101	-7.8%

Concerning total primary school places, the commissioning plan indicates that although there were 203 surplus primary places in 2013/14 by the beginning of the school year in September 2014 there were only 2 primary school places available across the whole of Gravesham. (Information from the Leader of Gravesend Council and local ELO). By 2018/19 it is predicted that the surplus capacity of total primary school places will be minus 5.6%. In September 2014 all of the 8 nearest primary schools to the first choice site had waiting lists for Reception classes (and for all years).

#### ***Application data for Sept 2014***

Name of school in order of closest proximity to preferred site	PAN	Number of applicants	Number of 1 <sup>st</sup> choice applicants
St Joseph's Catholic Primary School	30	158	66
St Botolph's C of E Primary School	60	124	47
Painter's Ash Primary School	60	121	41
Rosherville C of E Primary School	20	73	23
Dover Road Primary School/ Copperfields Academy	60	101	31
Lawn Primary School	30	54	33
Cecil Road Primary School	54	204	71

The table above demonstrates that for 2014/15 every local school was oversubscribed – even those with 'Requires Improvement' and 'Special Measures' status.

### Brief Summary of Local Schools

The primary schools near our target area, are (with one exception) considered to fall below 'good' standards. There are two local 'faith' schools which are highly oversubscribed and give priority to regular worshippers of the connected churches. Whilst we have been unable to source data for EYFS and KS1 there are variations in the local achievements for KS2. The LA average for this measure in 2014 was 79% and nationally it was 78%<sup>18</sup>. Again, the two most local schools (which are faith schools) have performed well against this measure, but the subsequent 3 schools have not met the local or national figure.

	NO R	EYFS	KS1			KS 2	Dis- tance (me- tres)	Ofsted	Ofsted date
			Read- ing	Writing	Maths				
<b>St Jo- seph's Catholic Primary School</b>	243	Not availa- ble	Not availa- ble	Not availa- ble	Not availa- ble	86 %	763	Outstanding  Academy con- verter	May 2009  Conversion letter pub- lished Dec 2014
<b>St</b>	271	Not	Not	Not	Not	97	1044	Satisfacto-	Oct 2013

<sup>18</sup> <http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=118593&superview=pri>

<b>Botolph's C of E V A Primary School</b>		available	available	available	available	%		ry/Requires improvement Academy converter	Conversion letter published Dec 2014
<b>Painters Ash Primary School</b>	401	Not available	Not available	Not available	Not available	70 %	1052	Requires Improvement	Feb 2015
<b>Rosher-ville C of E Primary School</b>	130	Not available	Not available	Not available	Not available	54 %	1309	Inadequate	Feb 2012
<b>Dover Road Community Primary School</b>	485	Not available	Not available	Not available	Not available	72 %	1332	Inadequate	July 2011

19

*EYFS Percentage achieving 'A Good Level of Development' 6+ PSE, CLL & 78 points*

*KS1 Percentage achieving L2+ in Reading, Writing and Maths*

*KS2 Percentage achieving L4+ in English and Maths*

*\*1 Academy opened December 2014*

## Section E2

208 surveys were completed with sufficient data. 41 were assessed as "community surveys" i.e. no eligible children or incomplete data to confirm eligibility. 99.9% of all surveys were supportive of the Ethos & Values of the school. Surveys were completed by the parents of 183 children. The table below shows the detailed responses for these children.

### Respondents with eligible children

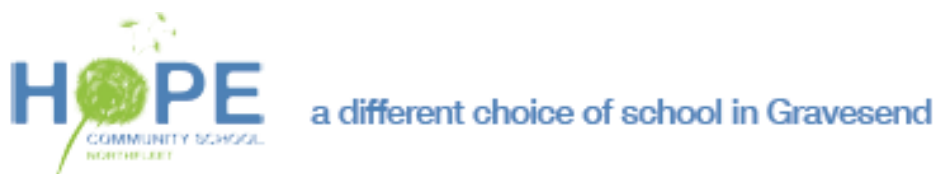
Total number of children represented by the survey	183		
Total number with parents supporting vision and ethos	182	99.5%	
Total number with parents identifying their faith as Christian	103	56.2%	
Total number with parents identifying as having a faith as other than Christian	21	11.5%	
Total number with parents identifying themselves as having 'no faith'	52	28.4%	
Total number who did not specify faith	7	3.8%	
Total number who would consider as 1 <sup>st</sup> choice	<b>183</b>	<b>100%</b>	
1 <sup>st</sup> Choice Consideration Sept 2017 Entry	78		
1 <sup>st</sup> Choice Consideration Sept 2018 Entry	76		
1 <sup>st</sup> Choice Consideration Sept 2019 Entry	29		
1 <sup>st</sup> Choice Consideration Entry Later	-		

## Exact Questions we asked in our Questionnaire for Prospective Parents

The survey was available in hard and soft copy. Printed versions of the survey were used when

<sup>19</sup> From [www.schoolgurukent.co.uk](http://www.schoolgurukent.co.uk) and [www.education.gov.uk/cgi-bin/schools/performance](http://www.education.gov.uk/cgi-bin/schools/performance) and <http://www.education.gov.uk/schools/performance/>

attending local community events, preschools, nurseries and so on and electronic versions were available online through email, and via a dedicated web site for the school as we surveyed parents. We also shared a 2 page information sheet explaining the educational vision, ethos and character of the school. Following is an extract of three key sections from the hand-out and some of the detail it contained describing our Religious Ethos



### A potential new school at Springhead

New Generation Schools Trust are partnering with North Kent Community Church and local businesses to set up a Free School in the Northfleet area of Gravesend. We are a team of local people who are passionate about our community. Hope Community School will be at the heart of the community, engaging with local families to increase children's ambitions, encouraging a spirit of adventure and making the most of each child's talents and gifts.

#### School Values

- Adventure
- Openness
- Christian spirituality and values
- Creativity
- Excellence

### A school with Christian character, open to children of all faiths and no faith

The thread of Christian values and purpose for all people will run throughout the curriculum. We will create space for children and the school community to explore their own personal beliefs and faith in a safe place where they can ask the big questions of life. We will present a Christian view point while allowing children the freedom to decide for themselves. We will ensure children of all faiths feel included and valued by being inclusive in teaching about other faiths and religions.

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

### Our aspirations

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

### Our distinct features

- In partnership with local businesses
- Curriculum that impacts the community
- Classrooms in the community, such as regular lessons in local businesses and open spaces
- Theme based learning using the National Curriculum framework
- Teaching of Mandarin as a MFL

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

Name	Postcode	Do you support the ethos and objectives of Hope Community School? Yes/No	Would you support the opening of a new primary school in the local area? Yes/No	D.O.B of 1,2 or 3 year old	Would you select this school as your first choice for your child (ren)?	Or are you interested in finding out more information?	Are you of Christian faith? If not, please specify your religious beliefs, if any	Contact details Email address/Phone number

## Our Engagement with the community.

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

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

## Key Engagement activities.

- Set up a website, February 2015 to give full details of the values of the school and also to enable parents to complete the evidence of need survey online.
- Set up Facebook and Twitter (@HCS\_Northfleet and Hope Community School, Northfleet)
- Distributed over 5,000 fliers across the local area, to homes, toddler groups, Day Care Nurseries, libraries and Sure Start Centres
- Trained volunteers visited Toddler Groups and went out on the streets explaining the values of the school to potential parents and explaining the “Evidence of Need Survey” before asking for signatures
- Met with the (then) Leader of the local council, John Burden who is also the local councillor for Northfleet South.
- Met with the Chief planning officer for Gravesham.
- Met with Ian Watts, Area Education Officer on the North Kent Education Team at Kent County Council
- Met with Adam Holloway, local MP- see letter of support
- Hosted three open information sessions at Eastgate on the Springhead development.
- Wrote letters to 8 local Head Teachers explaining the ethos of HCS Northfleet and offering to meet with them.
- Contacted the local Sikh temple and local Mosque by email.
- Visited the local Traveller site and talked with parents in May and September
- Hosted and “Under 5’s Fun days” for pre-schoolers and their parents at the Eastgate Community centre.
- Door knocking to homes in the streets nearest to [REDACTED].

## Tools

- a) Social Media Facebook HCS Northfleet and Twitter @HCS\_Northfleet
- b) Website; www.HopeSchoolNorthfleet.org
- c) Flyers – Over 5,000 fliers advertising events and the values of the school distributed across the local area and in Gravesend Town Centre.
- d) Banners, Posters and sweatshirts
- e) Word of mouth
- f) Attendance at local spaces, places, groups, community events and festivals in Gravesham
- g) Video promoting HCS Northfleet
- h) Events and open meetings
- i) Press (article in Gravesend Messenger – 12<sup>th</sup> June)

## Feedback

Participants were asked if they would like to make any additional comments. A selection are show below:

- We are really looking forward to having a heart to the community
- I am really pleased to be able to choose a Christian school for my child without having to attend a local church
- I have got friends who really struggled to get a place at the school they wanted
- There isn't a local school for this community
- With all the new houses being planned we need a new primary school

## Communicating our Religious Character

All parents that have completed a survey face to face will have been given a copy of our Information Leaflet, which details our Religious Character (Reference Section E part1). All volunteers were giving training to explain the core ethos, character and aspirations. Everyone who indicated 1<sup>st</sup> choice would have confirmed that they agree with our stated ethos and values. Many of our engagement activities were intentionally carried out in non-faith based environments, such as shopping centres and door-to-door consultations. Although many of the toddler and pre-school groups are connected to local churches, they are run for the wider community and attended by a cross section of the community.

