



Department
for Education

Free school application form

Mainstream, studio, and
16 to 19 schools

Published: December 2015

Insert the name of your free school(s) below using BLOCK CAPITALS

HILLINGDON HIGH SCHOOL

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The application form explained

Before completing your application, please ensure that you have read both the relevant [background information and glossary document and the assessment criteria booklet](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found in the Word application form. All applicants are required to complete this section in full.

All applicants will need to complete sections A, B, C, E, H and I in full.

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *background information and glossary document* and the *assessment criteria booklet*, for the information your group should include in these sections.

Section A asks you for applicant details in the Excel form.

Section B asks you to outline your proposed free school(s) in the Excel form.

Section C asks you for detailed information on the vision for your school(s) and is to be completed using the Word form.

Section D asks you for detailed information on your proposed education plan(s) and is to be completed using the Word form.

Section E asks you to evidence that there is a need for the school(s) you are proposing in the Word form.

Section F asks you to demonstrate that you have the capacity and capability to open the school(s) you are proposing and is to be completed using the Word form.

Section G specifically asks about costs. This requires the completion of the relevant sections of the Excel budget template.

Studio schools use a different Excel budget template than mainstream and 16-19 free schools.

Section H asks for information about premises, and 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 Word form for this.

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to: FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size.

Applications for a Studio School should also be sent to: applications@studioschooltrust.org.

The Word template should be between 50 and 100 pages long (depending on which type of group you are); 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, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

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

Submitting Section I

Section I, ie the Personal Information form, is required for each member, director, and principal designate who 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 by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

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

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: Hillingdon High School with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> a copy of Section A (tab 1 of the Excel template); and copies of the Section I Personal Information form for each member, director, and principal designate who has not 	<input checked="" type="checkbox"/> Section A attached, and letter re: Section I personal information form	<input type="checkbox"/>

<p>submitted one of these forms within the past 365 days; and</p> <ul style="list-style-type: none"> • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days <p>by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A?</p> <p>(See guidance for dates and deadlines)</p>		
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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 background information and glossary document;
- 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: 

Position: 

Print name: 

Date: 1st March, 2016

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:



Completing the application form

Section A – applicant details (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section A tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section B – outline of the school (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section B tab in the Excel spread sheet; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C – vision

This section will need to be completed by **all** applicants.

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

A 21st century school built on traditional values for the benefit of all the local community

Rationale

The new Hillingdon High School is being promoted by the Hillingdon Education Trust (HET) in response to a significant shortage of secondary school places in the north of the borough. It will be a modern school with traditional core values. Hillingdon High School will be a fully comprehensive, non-selective, non-denominational, six form entry secondary school that will open for 180 Year 7 students in September 2018. When full it will cater for 1150 students aged 11-18 and will be a truly inclusive, co-educational, secular secondary school for up to 180 students a year and an on-site sixth form. It will be open to families of all faiths and none and reflect the rich diversity of the local, North Hillingdon community.

Our aim is simple. We want to be an outstanding school in every sense of the word and we want to be confident that ‘hand on hearts’ the students of Hillingdon High School experience an education comparable to the best schools in the country.

The HET consists of five existing secondary schools in North Hillingdon: Vyners School, Ruislip High School, Haydon School, Northwood School and Queensmead School, all of which are currently graded good or outstanding by Ofsted. Although this is the first free school project for HET, there is a huge amount of educational expertise amongst its members and successful experience of supporting other schools to improve and flourish. Ruislip High School was established in 2006 and the lessons learned from establishing and growing this school have informed this free school application. The governance structure of

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

the new school as a standalone trust, supported by five high performing schools, means that the sum of its parts really is more powerful than if it was to be created by just one of the schools as part of a multi-academy trust (MAT). All the promoters of the school have been part of the North Hillingdon community for many years. Our proposals are based on an in depth understanding of the needs of the local population and the expectations of Hillingdon parents in terms of high quality educational provision. We are determined to achieve our aim of ensuring that all students of Hillingdon High School cultivate a passion for learning and make outstanding progress.

Hillingdon High School will provide high quality school places in an area where families already struggle to access the most local secondary schools due to their popularity. There is currently a significant shortfall of places with 1,000 first choice applications for 780 places at these schools for September 2016 entry. There are already two local faith schools in the north of the borough and one of these has recently increased its faith requirement at the expense of siblings. The local community therefore needs an inclusive local school that is established by the schools that parents already choose for their children to attend. The proposed opening date of September 2018 has been determined in light of the projected need identified by the local authority.

Hillingdon High School would be situated within a community that:

- Is diverse – approximately one third of the local community was not born in the UK and local high schools record over seventy first languages amongst students; only local secular high schools reflect this diversity without creating divisions within the community;
- Expects and achieves high educational standards, with a highly educated local community and high performance of local students in primary and secondary school. The six closest secondary schools in the north of the borough are all graded as outstanding or good.