Our aim was to reach the wider community and we are able to demonstrate that we did this as through the number of respondents not identifying their faith as Christian (in total, 43.1% of respondents). The table below compares the breakdown of faith of the respondents with the breakdown of faith for Northfleet South from the 2011 National Census:

Faith	Local percentage of the local community that are of this faith (%) <sup>20</sup>	Percentage of people of this faith that responded to our questionnaire (%)
Christian	54	56.9
Other faith	15.6	12.6
Not stated	6.5	3.6
No faith	23.9	26.9

<sup>20</sup>

<http://www.neighbourhood.statistics.gov.uk/dissemination/LeadTableView.do?a=7&b=13692754&c=DA11+8AD&d=14&e=14&g=6480165&i=1001x1003x1004&m=0&r=0&s=1432405565926&enc=1&dsFamilyId=2479>

Locally, the percentage of people that identify their faith as Christian is 54% and the respondents of our survey was 56.9% which shows that we surveyed a very accurate representation of the local community. In fact 26.9% of our respondents identified that they had 'no faith', which is higher than the community at large as represented by the National Census (23.9%), also more of our respondents disclosed their faith (or no faith) than the National Census (3.6% not stating their faith, or no faith, compared to 6.5%). Importantly, 98.8% of the respondents of all faiths or no faiths supported the vision and ethos and 100% agreed to select the school as their first choice.

### **Continuing to Engage**

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

Our intention was that by running high quality events we would continue to engage a broader section of the community and grow the database for those who are considering putting HCS Northfleet as their first choice. We also believe that by running high quality events we will increase the confidence of the parents of potential pupils thus increasing the number that will actually put HCS Northfleet as first choice.

On May 8<sup>th</sup>, 22<sup>nd</sup> July and September 15<sup>th</sup> we organised "Under Fives and Carers Fun Days". We provided a wide range of activities for children. Between 20 - 40 parents/carers and 30-50 children attended each session. At each session new parents and carers have completed our questionnaire, indicating that they would choose HCS Northfleet as the first choice of school for their child and that they would like to be informed of further events.

Trained HCS volunteers have been available to answer any questions and give information, parents can register an interest with HCS Northfleet, the promotional video has also been shown.

### **Engagement activities before the outcome of the bid is known**

We will keep parents informed of progress with the bid and community events over the winter via email, text, Facebook and Twitter.

### **Key engagement activities once the outcome of the proposal has been announced – June 2015 – August 2017**

- Continue to provide information on Facebook and twitter (@HCS\_Northfleet and Hope Community School, Northfleet)
- Bi- monthly events aimed at Under 3s and their parents/carers e.g. mid-week or Saturday under 3s Fun days and Saturday Dads and Kids breakfasts. Trained HCS volunteers to be present.
- Press releases to local papers
- Pursue development of relationship with local Sikh and Muslim groups. Our local MP will help facilitate this.
- Take fliers of events to local toddler groups, Sure Start Centres and Libraries.
- Visit local traveller site with fliers for events
- Continue to keep local councillors informed.
- Getting ready for pre-opening events

Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

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

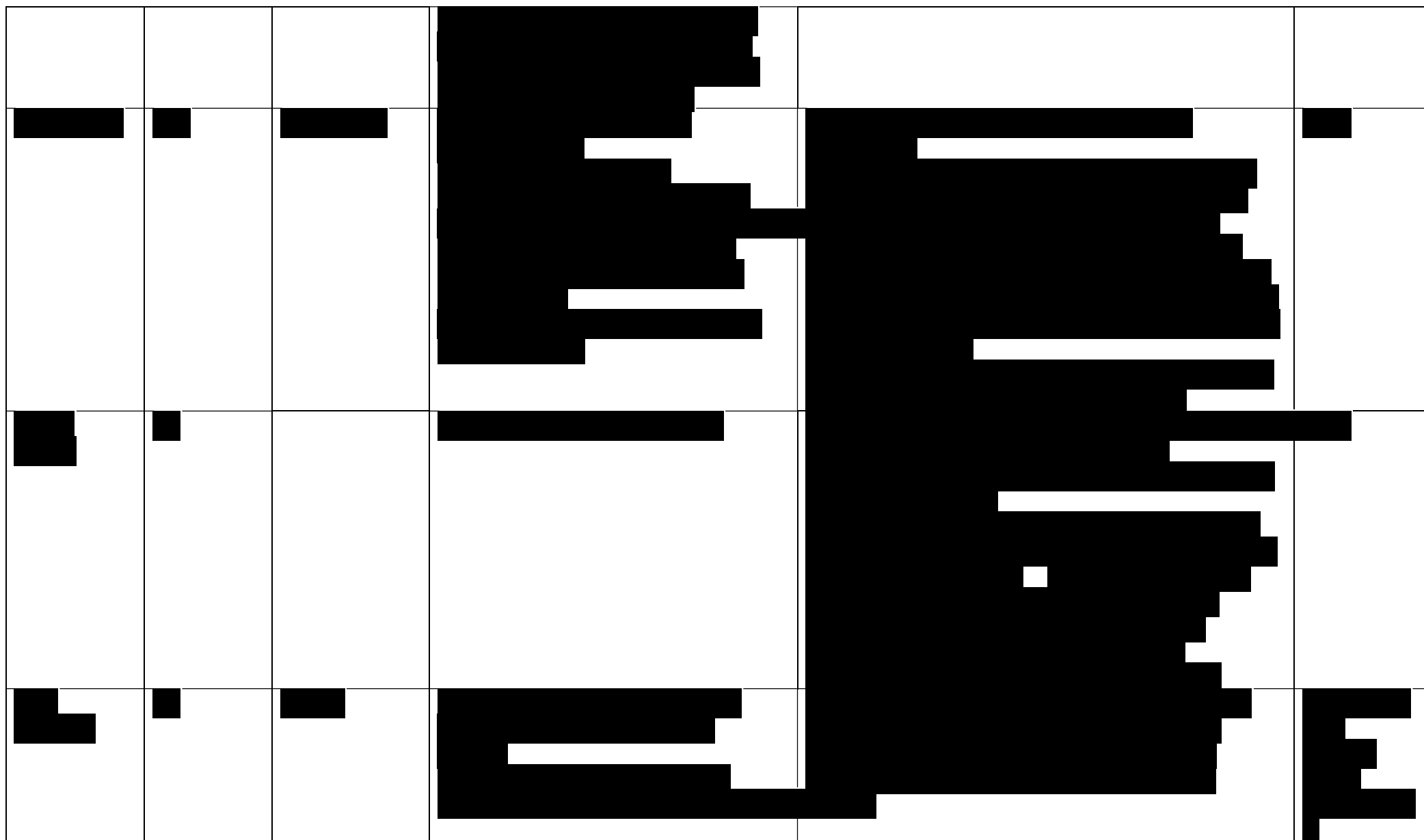


			[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
			[REDACTED]	[REDACTED]	
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



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Contributions to the pre-opening year may be concentrated to meet the needs of the project e.g. 5 full days in one month and then not required (rather than 2 hours per week for the year as the table requires it to be presented). This strategic management of the team will ensure that the leadership and delivery of the project will be more proactive rather than reactive.

The Project Manager and Project Director would be supported by a part-time project Assistant (role to include administration and finance), a part time Family Liaison Coordinator (to lead on marketing and pupil recruitment).

The Local Core Team would meet together with the Trust team on a 6 weekly basis and would ensure that preparation for the delivery of the educational vision, appointment of staff, securing of a site, project risk management, establishing policies and financial management are in place. The team will be in regular e-mail, phone and video conferencing as and when required which is likely to be almost daily.

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

Skills/experience missing	How you plan to fill the gap
HR and Legal – gap from previous bid now filled	Since the last submission we have procured the services of Strictly HR and Hill Dickson to support the Trust in these areas and this gap has now been filled.
Finance	In addition to [REDACTED] experience we are also buying in financial skills and support from EFS this provides access to a broader conversation regarding MAT finance structures. Since the last submission we have also recruited [REDACTED] who will join our MAT board – [REDACTED]

We are a single academy trust with an open school Free School with an Ofsted grading of good. Our specific category gradings were good in all categories, except for Behaviour and Safety, which is Outstanding.

We also have one school in pre-opening in Southampton which is due to open in September 2016 and as part of the pre-opening for this school we are working to an agreed timeline with the Department for Education to transition to a Multi Academy Trust before opening.

The Trust has a vision to create clusters of Free Schools in the South and South East of England. The school in Southampton is the first school in the South Coast region that would develop into a cluster of 3 schools. The proposed school in this bid would be the second school in the South East London and Kent region and would form part of a cluster along with Hope Community School in Bexley. We would also like to see schools develop in the South East corner of England once the two clusters mentioned are established.

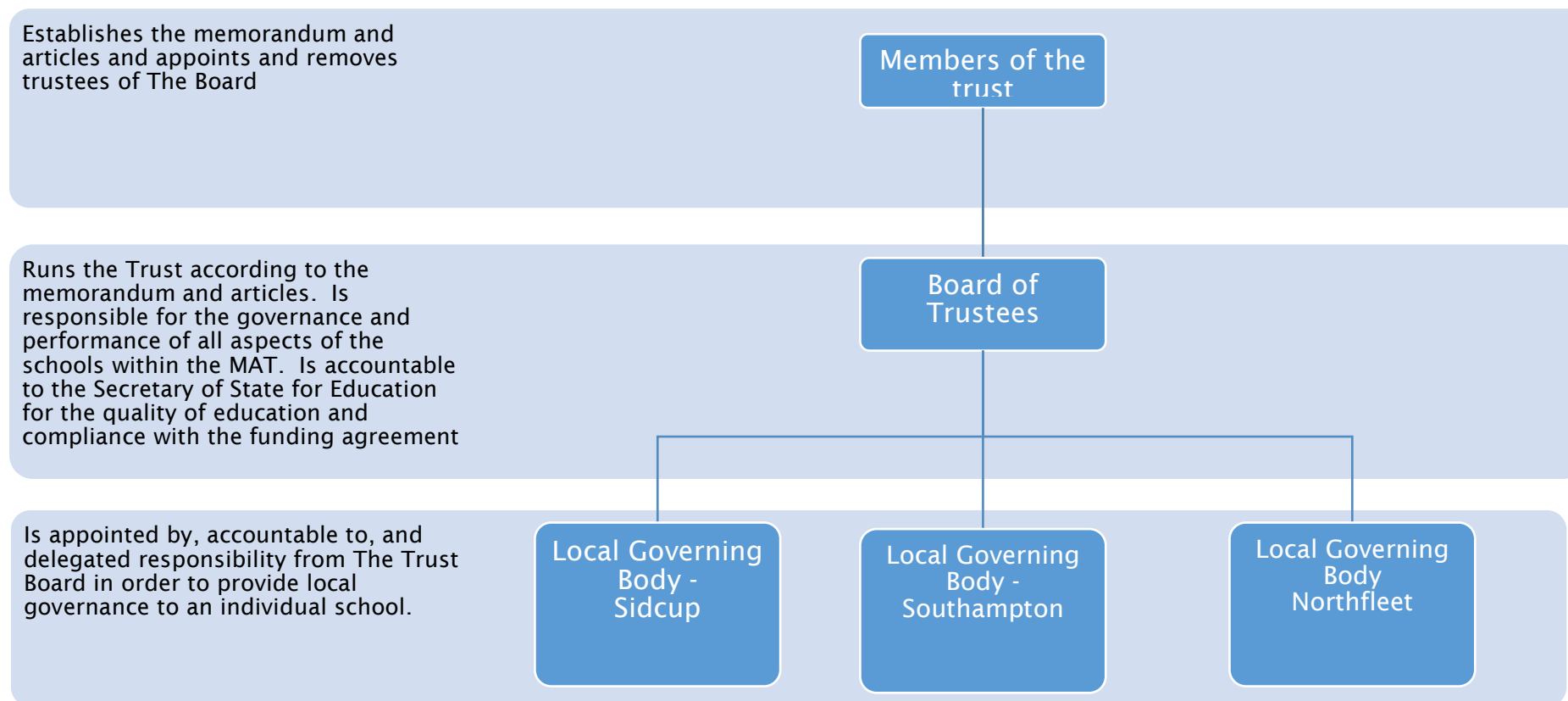
## Section F2

### Governance Structure

New Generation Schools Trust is a company limited by guarantee and at the same time an exempt charity. This means the Trustees of the charity are also the Directors of the company making the words Director and Trustee interchangeable. For the purposes of clarity we will refer to them solely as Trustees. The Trust Board is the collective term referring to the entire group of trustees appointed by the members of the Trust. In this bid, where we speak of a director we are talking about a paid employee of the Trust who forms part of our central services team, for example the Finance Director. These employed roles sit outside the governance structure of the Trust.

### Overview of planned structure

In response to feedback received from our Wave 9 application we have removed all reference to our central services team from this section and moved it to section F6.



## A vision for growth and good governance

The Trust's vision for outstanding education, entrepreneurial leadership, Christian values and community impact remain at the heart of our schools. Our governance structure is a key element in delivering this. We will establish strong Local Governing Bodies who are committed to the vision and values of the Trust's model and are held accountable to the vision by a skilled and committed Board. Our governance structures are as follows:

We are still in an agreed transition process to become a MAT and are working towards having our Memorandum and Articles along with our Funding Agreement for Southampton signed by Spring 2016. Our plans for increasing the skills and experience of our board are outlined in Section F3 where we outline the responses to our current skills gaps and our transition and recruitment plan for the future

### *Members of the Trust*

Our members appoint and remove Trustees and hold them to account. Ensuring the Chair of the Trust is a member means there is a strong connection to the Trust Board. Our members are currently:



Our current members are all also currently Trustees. We recognise that in the transition from a Single Academy Trust resourced by local people to a MAT working in different locations it is necessary to bring a greater degree of independence between the members and Trustees. We plan to transition to 3 members who have less day to day involvement but have a shared commitment to the vision and values of the Trust. We also want to move towards more separation between the members and the Trustees to ensure independent challenge and so in moving forwards, only 1-2 of the members would also be Trustees.

We therefore plan to replace our current members with newly recruited members. The final make up will have one member from each of the following areas – One from the leadership of New Generation Church, one from the leadership of the Pioneer network of churches and the current Chair of the Trust – this establishes a strong link to the Board of Trustees and to the roots of the vision and values of the Trust's vision. This process will be completed before the end of 2015.

### *Trustees of the Trust*

Our Trustees are responsible for setting the direction of the Trust, ensuring legal and financial compliance and integrity. They also hold schools Governing Bodies and Principals to account for the delivery of the vision of the Trust

Our Trustees at the time of submission are the current Trustees of the Single Academy Trust and they are also the Local Governing Body of our only open School. As part of their scheme of work a committee was appointed to oversee the work of transition to a MAT.

In response to feedback on our Wave 9 bid and as part of our ongoing work in the pre-opening of Southampton the transition plan for our MAT Board has moved forward considerably and the timing and reasons for the recruitment of the Board below plus the plan for recruiting a new chair should [REDACTED] be appointed as C.E.O. are outlined in Section F3 as these plans constitute part of our response to any skills gaps.

The planned composition of our MAT Board is as follows:

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

We would expect the Board to meet a minimum of 4 times a year. With Board packs distributed a month before each meeting and dates set 12 months in advance. All Board meetings will be minuted and distributed by a clerk. Conflicts of interest will be declared at the beginning of each meeting.

#### *Committees of the MAT*

In the initial stages of the Trust's growth there will be two Board committees focusing on Finance and Audit as well as Education and Standards. These committees will be made up of Trustees and key employees (and later, Chairs of The Local Governing Bodies) from across the Trust, for example the Finance Director or Educational Standards Director from the central services team.

Finance and Audit committee – [REDACTED]	Education and Standards Committee – [REDACTED]
<p>The Finance Committee will:</p> <ul style="list-style-type: none"> <li>Recommend the approval of the annual Trust budget</li> <li>Conduct the audit function</li> <li>Monitor the Trust accounts</li> <li>Approve local school budgets recommended by the LGB and monitor finance reports from each school.</li> <li>Approve staff appointment plans in line with prior agreed budgets</li> <li>Ensure financial controls and legal compliance across the Trust and it's schools finances</li> </ul>	<p>This Committee will:</p> <ul style="list-style-type: none"> <li>Recommend and approve the strategic direction of educational plans, innovations and embedding of ethos within the curriculum</li> <li>Monitor the standard of teaching and learning within each school. This will include termly visits by the Trust's Educational experts</li> <li>Examine the termly data from each school and action relevant support and challenge</li> <li>Monitor the ethos within each school</li> </ul>

This structure would grow in line with the growth of the Trust and we would increase the number of committees to allow the Trust to continue to govern effectively. Future planned committees are:

- People and Places - Staffing, Premises, Health and Safety.
- Corporate Oversight - policy, strategy, communication and risk management.

- Chairs and Principals - As the Trust develops, one Chair of a Local Governing Body per cluster of schools will remain a member of the central board/trust. This chair will have responsibility for connecting with the other Chairs within their cluster. However all Chairs will be able to represent their schools at board level through the Chairs and principals committee.

At this point in the Trust's growth the future responsibilities of these committees will be discharged as part of full Board meetings.

#### *Local Governing Body – Northfleet*


In line with our vision of establishing schools that reflect and partner with their local community, the Trust will establish robust Local Governing Bodies that provide strong links both to the local community and to the Trust Board. The Chair of The Local Governing Body will be a Trustee in order to ensure the link to the Trust Board is secure.

Governors are appointed by the Board of Trustees for 4 years. Minutes of all meetings will be taken and distributed by a clerk. Conflicts of interest will be declared at each meeting and a register kept. All Governors are expected to engage in ongoing training and development. The makeup of the Local Governing Body once the school is open will be 1 staff governor, 2 parent governors, the principal, and a minimum of 5 other appointed governors. We will appoint parent and staff governors by a process of application, shortlisting and election.

The outline of our approach is that the Local Governing Body works as a 'whole team' for at least the first year of opening, meeting monthly without any separate committees. The rationale for this is that things move too fast in the first year of a school to wait for committees to meet. Particularly as decisions related to areas such as finance, staffing, teaching, leadership and management all impact on each other and are not isolated topics for an individual committee to decide independently. Each meeting will have specific focuses combined with an agenda that covers the broader responsibilities of the Local Governing Body. These specific focuses allow key discussions around pupil data and targets, finances and budget setting, policy review, vision and ethos, school community, staffing and premises to happen at the relevant time of the school year. The Local Governing Body will 'commission' assignments or activities arising from the business of the meeting, which will be recorded in the minutes.

In addition to 'commissioning' activities or actions on their behalf, the Local may wish to delegate monitoring activities to 'monitoring pairs' or 'individuals'. This could apply to statutory functions, and/or the priorities of the School Plan.

In each case where a function has been delegated there is a statutory duty to report any action or decision to the Governing Body at the next meeting.

After the first year there is provision for the Local Governing Body to transition to a committee model - with the following committees as part of the scheme of delegation.

Education and Standards – The quality of the provision of education and ethos.

People and Places – school community, premises, website, Health and Safety, Safeguarding

Finance and staffing – Budgets, salaries, appointments and financial compliance

### *Accountability*

Local Governing Bodies would be expected to report half-termly to the Board as will the committees of the Local Governing Body. Once in place committees would provide a report with a red, amber, green rating for pupil progress, attendance, behaviour for learning, quality of teaching and learning, leadership and management, finances, staffing, Christian ethos and values.

In order to ensure effective communication and lines of accountability at every level of this structure, the Principal is a co-opted member of the Local Governing Body and the Chair of The Local Governing Body will be part of the Board of Trustees.

### *Trustee's roles and responsibilities*

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

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

### *The responsibilities of the Trustees include, but are not limited to:*

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

### *Delegation of responsibilities of Local Governing Bodies*

We expect a committed Local Governing Body because our vision has a strong emphasis on community. Whilst the Local Governing Body is not ultimately responsible for the school it is important that there is a local sense of ownership and responsibility for the school. Our delegated responsibilities help ensure that sense of ownership and underpin our community ethos.