Vision

Our school's six founding values: Leadership, Endeavour, Aspiration, Duty, Excellence and Respect (LEADER) will underpin everything we do. The thread of developing key leadership skills in our students is central to our vision as we believe that this will give them access to the very best careers and universities. This will be reflected in our curriculum, ethos and enrichment activities. These values will be refined through engagement with the local community and our first cohorts of students, staff and parents. At Hillingdon High School, we will successfully combine a 21st century education with traditional high expectations

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

of uniform, behaviour and standards. We will be a genuinely comprehensive school, believing that all students bring their own talents to our community. We will value our students equally and take great care to make sure that every one of them is happy, secure and successful. We will strive to develop ‘rounded and grounded’ young people, ready to make a positive contribution to the world. We firmly believe that the success of a school should be measured by where its students are five to ten years after they leave it.

Hillingdon High School will prepare students to be positive citizens, ready to progress and with the personal qualities to do so successfully. Working in partnership with families to help children aged 11 develop into young adults of 18 who possess leadership attributes such as resilience, humility, tolerance, creativity, curiosity, and a pursuit of excellence is an essential function of an outstanding secondary school. This will be achieved through the formal curriculum and through the wide range of opportunities offered to students, including the ‘Edge’ programme that combines compulsory and optional elements.

Hillingdon High School will have a curriculum that is engaging and tailored to the needs and interests of its students. Motivation and a desire to learn will be maintained by high expectations, partnered with effective teaching and learning strategies that reflect and adapt to the needs of different students. Through effective recruitment and the established talent development pathways at the other partner schools we will be able to ensure that we have high quality staff who have the expertise and enthusiasm to establish the new school.

The curriculum at Hillingdon High School will be structured around a two year KS3 experience. This will provide the necessary foundations of knowledge to allow students to recognise their interests and strengths and so be supported when selecting the most appropriate KS4 courses. A three year KS4 curriculum is already used successfully in three of the proposing local secondary schools, so Hillingdon High School can benefit from their experience. During KS4 the majority of students will follow an EBacc pathway, supporting students to access A Levels and then onto the very best universities and employment. Some students will follow a vocational pathway which will consist of both GCSEs and approved vocational qualifications. All students will gain a suite of leadership qualifications and awards from Year 7 to enable them to develop the key skills demanded by employers. The sixth form will provide clear progression routes from the KS4 pathways, focusing primarily on Level 3 courses but with opportunities for some Level 2 study (in particular in mathematics, English, and science).

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

The effective use of support and intervention strategies means that Hillingdon High School will have ambitious targets. Upper quintile performance at all levels will be expected, with the focus being on closing the gap for students who receive Pupil Premium funding. Intensive catch up will also be provided in Year 7 for those students who did not achieve Level 4 or equivalent in KS2 literacy and numeracy. Support and intervention will also ensure that those with particular strengths are stretched as part of increasingly personalised programmes of study.

Hillingdon High School will provide extended care for students, from the pre-school breakfast club to the comprehensive range of after-school activities, including a supervised homework club and enrichment and extension programme to meet individual needs and interests.

Hillingdon High School will, like its sponsoring schools, have a relentless focus on teaching and learning, and will benefit from the excellent links that already exist between these schools. The sponsoring schools are committed to the highest standards of educational attainment for *all* students in Hillingdon. The headteacher and senior leaders will benefit from the established Hillingdon Association of Secondary Headteachers (HASH) as well as the innovative Leadership Internship and Shadow Leadership Team programmes already established by the sponsoring schools. By forming strong links with these groups, and others, Hillingdon High School will be able to quickly establish itself as a centre of educational excellence and a school of choice for the local community. Being part of the larger collegiate will enable Hillingdon High School to recruit and retain a broader range of staff than might otherwise be the case. The collegiate will be able to provide support networks as well as KS4 and KS5 opportunities to staff before Hillingdon High School has students in those year groups.

The London Borough of Hillingdon (LBH) is taking the lead in identifying and securing a site for the school. The process is well advanced with possible sites already identified. A robust site evaluation and town planning appraisal are due to be completed in early 2016, at which point a preferred site will be identified. LBH has made financial provision for the acquisition of new secondary school sites and will secure all necessary cabinet approvals following the site selection process.

The experience of the existing oversubscribed and high performing secondary schools is evident in the proposed curriculum and staffing models. These reflect local best practice for cohorts of similar students, including students from the Ickenham, Hillingdon and Ruislip areas who would in future be expected to attend Hillingdon High School as their local school. The sponsoring schools know that

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

these approaches produce outstanding results for students, are affordable, are popular and trusted within the local community. Moreover, this success establishes a proven track record for high performance in schools that fully reflect the diversity of their community and the intake profile that would be expected for Hillingdon High School. Students attending the sponsoring schools achieved well above the national average at GCSE grades A*-C and at A*/A with A level outcomes also in excess of national averages.