*The responsibilities delegated to the Local Governing Bodies are:*

- Practical local applications of responsibilities: regularity of meetings, reporting, decision making and recommendations
- Ensuring challenging, positive and proactive support to the school, and primarily to the Principal and Senior Leadership Team
- Ensuring Trust policy compliance within the local school setting including safeguarding policy
- Ensuring good management of the agreed local budget
- Promoting, monitoring and reporting on local educational standards and pupils progress and achievement
- Ensuring pupil targets are robust, aspirational and set in line with the Trust's approach
- Ensuring Local delivery and management of Trust vision and ethos
- Ensure development of relationships with local partnerships and stakeholders
- Approve local fund-raising for appropriate initiatives
- Promoting parental engagement with the school
- Ensuring good management and care of the school premises
- Promoting the use of the school premises as a community resource
- Approve recruitment of non-senior staff
- Being involved in wider school life – all have a responsibility to be involved in wider school life by attending events, regularly participating in the first half an hour of the day, (soft start) and getting to know parents, staff and pupils through informal means such as welcoming on the school gate and formal methods such as learning walks.
- Access ongoing governor training
- To act in accordance with the governor handbook as produced by the DfE

*Responsibilities Delegated to the Principal*

- Deliver Professional leadership and management for the school
- Lead the local delivery of the curriculum and ethos
- Lead, performance manage and develop the school staff team
- Produce reports for the Local Governing Body and The Trust Board
- Create a productive learning environment that is engaging and fulfilling for all pupils, drawing on the support of the school community.
- Work with others to secure the commitment of the wider community to the school
- Deliver policy compliance across all areas within the local school
- Run the school in line with agreed budgets
- Lead the recruitment process for non-senior staff within the school

*Conflicts of Interest*

The Trust understands the ethical and legal requirement to manage conflicts of interest. Our core principles in doing this are:

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



Practically, this means that guidance on conflicts of interest is distributed to all involved in order to promote individual responsibility. At every meeting, the Trust Board and the Local Governing Body will declare conflicts of interest, which will be minuted. Where a conflict of interest is declared, any decisions made relating to that area will be made without the input of the person or persons who have declared an interest. Should a vote be required to make a decision they will be excluded from the vote. In addition to this the independent audit of the Trust will be expected to ensure no conflicts of interest have taken place.

#### *Trust intervention*

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

1. The governance and reporting structure - The requirement for the principal to report data to the Local Governing Body and for the Chair of The Local Governing Body to report to the Trust Board means that the Trust is kept up to date with the current performance and progress of each school. The reports of the Educational Standards Director would provide the necessary cross checking of information. Our chosen Data package is Classroom Monitor and the real time reporting for Multi Academy Trusts element will ensure effective monitoring of standards based on the current and not historical picture.
2. Inviting key representations from across the Trust to relevant committee and board meetings – this would include Chairs of The Local Governing Bodies, Principals, Finance Director and Educational Standards Director.
3. The C.E.O. is a Trustee who will be required to visit schools to meet with parents, principals and pupils and to participate in learning walks.

Should any school within the Trust's responsibility fall significantly below the Trust's expectations the Trust would appoint an Interim Executive Board of two or three Trustees who will oversee rapid school improvement in the identified areas.

The delegated responsibility for pupil progress and educational standards would be reclaimed from the Local Governing Body and a reduction in autonomy around decisions on curriculum delivery and staffing would be effected until such time as the Educational Standards Director recommends otherwise.

### **F3 (a) Proposed trustees**

#### **Response to Skills Analysis of the Board**

As part of our skills gap analysis of our Board, we identified the need to draw in more high calibre finance, business and education experience at Board level. As a result of this, we have been actively recruiting potential board members since our last submission and have secured the following people who will become part of the Board as we transition to a MAT.

[REDACTED] has agreed to join the MAT Board from its inception – [REDACTED] is [REDACTED] and current [REDACTED]. [REDACTED] will also play a role in recruiting further skilled Trustees to our Board as the Trust grows.

[REDACTED] who is [REDACTED] p has also agreed to join the Board once [REDACTED] and will [REDACTED].

[REDACTED] experienced educationalist who will strengthen our Board's educational skills. [REDACTED] role as [REDACTED]

interim is for a minimum of 1 term and a maximum of 2 and [REDACTED] would take a position on the Board once this has finished, having gained an in-depth understanding of how a Hope Community School works in practice.

[REDACTED] is [REDACTED] [REDACTED] is an excellent fit for our Board having both the skills and ethos the Trust require.

The makeup of the Board presented in Section F2 incorporates our responses to our own skills gaps analysis and our progression of thought since discussions with our Regional Schools Commissioner relating to developing the capacity of the Trust and increasing the skills of our Board and central team.

Further steps to strengthen our financial, educational and local governance capacity are as follows:

[REDACTED] will step down from the Board and will focus entirely on the role of [REDACTED], (unless a more qualified candidate secures the post during the procurement process). The Finance Director will deliver financial control and compliance for the Trust.

[REDACTED] to be appointed as [REDACTED]. Of course someone with more skills, greater knowledge of the Trust and demonstrated commitment to its vision and values may apply and secure the role but for the sake of planning, it is anticipated that [REDACTED] would become [REDACTED] at the point of becoming a MAT. This secures strategic leadership of the Trust as we move forward. [REDACTED]

[REDACTED] has agreed to stand for [REDACTED] – [REDACTED] due to the existing SAT governance model currently in operation at the school. [REDACTED] [REDACTED] is a skilled chair who took [REDACTED] previous Governing Body through the process of gaining the Governor Mark – which is the kite mark for Governing Bodies. [REDACTED] would join the Board in this capacity.

Steps to take - We are still actively recruiting through our networks and also through the NSN's Academy Ambassadors programme for the role of Chair of the Trust in preparation for becoming a MAT. The post could easily be filled from the Board presented in Section F2 but we would prefer to recruit another high calibre individual for this role.

The table below highlights all those who will support the school once it is open as the guidance requires for this section. Including the skills and expertise of our Board and the central services team. The skills of the other members of the pre-opening group (who will not be retained as governors) can be found in section F1.

Name	Where live (town/city)	Role on Board of Trustees	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]



### F3 (b) Skills gap for board of trustees

Skills/experience missing	How you plan to fill the gap
Chair of the Trust	<p>Whilst we have a [REDACTED]</p> <p>We will fill this gap using the NSN Academy ambassadors program and through existing connections within the Board, ([REDACTED] has committed to recruiting on our behalf). Our Chair will need to have high calibre Trustee experience, be a person of faith who shares the vision and values of the Trust, have a detailed knowledge of education and the Free School Program and a proven entrepreneurial and business track record.</p>
HR	There is limited HR skills on the Local Governing Body but there is now a trust wide HR SLA in place with Strictly HR which covers this gap – there is vast experience at Board level.
Legal	While there is no legal expertise on the Local Governing Body, Hill Dickinson have been procured to provide legal services when required to the Trust.

## **Section F4**

### **Recruiting the principal Designate for Hope Community School**

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

### **Person Specification**

Our Principal will be:

- A person of outstanding character with a proven record of successful and imaginative leadership at Deputy or Head Teacher level in a primary school.
- Able to rally people around a vision with an entrepreneurial approach to providing outstanding education for all. This will be particularly important during the implementation phase of the school when the head will be required to develop the application of our curriculum model.
- A great networker of students, families, communities and community organisations; we are a community school and want a principal who is connected to that value.
- Able to handle the kind of media interest that opening a free school may bring.
- Highly motivated and able to build a culture that raises aspirations and educational standards in both staff and pupils.
- Someone who fully shares the ethos of Hope Community School, including creating a school with Christian values and foundations.

### **Principals' role during the pre-opening phase**

Establish a positive community presence through effective PR and marketing strategies before the opening of the school.

Work with the C.E.O. The Chair of the whole Local Governing Body to enable the school to meet its statutory responsibilities including the development of policies and procedures for recording and safeguarding children.

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

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

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

### **Recruitment Process for the Head Teacher**

We expect our Principal to be in post two terms before the school opens. This means starting immediately after the winter term. For this to be possible the potential applicant may need to give 3 months' notice if they are in an existing head teacher role. To allow this we will look to appoint in July /September 2016. For this reason the post will need to be advertised in the first week of June.

The job of Principal for Hope Community School will be nationally advertised through the Times Educational Supplement where details of the Job description, Person Specification and relevant required experience and qualifications will be included. As detailed in Section G we have benchmarked the post against Kent LA Pay scales. The school is in band 3 giving a range of L11-24 for the Principal. The post will be advertised as L19 on start-up rising to L24 as reflected in

the financial plan. This plan is affordable and allows us the best chance of recruiting a high calibre individual in a competitive marketplace. This post is a vital role and we see this as a good use of resources.

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

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

The staffing committee will consist of: The C.E.O. The Education and Standards Director and the Chair of the Local Governing Body. Candidates will be invited for a school tour and informal conversations with the staffing committee regarding the vision, values and ethos of the school. The applicants will then be shortlisted to between 4 and 6 candidates who will be formally interviewed over a 2 day interview. The formal interview will be with the staffing committee plus one educational specialist with experience in making educational appointments. They will be independent from Hope Community School and will be invited on to the panel to help provide an impartial assessment of the candidates.

## **Section F5**

### **School Improvement**

As you will see from Section F6 we have taken action to grow the Trust in order to ensure our schools get off to a great start and continue to be supported by a robust and supportive team who will drive School improvement.

Our School improvement strategy within each school is a combination of peer to peer feedback, effective staff meetings, Lesson observations and feedback by the Principal, Governor, Learning walks, and a robust and supportive Chair of The Local Governing Body. Our Local Governing Body has a wealth of educational experience in it with an ex primary head, a current primary assistant head and a senior lecturer in education all on the Board. The C.V.s of the Local Governing Body are included in the appendix.

In addition to this we will use [REDACTED] to provide school improvement by acting as an [REDACTED] and is skilled at identifying strengths weaknesses and next steps to drive standards up. [REDACTED]

[REDACTED]

We also intend to employ a Curriculum Leader as part of our central team who will be focused on the sharing of best practice, consistency in our approach and an absolute focus on ensuring our curriculum is delivered with the creativity and vision and entrepreneurial approach of the Trust's vision. This post has not yet been appointed as we currently still only have 1 school open. At Board level our data package allows us to see real time how much progress is being made in school and our education and standards committee will monitor this monthly.



Since the last bid we have now had an Ofsted at our school in Bexley. The inspection was on the 17<sup>th</sup> June and we achieved good overall and were delighted for our children to have achieved outstanding behaviour and safety. This report is a positive step and an endorsement of the Trust's hard work up to now.

The report can be found at the following address

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139561>

As you will see our Ofsted data dashboard is not yet populated with data due to us not yet having completed Key Stage 1 at the school.

The headlines so far are:

In Reception in 2014/2015 63% (21 out of 30 children achieved) a good Level of development achieving expected progress in all of the core EYFS areas plus the number of none core areas required to make expected progress overall. This is 3% above the national average

In Year 1 our phonics screening result for our year 1 class in June 2015 was 83% pass rate - National average the year before was 77% but we would expect this to be above the national average.

Our data summary for year 1 is below

Overall Attainment	Reading	Writing	Maths	Combined
<b>Children working significantly below ARE</b> (Y1 Dev or less)	<b>6.7% (2)</b>	<b>3.3% (1)</b>	<b>0%</b>	<b>10% (3)</b>
<b>Children working below ARE</b> (Y1 Dev+)	<b>13.3% (4)</b>	<b>23.3% (7)</b>	<b>23.3% (7)</b>	<b>16.6% (5)</b>
<b>Children working in-line with ARE</b> (Y1 Sec)	<b>56.7% (17)</b>	<b>53.3% (16)</b>	<b>56.7% (17)</b>	<b>53.4% (16)</b>
<b>Children working beyond ARE</b> (Y1Exc)	<b>23.3% (7)</b>	<b>20% (6)</b>	<b>20% (6)</b>	<b>20% (6)</b>

## Section F6

### Growing the Trust

At the time of writing New Generation Schools Trust has a single open school and is in the pre-opening phase of a second. We are currently therefore working closely with the DfE as we transition to a MAT. The vision outlined for growth of the Trust remains the same as in our application for our second school (Southampton bid p.72 and p.93). We aim to develop clusters of schools all with local expressions of the Trust's vision for outstanding education, Christian values, entrepreneurial leadership and community impact.

As the family of schools grows, the Trust is developing a central services team to ensure effective support, sharing of resources, economies of scale and robust monitoring and challenge for each school, all within a value for money plan.

The capacity of the team will continue to grow in line with the number of schools that are part of the Trust

### Financial expertise and capacity of the Trust

The capacity of our board has been significantly increased since the previous submission.

[REDACTED] will also play a role in recruiting further skilled Trustees to our Board as the Trust grows.

[REDACTED]

These financial skills are a significant increase in the financial expertise of the Board

### **Central Services Team**

The Trust will employ a central services team to support the delivery of the vision and ethos across the Trust. In response to feedback from the wave 9 bid submission we wish to emphasise that this team sits outside the governance structure of the Trust but does report to the Board and Local Governing Bodies. The C.E.O. will monitor the performance of the team and he in turn reports to and is monitored and appraised by the Board.

The central services team is funded partly out of project development costs and partly out of a top slice of individual school budgets.

To allow the Trust to grow as we move forward all new schools would contribute 5% of their budget to the provision of central services – This would create a 4.4% overall top slice upon opening of Northfleet. This is due to a slightly smaller percentage contribution from the 1 Form Entry school in Bexley.

### **Central Team Infrastructure upon creation of MAT**

In the initial phases our team will be made up of the following roles:

[REDACTED] – The C.E.O. leads the central services team and is an ex-officio Trustee of the Board. The C.E.O. leads the delivery of the Trust's vision across the whole Trust. [REDACTED] for the first Hope Community School in the London Borough of Bexley and [REDACTED] retains responsibility for preserving culture, ethos and values across the Trust. [REDACTED] to ensure schools are opened in line with the Trust's aims and ethos. Following pre-opening [REDACTED] will resource schools with regular visits that would engage parents, support and challenge principals and the Chair of the Local Governing Body, train staff teams regarding the Vision and Ethos. This role is funded 2 days a week from the Start of the MAT rising to 3 days a week upon opening of Northfleet. Additional capacity in terms of [REDACTED] time is available to the Trust without further cost due to the support of New Generation Church in funding and releasing [REDACTED] time to the role as required. This capacity has been fully evidenced to the Department for Education by the fact that up to this point he has yet to be paid anything by the Trust despite functioning in this role during the pre-opening of the School in Southampton.

[REDACTED]

[REDACTED]. This role is funded 1 day per week rising to 2 days from Year 2 of opening Northfleet.

**Finance Officer** – working for the finance director delivering financial support to schools – This model creates efficiencies by allowing us to employ the finance director for 2 days a week and the finance officer for 2 days a week in the early stages of trust development. Both these roles will transition to full time posts over time.

[REDACTED]

[REDACTED]

We fully expect these skills to be used in [REDACTED]. [REDACTED] and will visit each school in the Trust at least every half term and create reports for both the Local Governing Body and the education and standards committee of the Board. There is capacity to increase [REDACTED] time as we grow.

**Curriculum Director** – upon opening of Northfleet we will employ a curriculum leader to ensure consistency and quality in the delivery and development of the curriculum across the schools. This role is initially 1 day a week in a school.

#### **Procured Services within the Central Services team**

Financial, HR and Legal services are also in place to support the work of the Trust – In addition to [REDACTED] we have procured the services of EFS to provide financial services where needed, Strictly HR to provide HR support to the Trust and we are using Hill Dickinson for legal support where necessary –for example they are providing legal support in the conversion to MAT status.

#### **Central services team funded through Project Development Grants**

In addition to the roles funded through schools contribution to our central budget we have a team who are delivering new schools whose roles are funded entirely through the project development grants

[REDACTED]

[REDACTED] role will be funded through the pre-opening grants as new schools are added to the Trust.

**Project Manager** – this role provides project management capacity to lead the project through timelines and plan to deliver a school on time and within budget.

Project Assistant – provides administrative and finance support to the Project Director and Project Manager on new bids.

Family Liaison Co-ordinator – this is a Trust role, based locally in the area of the new school focussed on engaging with the local community, marketing and recruiting pupils to the new school.

The role of the C.E.O. relating to opening new projects will be funded out of the pre-opening grants for developing new schools.

The central team will be accountable to the Board, and where relevant, the committees of the Board. Particularly through the production of regular reporting of data and progress and invitation to relevant board and committee meetings. This team is more than enough to centrally resource two schools with leadership training, HR and Finance, educational standards and monitoring and culture and ethos development

## Economies of Scale

We expect to make a number of economies of scale from the outset of being a M.A.T. for example:

Training days – at least two Trust training days will be undertaken which will enable the Trust to ensure that all schools are working to the same ethos, vision and learning standards. This can be done in person or via video link.

Marketing and website – The Trust will have a corporate website with each school having its own pages. This will be managed externally so will save at least a quarter to a third of each schools budget heading

Audit and accounting – for each school added after the initial audit the costs will reduce our audit by a third i.e. [REDACTED]

Payroll costs will significantly reduce as the Trust will do one return at the end of the financial year as opposed to one for each school. For example one schools returns cost is approx. [REDACTED] so three school would be [REDACTED] approximately. With one return then we hope to save 50% of the cost.

Other services which the Trust are buying in across schools will continue to come down – For example Data and School management system costs, insurances, Once there is a cost benefit of funding a service in house, through paid roles on the central services team, we will make this change. Eventually this will mean instead of procuring services we will develop an internal HR team, and a communications and marketing team to work alongside the finance and school improvement teams as listed in this section.

## Regional Infrastructure in the future

As the clusters of schools develop we will look to build regional support structures across the clusters to provide schools with the resources they need, and maximise levels of partnership

across the schools – particularly focused around school improvement. In the future we would expect to appoint Executive Principals with proven leadership experience to oversee three or more schools within a cluster each school would still retain a principal all be it with an adjustment in delegated responsibilities.

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

### **Financial Performance of school/Trust**

UHY audited the first year of our accounts ending 31<sup>st</sup> August 2014 and the following is an extract from the report:

In our opinion the accounts:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2014 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice, and in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance with the Academies Accounts Direction 2013 to on2014 issued by the EFA

Hope Community School will function within the General Annual Grant allocation.

The Trustees have assessed the major risks and has compiled a risk register to highlight the risks which the school is exposed. The Trustees have implemented a number of system to assess risks that the school faces. They have introduced systems including operational procedures and internal financial controls in order to minimise risk. Where significant financial risk still remains they have ensure adequate insurance cover is provided. An effective system of internal financial control is in place. Regular monitoring takes place to ensure the School has sufficient funds to meet all its obligations. The risks have been assessed and controls put in place to mitigate the risks. There is a formal ongoing process to identify, evaluate and monitor risk and this is reviewed as necessary.

Implementation of Finance, Health & Safety, Recruitment and Safeguarding Policies significantly reduce the risk to the Trust.

The Academy Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular it includes:

- regular reviews by the Finance and General Purpose Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties; identification and management of risks.
- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees;

The School/Trust have implemented a monthly meeting for the Academic Year 2014-2015 to ensure that processes are rigorously monitored.

The financial plans initially undertaken for the bid have, where appropriate, in the opening of a school been implemented and annual reserves have been in line with budget plans.

#### **Adverse Audit opinions**

The Trust initially employed [REDACTED] a non-executive Trustee to undertake the RO role. Initially [REDACTED]

The production of monthly monitoring accounts were not presented to governors on a monthly basis as required. *This was rectified and reports are presented to governors for monitoring on a monthly basis.*

Connected Parties - Close relationship between New Generation Church Trust (NGCT) and NGST as the school was the original vision of the NGCT. *Statement of assurance from individuals/organisations to the Trust confirming their charges do not exceed the cost of goods/services. Also an Open book arrangement. These were confirmed at the next Governor's meeting.*

## F6 (a) Shared services

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

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
To be appointed	Finance Officer	Needs to have administration experience	2 days a week	[REDACTED]
To be appointed	Curriculum Director	Needs to have cross school curriculum delivery experience	2 days a week	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
To be appointed	P.A. to the C.E.O.	Needs to have administration experience.	2 days a week	
To be appointed	Curriculum Director	Needs to have cross school curriculum delivery experience.	2 days a week	
To be appointed	Project Manager	Needs to have outstanding organisational and project management skills to lead the project through timelines and plans to deliver a school on time and within budget.	2 days per week	
To be appointed	Family Liaison Co-ordinator <i>(This is a Trust and distinct from the school)</i>	Relationship management with diverse stakeholder group; developing and implementing marketing strategies, strong local knowledge and community	2 days per week	



Name	Role in central service team by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Hours per week	Cost £
	<i>role with the same title)</i>	connections.		
Strictly HR	Provision of HR services	Large well established company (over 1000 clients) with experience of working with free schools.	Unlimited support within contract	
EFS	Financial services	Established financial management service providing services for other schools and Academies, assisting the SBM.	2 days per half term	

These figures above are upon opening of Northfleet

#### F6 (b) Shared services

Name of school	Budgeted contribution to MAT shared service	
	2017/18	2018/19
Hope Community School Sidcup (1 form entry) 2014		
Hope Community School Southampton (2 form entry) 2016		
Hope Community School Northfleet/Ebbsfleet ( 2 form entry) 2017		
Total		

## Section G: Budget planning and affordability

### Section G1

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

The decision to ensure that the level of salary for an outstanding Principal is set at an appropriate banding and that the leadership of the school is strengthened in the third year with a Assistant Principal to enable the Principal to implement in good time the planned activities and has time to monitor and evaluate the outcomes. The school is a Level 3 with the salary range L11 – L24. We have placed the Principal at the top end to ensure that we attract a high calibre of applicant that has the vision and outstanding leadership that the school requires. Assistant Principal is set at band five points below the Principal L10-L14

Teaching staff – we have used the expected salary scales for 2015 with a 1% uplift, and the plan has been averaged at MPS4 which will ensure that outstanding experienced teachers can be employed and well as new teachers who are outstanding. Initially we have levelled the salary at MPS6. The two teachers will have responsibility for EAL/GRT and Early Years lead. The role of the Inclusion/SEND is initially with the Principal but with the placement of the school and the medium level of FSM's it is vital that an Assistant Principal/Inclusion is employed so that the Principal is able to ensure through monitoring that every child has the appropriate level of support as the schools around the area have above average level of EAL and Pupil Premium (Benchmarking Lawn and Manor Primary Northfleet.) To strengthen the SLT in year three and year 5 we will employ leading teachers for English/KS1 lead and Numeracy/KS2 lead. In year 6 we shall employ a teacher with responsibility for Transition. Alongside this we shall employ a teacher to cover PPA who will have EAL/GRT experience to further support the team. This role which is vital to enable staff to see outstanding practices throughout the school by enabling peer monitoring to take place. There will be a teacher employed for each class with the other Instructors/teachers who will cover PPA and SLT meetings enabling strategic planning to take place. To further support the Principal we shall employ a temporary teacher (prior to the Assistant Principal in year 3) who will undertake SEND/Interventions guided by the Principal.

As part of integrated learning we shall employ specialist teachers in Mandarin, dance, music and PE (initially) to embed learning of different cultures and lifestyles. The hours will expand as the school grows to enable all children to participate. These are compulsory subjects as part of the curriculum. Hope Community Schools teach Mandarin and this will follow on at Northfleet. The Conservative Party Manifesto recently encouraged the teaching of Mandarin<sup>21</sup> and there is a demand from parents for Mandarin teaching. The nearest school teaching Mandarin is in Maidstone (Tiger School).

To enhance the learning of the children Teaching Assistants will be employed for all classes up to year 5 be it full time hours or art time, and the Assistant Principal will lead this area with timetabling the TA's. There will be a part-time TA who will support the needs of pupils in year 6. It is envisaged that any child who has exceptional needs will be identified and 1:1 support applied for so that they are not disadvantaged. Assessment of needs is a priority for all staff at the school. The support staff will be placed on the appropriate Local Government Kent pay scales having looked at current levels from

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<sup>21</sup> [http://issuu.com/conservativeparty/docs/ge\\_manifesto\\_low\\_res\\_bdec3a47a0faf?e=16696947/12362115#search](http://issuu.com/conservativeparty/docs/ge_manifesto_low_res_bdec3a47a0faf?e=16696947/12362115#search)

known Hope Community School salary scales and viewed vacancies in the local area via website and agencies

Senior midday supervisor will lead a team of midday supervisors who will undertake supervision, play, and activities and ensure that the children are safe at all times. They will assist with the lunchtime meal to make it a learning experience. SLT staff will also undertake lunchtime provision as in most schools.

Our links and partnership with the community are part of our vision/ethos and value. We shall be employing a community partnership coordinator who will train volunteers and make links with business and associations so that learning takes place outside the classroom and is relevant to the children. We already have strong links with the Northfleet community and will use these contacts to further inform the community of our success and vision.

It is vital for the financial and professional standing of the Business Operations Manager that they are qualified (DSBM) and have a good knowledge of educational systems and processes that they can enhance and improve. The role will be in place at pre-opening and this ensures that systems, policies and procedures that the Trust have established are rigorously monitored by the BOM and the Finance Director from the MAT. This role has been set at a salary to provide the correctly qualified and visionary person for a new school.

The safety and structure of the school requires that the Premises Manager be in place pre-opening and is fully involved in planning, undertaking H&S systems and policies and ensuring that the site is a safe place and an excellent environment for learning and is welcoming for the community and supporting the BOM.

The receptionist will be employed part time in the mornings initially at FTE0.5 rising to FTE0.6 and then in year five when they will be full time hours i.e. FTE0.8. We shall look to increase the FTE as soon as is possible which may be earlier than budgeted.

With Civica (or similar provider) the first years of support will be through the company but to ensure that the school is given adequate support a dedicated part time ICT Manager will be employed in year two to deal with set up of replacement equipment as well as trouble shooting. In year three the warranty of ICT normally runs out and at this time ICT knowledge is required.

Currently Hope Community School in Sidcup uses an outsourced supplier for catering to enable correct nutritional make up of food as well as cost effective and value for money. We shall use this supplier for Northfleet School. As the school grows we shall look to employ our own catering staff. In built in to the catering costs would be the cost of managing this area and I have added two catering assistants to help prepare and cook fresh foods. We shall review through competition, comparison and value as to the viability of this process.

It is vital that at the start of Hope Community School we employ part time a Family Liaison Coordinator to enable them to link with parents to help support and enable them to encourage learning. Northfleet schools in the area have a higher than average EAL children and the Family Liaison Worker will meet parents and children to ensure that they fully integrate in the ethos and vision of Hope

Community School. In year three a pupil counsellor will be employed to support children with concerns either within or external to the school as well as transition in to the school for new children. A Chaplain will be employed to support the school's ethos and family needs integrating the school, church and community.

In year seven we shall employ a Transition Leader to support the Assistant Principal/ SLT team on transition in to the school, from KS1 to KS2 and out of the school when going to secondary education. Other costs have been anticipated using either known costs from Hope Community School in Sidcup as well as using the Benchmarking website for similar school and Lawn Primary and Manor Primary in Northfleet. Variances from these occur and assumptions have been noted in the appropriate column

**Deliver value for money:** we shall utilise the Academy purchasing consortium as required and ensure that policies and procedures are in place so that values of purchasing are tendered correctly and quotations are sought within tight specifications and that they are reported to the Trust governors in an appropriate manner. Collation of prices for general stock will take place to ensure basics are good value for money and that a tight stock control is in place. Processes for placing orders will be in place and cross checks will be part of the Responsible Officer role. We have obtained quotations and used current provider costs to gauge reasonable costs for catering, cleaning, audit, energy, broadband etc. **'What matters isn't the amount of money spent per pupil, but how that money is spent. So we should all be focusing on improving value for money in schools' spending'**

**DfE, (undated)**

Integration of the financial plan with the school/trust vision and wider plans enable better outcomes for the children as funding is targeted at the areas required. We will also link the budget plan to school improvement cycle to focus decision on outcome for the school using the tool on the DfE web site.

Central costs fund of 5% have been set aside for ensuring that there is sufficient capacity within the Trust to ensure that the vision, ethos and pupils excel at learning. We shall employ a CEO who will be responsible for leading the central team and the delivery of the Trust vision. Financial overview of the MAT schools will be undertaken centrally by the Finance Director which will ensure tight controls on cost and that financial viability and that processes are taking place as set out in the policies and procedures. Attendance at conferences and membership of Associations is paid centrally as are Directors expenses. Financial systems will be introduced that can link MAT schools to enable a better overview of finances. Economies of scale can reduce costs and ensure better value across the MAT. HR, payroll, SIP/monitoring, audit/accounting, legal, marketing including website. There is some funding in the plan to enable start-up costs to be paid and other in school needs supported. As the school grows there will be opportunities to take on other areas thereby reducing the costs to the Trust. Within the costs for running the MAT will be funding for a Lead on Educational Standard across the Trust to be employed. There will be a PA for the CEO/Trust. A Curriculum Director will be employed to ensure that the Trust is working across the Trust effectively.

The BOM is part of the SLT so that strategic decision take account of financial constraints. Staff will need to show how resources they request enable the outcomes of the children to be obtained.

**Describe how your budget plan will support delivery of your educational vision and plan:** all aspects of the financial plan have been linked to the vision and application form. We have ensured that there is sufficient money in each area to enable the aspects in the plan to be delivered. Use of DfE tools will be used to ensure all staff are aware that the budget supports the strategic vision of Hope Community School.

We want the children to learn and experience beyond the classroom so we have in our budget the Community Partnership coordinator who will work on links made through the community and business organisations and to link the school in a practical way through visits (there is an element in the budget heading of educational resources under visits and transport) which will enable the school to let every child take part in visits as well as supporting our ethos. This will also be enhanced through access in ICT and enabling the local families to take part and increase their child's aspirations as well as the parents as part of the vision is a community space.

There is a strong leadership team of Principal, Assistant Principal, Lead in EAL/GRT, Early Years, English/KS1, lead in Numeracy/KS2, Transition and SEND/Inclusion. Teaching staff will also have skills in ICT and Science amongst others.

This will work in tandem with volunteers from the New Generation church for prayer areas and support for families such as counselling, guidance on family issues and sign-posting of agencies that are available. As part of this is support through family liaison worker, pupil counsellor and transition worker at times of stress and need.

Extended hours to enable learning and activities to take place have been costed within the budget as well as family learning which will encompass language, numeracy, cooking as a family and dads in the kitchen which in previous schools have been successful in engaging dads as well as budget management and entrepreneurialism as examples. It is also vital modern foreign languages are taught from an early age so that the children and families are able to access the vocations that they might take up in the future. We have put in the budget pay progression which will be an element to enhance salaries. Hope Community School is looking at ways to make the staff wellbeing strong through other ways than money such as time and support.

**Demonstrate that there are no material errors in the plan:** the plan has been viewed by the Trust Directors and comments taken on-board and actioned. This is the fourth plan which has reviewed the summery tab and can confirm that the reasons for the red % which are to do with the ethos and vision of the school.

Checks have been put in place to ensure that levels of pay are appropriate for the roles by checking with Kent LA's bandings and that the levels of FTE are correct for the roles i.e. Teaching Assistants working 35 hours and term time plus training having checked the LA's salary bands and local job vacancies and taken in to account the local holiday rates in Kent ie 24 days. The structure has been checked by the team and questions asked and changes made or discussed as to what strategies the finance plan has enabled the Trust to implement and if any are not achievable why they are not and what assumption have been made to enable them to be actioned within the current budget plan.

I have checked on the teachers' pay web site and government website for pay scales and HMRC website for NI rates for employers.

Education support staff percentage for Hope is around 19.9%. There is a wide range of school data with Kent average being around 16% but Lawn Primary is 19.85% in Northfleet.

**Show that you have allowed for unforeseen problems and have a contingency:** we have put aside 1% of our budget as contingency as well as having a carry forward each year. At Full State we have been very frugal with increasing income for Facility Hire which in the area could be a high earner with the extra housing and businesses in the locality. We have also kept donations/fundraising low at [REDACTED] which could increase easily to [REDACTED] as a small rural school can raise [REDACTED] each year. This would increase the annual surplus by approximately [REDACTED].

The reasons why expenditure is slightly lower in some areas are:

Supply costs are lower due to the school having insurance for absences over 3 days and with Principal not teaching and Assistant Principal again not teaching sometimes they can cover as can TA's who are trained.

There is funding for Pay Progression which can be reduced up to a half i.e. [REDACTED] if the school needs to increase expenditure in an area.

Payroll is worked on costs from Hope Sidcup using the same contractor. This will need to increase as there are extra cost to incur for them to do the Pension Returns etc. – this area will need to increase by approximately [REDACTED]

Cleaning and caretaking is lower than benchmarking but having experience of working in schools we are aware that there can be a lot of waste and good stock control can ensure money is spent wisely. There is money in reserves to increase these costs if necessary.

We have also made Learning Resources higher as a buffer for the new school so this could reduce from [REDACTED] looking at HCS Sidcup cost this year (i.e. 60 children). We have also top loaded ICT learning resources taking in to account the 'typical school' this can reduce by [REDACTED]. These reductions and increased income would enable the annual surplus to be much higher and enable money to be vired to areas if expenditure needs to increase. Our plans try to ensure that the school has sufficient funding to be financially secure by adding surplus within the budget. There are some assumptions as there is no history for the school. Lynn Mason has led a large Secondary school budget for 15 years and ensured it was financially viable as well as having a good learning environment for pupils and staff. These few adjustments would ensure that the bottom line would increase by 2-3% enabling further expenditure in some areas.

We have put money for pay progression from year one intake, which increases each year. Central costs which are earmarked for financial guidance and through Responsible Officer checks. Cost of membership for Central staff as well as conference costs, Directors travel and time. Tender-

ing and contract analysis and support for activities. As the school grows we are able to employ Central staff to relieve the cost burden on the schools. There is also a reduction in cost due to economy of scale over time. We have included from the Central costs for a Trust SIP/monitoring advisor, payroll through contract, audit/accounting through the Trust auditors, use of HR through the trust as well as legal costs being done centrally through the Trust advisors. These areas will expand as the Trust grows.

There is also a substantial amount in learning resources approximately 3% that with careful purchasing and stock control could have money vired out for other areas of need. This funding is there to enable the school to build resources from nothing and as such is required at this level at this time. The ICT budget enable replacement of old ICT equipment as well as keeping up to date with licenses and suites. This area is larger at 1.96% than the benchmarking at 1.5% - 1.8% on Kent site or the budget sheet suggests but this includes the revenue cost for the ICT provider as well as their support costs. There could be savings in this area depending on the tender and tightness of the specification. Income has been prudent. FSM have been taken from the LA average and not from the immediate area of the proposed school which shows a higher FSM percentage. We have not included any LAC or Forces children as this is unknown but from information on Ofsted and Benchmarking it is understood that LAC and Forces children attend schools in the area so this is a possible source of extra funding directed to those children's needs.

The income from lettings is from use of premises for community activities as well as being a learning centre for ICT – silver surfers. Learning by external agencies such as English and Budgeting for families. Links through the New Generation Church with the community that work in the area of Northfleet. Donations are from Christmas Fairs and children sponsorship for activities such as reading or spelling bee. Cake sales each month and parent events like quiz or summer BBQ. The Parents Association will lead on fundraising and the amount is a conservative amount as schools on the benchmarking website show much larger income in this area, but being prudent and as the school situation is unknown a cautious amount is allocated to this.

## Section G2

**Projected break even at steady state:** all through the budget plan the annual surplus is between 1.0% and 3%. This gives a cumulative surplus of between [REDACTED] at steady state. This is 6.5% by 2019 and 12.5% when full in income at steady state 2023/24 which is slightly higher but in the economic place we are in at the moment this is reasonable and of course will change. It is anticipated that there will be a full intake each year rising to a full complement of 420 in year seven. This budget is prudent as it gives sufficient funds for any reduction in funding or increase costs in pensions and national insurance. Each year the budget will be reviewed and amended in line with actual and funding received.

Use of post opening grant is required up to year four and then in year five the cumulated surplus is higher than the post opening grant.

We have used the post opening grant to ensure that the SLT is substantial in the first three years of opening with the Principal, Assistant Principal and Business Operations Manager, as well as staff with

expertise in EAL/GRT and Early Years. This is then followed by extra team members in place no later than year 6 i.e. Year 5 teaching class including support the Principal and Assistant Principal. The cost of insurance is higher than funding received but it is anticipated that the Trust will get a better rate having all schools under one umbrella.

All staff costs are linked to teachers pay and local government pay currently as well as the specialist teachers' rates being taken from current school costs and known rates of pay from known professionals at other schools.

We looked at the costs that were fixed that the school will have to pay and estimated costs using benchmarking from the website for a school of large intake with low FSM's as well as a non- London Primary with medium FSM (see assumptions against cost headings). We also looked at costs for three local Primary Schools in the location area of Northfleet were the Hope Community School will be (Manor Primary, Lawn Primary and St Joseph's Primary schools) taking in to account a new school with up to date equipment and insulation updated.

The budget takes in to account all elements that go to make up the vision and staffing structure of Hope Community School.

**No cumulative deficit in any year. Any in year deficit must be planned by accumulating surplus in previous year:** There is no cumulative deficit and no in year deficit in any year. The budget is planned having taken in to account the strategic staffing structure and other expenditure that is needed. On the summary tab it shows a percentage in red in staffing but this is due to employing a teacher to assist the Principal and then employing the Assistant Principal to ensure sufficient time for the Principal to monitor and show outstanding teaching. In premises it is also above expected, but this takes in to account the asset depreciation and Central cost for the MAT. We have also included slightly higher cost in Energy as this is a new school and costs are unknown. We are steady state are just over 2% over the average when looking at the benchmarking for a school of this size but once actual expenditure is known this is expected to be at or below the benchmarking. Pupil support is higher in two years but this evens out at steady state. This is due to the school supporting the staff, pupils with extra midday supervisors, TA's and ICT technicians to enable independent learning to take place even during the lunch time break with activities.

**Not dependant on borrowing or third party income to break even in any year:** There are no plans to borrow any money nor third part income. The only 'other income' is understated in the plan with catering being low as the schools ethos and vision is that lunchtime is a learning environment and at Hope Community School in Sidcup the uptake is 80% +. The grant for the Rates is standard. We have been prudent with income generated through lettings and donations are at a minimum although looking at the benchmarking for this area some primary schools raise significant funds, but as it is difficult to raise funding in the first year when the school is first establishing and plan of the school areas are unknown at this stage



**G3 Financial resilience to reductions in income Northfleet**

You should include an overview explanation of how you approached making 30% savings and your rationale for suggesting the changes that you have. You must show how you made 30% savings for each year up to and including the year your school reaches steady state. As part of this, you should explain how your amended plans would continue to support delivery of your education vision and plan.

Please add additional lines as required. The boxes will expand as you enter text.  
In the table below you should explain in detail the actions you would take to reduce costs, the reasons for these and the approximate savings that would result.

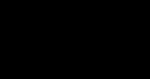
Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
		[e.g. 2016 to 2018)	
Principal Line 19  Assistant Principal/Head of School Line 20	Trust to appoint Executive Principal at initially a day per week with support from the Trust as well. This will allow an experienced Principal to undertake support and ensure planning, preparation and lessons are outstanding. Will start at FTE0.2 rising to FTE0.4 in 2021/22 onwards Employed from 2017/18 undertaking teaching of class in the mornings with class teacher and TA taking activities for whole group in the afternoon. This frees up the Head of School in the afternoons to undertake strategic planning, monitoring and EAL/SEND interventions. Lead of EAL/GRT will be employed in the first year with an early years' teacher for a day a week for PPA cover along with Mandarin teacher. In years 3, 5 and 6 there will be teaching staff with TLR's for KS1, KS2, Numeracy and English as well as transition so there will be a good SLT team	2017 to 2024  Increase cost in 2017-2018	
Teaching Line 42 to 62	Year 1 changes from FTE 2.7 to FTE 1.3 (see 70% plan). This is a change from 2 teachers in reception to FTE1.2 with Head of School teaching. The first three years one teacher is on FTE0.2 rising to FTE0.6 then FTE1 Year 2 we will employ a teacher FTE1 and FTE0.6 to cover Year 1 teaching with Head of School undertaking teaching. This is a reduction from FTE4 teacher to FTE2.8 (FTE 3.4 a reduction from FTE 5.6) Year 3 we will employ 1 extra full time teacher with TLR KS1/English lead (classes 1 and 2 will taught by two full time teachers and one FTE0.8 and the Head of School undertaking some teaching. There will be three classes and not 4. There will be 4 teachers (not 6). Year 4 we will employ two full time teachers for the two classes. This is no change.	2017 – 2019  2020 2018 2019 and 2020  2019 through to 2025  No change	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	<p>Year 5 we will employ one full time teacher with TLR KS2/Mathematics lead and the classes will amalgamate so there are three classes over the two year groups.</p> <p>Year 6 we will employ two full time teachers for the two classes so no change.</p> <p>Year 7 we will employ one full time teacher and the classes will amalgamate so there are three classes over the two year groups</p> <p>Overview- With reduced numbers there will be less children so therefore less staff. Reception will have a teacher for each class with Principal taking a class with a FTE0.4 covering SLT time along with PPA. Then same for year 1 class with Principal teaching. In year 2 intake the year 1 and year 2 classes will be arranged in to three classes rather than four (84 children can go in to three classes). Year 3 and year 5 classes will have a teacher each then when year 4 and year 6 classes are starting they will be amalgamated and so will the 5/6 classes. You will have 11 classes instead of 14.</p>	<p>2022 through to 2025</p> <p>No change 2023/24 – 25</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
Specialist Teachers	2017 – Specialist teachers will not be employed fully until year three. Initially we shall have a Mandarin teacher with staff undertaking dance, music, PE due to less children. Mandarin will increase to FTE0.4 at full state which will enable all classes to be taught. All specialist teacher will be in post by year three with PPA cover in year two releasing staff and at full state will be FTE0.8 which along with the specialist teachers enables staff to undertake PPA.	2017- 2025	[REDACTED]
Education Support Staff	<p>Year 1 we will cover the Reception classes with one TA working with the targeted children reducing by FTE0.8</p> <p>Year 2 we will cover Yr. 1 classes with one TA working with targeted children reducing by FTE0.8. Midday supervisor role delayed till year 4 - will use volunteers if needed saving £3k per year</p>	<p>2017</p> <p>2018</p> <p>2019</p>	[REDACTED]

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	<p>Year 3 we will cover Yr. 2 classes with one TA reducing by FTE0.8. Midday supervisor</p> <p>Year 4 we will cover Yr. 3 classes with one TA reducing by FTE0.6</p> <p>Year 5 we will cover Yr. 4 classes with TA FTE0.8 reducing by FTE0.6</p> <p>Year 6 we will cover Yr. 5 classes with TA FTE0.4 reducing by FTE0.8</p> <p>Year 7 no change as was planned to have TA FTE0.4 across two classes. This means there will be 7 TA's rather than 13 but there will be less classes as years are amalgamated</p> <p>ICT technician delayed till year 3 but at a higher FTE so savings are minimal</p>	<p>2020</p> <p>2021</p> <p>2022</p> <p>2023/24</p>	
Admin	<p>BOM hours alter in year 2018 &amp; 2019 by FTE0.1 saving £4keach year</p> <p>Receptionist hours do not change as they support all the staff.</p> <p>Community Partner is not employed in year 1 then reduced to FTE0.1 for three years then increases to FTE0.2. The BOM will work with the other Trust schools to start instigating the ground work to link with the community.</p>	<p>2018-2019</p> <p>2017 - 2024</p>	
Premises Manager	Reduced from FTE0.8 in year 1 to FTE0.5 and increase to FTE0.8 from 2019 to steady state. This reduces years 2022,23,24 from FTE0.9		
Catering staff	No staff employed as stay with outsourced due to numbers and cost		

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
Other staff	<p>Chaplain will start in 2017 at reduced FTE0.1 saving £1.6k per year. This saves Links with the local New Generation Church will continue. NGC and Partner churches will also facilitate voluntary role of chaplain as this is a vital area for the wellbeing of the school.</p> <p>Pupil Counsellor delayed two years till 2022. Then FTE0.1 through which is a reduction from FTE0.2. Reduced pupil numbers and other Primary schools who have a Pupil Counsellor only employ them for half a day a week on average. Development and training is reduced by £7k in total over the first four years due to less staff and more in house/Trust training</p> <p>Pay progression is reduced with less staff but still starts in the second year of opening</p> <p>Extended School/Family learning is at full state the last three years but is reduced by one activity for two years</p>	<p>2016 to 2024</p> <p>2019, 2020 2022, 2023, 2024</p> <p>2018 - 2024</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
Premises	<p>Building maintenance is reduced as the building will be new or refurbished and enhancements will have to be saved for using some of the surplus if necessary.</p> <p>Energy consumption will be less as rooms will not be used and lights and heating costs reduced.</p> <p>To enable the Central Services cost to be sustained we have reviewed the budget and removed the PE teacher role from 2021-2024 as teachers will be trained to teach PE. (£11k, £11k &amp; £17k &amp; £17k</p> <p>TA's in Year 2 – six years, Year 4 – four years &amp; Year 5 – 3 years, the FTE is</p>	<p>2017 - 2024,</p>	<p>[REDACTED]</p>

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	reduced from FTE0.8 to FTE0.6 saving £4k each TA each year. The most significant cost reductions have been in Central Costs where the Trust will undertake work through voluntary help as well as costs from Sidcup school. As the school grows so the funding available will increase. Decreased the pay progression (PP) by on average £5k each year to be implemented		
Educational Resources	Learning resources have been reduced taking in to account the number of children and staff. This has reduced in the final years by £30k from £50k to £20k. ICT resources I have also reduced due to the number of children and the need to keep items a little longer. Transport has been reduced as insufficient funds. There are less funds for visits but it is envisaged that funding will be available through funding streams such as music, dance (e.g. have obtained funding at previous school- Blackfen School for Girls and the Trust have Directors who undertake this role as part of their employment. Reduced in the final year from £12.5k to £3k. Marketing has reduced with the main marketing being done through the Trust Corporate team	2017-2024	
Professional Services	The Trust will take more areas in house therefore making savings on audit, legal and web design		
Other costs	Contingency has reduced due to funding reducing Catering has reduced due to numbers of pupils and being prudent (this is offset by the reduced income). Depreciation of assets has reduced as less equipment and fixtures purchased. In year 7 this has reduced from £25k to £15k Contract equipment/maintenance is reduced due to reduction in use and	2017- 2024	

Budget Line (area of expenditure)	Description of how expenditure would be modified/plans adapted – top [10] changes	Year(s) savings would apply	Savings in each year against original budget (£k)
	number of items. Equipment will be guaranteed and a strict asset regime will ensure tracking of goods. SIP/advisors will be mostly from within the Trust and less time will be needed due to less staff and fewer classes.		
<b>TOTAL</b>			See plan below

### Reduced Plan 70% Information

Budget	2017	2018	2019	2020	2021	2022	2023	2024
Income at 70%								
Spend								
Savings made from 100%								
Surplus								

### Annual Surplus at 70% steady state is 2.75%

70% budget	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Other staff								
Premises								
Edu Res								
Pro services								
Other cost								
Total inc. staff								
<b>Total staff</b>								
Total Income								
Annual Surplus								
<b>100% Full State</b>	<b>2017/18</b>	<b>2018/19</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
Other staff								
Premises								
Edu Res								
Pro seer								
Other cost								
Total inc. staff								
<b>Total Staff</b>								
Total Income								
Annual								



Surplus								
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#### Total number of staff reduced plan

SLT	1.2	1.2	1.2	1.2	1.2	1.4	1.4	1.4
TEA	1.3	3.4	5.4	8.0	9.7	11.7	13.0	13.0
PSU	1.2	2.0	2.8	4.0	4.9	5.2	5.8	5.8
ADM	0.9	1.5	1.5	1.6	1.9	1.9	1.9	1.9
PRE	0.5	0.5	0.8	0.8	0.8	0.8	0.8	0.8
CAT	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
OTH	0.1	0.1	0.2	0.3	0.4	0.4	0.4	0.4
<b>TOTAL</b>	<b>5.2</b>	<b>8.7</b>	<b>11.9</b>	<b>15.9</b>	<b>18.9</b>	<b>21.4</b>	<b>23.3</b>	<b>23.3</b>

#### Total number of staff at 100%

SLT	1.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0
TEA	2.7	5.6	7.2	10.0	12.0	14.4	17.0	16.8
PSU	2.0	3.9	5.7	7.3	9.1	10.3	10.7	10.7
ADM	1.1	1.7	1.7	1.7	2.1	2.1	2.1	2.1
PRE	0.8	0.8	0.8	0.8	0.8	0.9	0.9	0.9
CAT	0.0	0.0	0.0	0.0	0.8	1.0	1.0	1.0
OTH	0.2	0.2	0.3	0.4	0.5	0.6	0.6	0.6
<b>TOTAL</b>	<b>7.8</b>	<b>13.2</b>	<b>17.7</b>	<b>22.2</b>	<b>27.2</b>	<b>31.3</b>	<b>34.4</b>	<b>34.2</b>

## Section H: Premises

See attached completed Excel application form.



Department  
for Education

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