The application has been prepared as a stand-alone single-academy trust since this enables the sponsoring schools to demonstrate that the school is educationally and financially viable as a stand-alone entity, operating with the support of the other local schools. It is founded on the principles of collaboration and sharing of good practice. The sponsoring schools are working in the best interests of the local community in a governance structure that enables all schools to contribute and ensure that Hillingdon High school is better than the sum of its sponsors. As a permanent site is yet to be established, it is imperative that Hillingdon High School is founded on this principle of collaboration rather than competition between MATs. The sponsoring schools are open to establishing Hillingdon High School within a MAT once it is open given that three of the sponsoring schools are already part of successful MATs.

Targets and expectations

In line with our vision for Hillingdon High School, HET's proposed key performance indicators are as follows:

- the school ranks amongst the highest performing schools in Hillingdon and nationally in terms of attainment, progress and attendance;
- no students are permanently excluded from school;
- all students develop a sense of physical, social, spiritual, cultural and emotional well-being;
- all students leave the school ready to move to the next stage of education, employment or training;
- students leave with a broad range of high quality qualifications including leadership awards;
- the school is fully subscribed;
- parents demonstrate a high degree of satisfaction with the school as judged by parental feedback and formal surveys;
- the school has a positive impact on the community as monitored by feedback and surveys;
- the school is judged outstanding by Ofsted and other external reviews;

Section C1 – a credible proposal to deliver a high-quality free school and a clear rationale for establishing it in this area

- the school has a balanced budget and is providing good value for money.

Section D – education plan: part 1

This section will need to be completed by **all** applicants. Please:

- use the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

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

If you are proposing to open later than 2017, please leave the relevant earlier columns blank.

With the shortage of secondary school places in the north of Hillingdon reaching six forms of entry in 2018 and peaking in 2024 we propose that Hillingdon High School will grow from Year 7 to a capacity of 1150 by 2024, including the sixth form.

Table 1: Proposed number of students at Hillingdon High School

	Current number of pupils (if applicable)	2017	2018	2019	2020	2021	2022	2023	2024
Reception			0	0	0	0	0	0	
Year 1			0	0	0	0	0	0	
Year 2			0	0	0	0	0	0	
Year 3			0	0	0	0	0	0	
Year 4			0	0	0	0	0	0	
Year 5			0	0	0	0	0	0	
Year 6			0	0	0	0	0	0	
Year 7			180	180	180	180	180	180	180
Year 8			0	180	180	180	180	180	180
Year 9			0	0	180	180	180	180	180
Year 10			0	0	0	180	180	180	180

Year 11			0	0	0	0	180	180	180
Year 12			0	0	0	0	0	130	130
Year 13			0	0	0	0	0	0	120
Totals			180	360	540	720	900	1030	1150

Section D – education plan: part 2

D1 – an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

If you are applying for more than one school and they will all be similar, please provide one version of this section, referring to individual schools or circumstances, where relevant. If schools will be different, you may find it simpler to provide more than one version of this section.

All applicants will need to complete the table of subjects and hours. Please use the table below.

Table 2: Subjects and hours at Hillingdon High School

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
English	KS3: 3.5 (average) KS4: 4 (average)	Mandatory	
Mathematics	KS3: 3.5 (average) KS4: 4 (average)	Mandatory	
Science	KS3: 2.5 KS4: 4	Mandatory	Separate sciences in biology, chemistry and physics available for KS4 students
MFL	KS3: 2.5 KS4: 2.5	Mandatory	At least 70% of students will be expected to study a language at KS4
History	KS3: 2 KS4: 2.5	Mandatory	All KS4 students will be expected to study a humanities subject
Geography	KS3: 2 KS4: 2.5	Mandatory	All KS4 students will be expected to study a humanities subject
Creative Arts	KS3: 1 KS4: 3	Mandatory Voluntary	To include art and photography
Technology	KS3: 2 KS4: 3	Mandatory Voluntary	
Core PE	KS3: 2 KS4: 1	Mandatory Mandatory	GCSE PE will also be available at KS4 and will be voluntary
Performing Arts	KS3: 1 KS4: 3	Mandatory Voluntary	
Computing	KS3: 1 KS4: 3	Mandatory Voluntary	

World Studies	KS3: 0.5	Mandatory	
PSHCE	KS3: 1 KS4: 1	Mandatory Mandatory	
GCSE option subjects	KS4: 2	Voluntary	A wide range of GCSE subjects including vocational options

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

The overarching aim is to work with families to develop young adults who have the attitudes, skills and knowledge to become successful global citizens and leaders.

Hillingdon High School will achieve this through:

1. Providing an aspirational curriculum that meets the needs of all learners, including appropriate KS4 and KS5 pathways and a range of co-curricular opportunities;
2. Ensuring all students make excellent progress in the skills of reading, writing, communication and mathematics;
3. Targeting 100% progression to further or higher education or employment with training;
4. Developing all students as leaders from their progression into Year 7 until they leave the school at the end of Year 13, developing these skills and attributes through the prescribed and enrichment curriculum;
5. Creating an ordered and friendly community where positive relationships are founded on courtesy, respect and shared values;
6. Developing strong links between home, school and the wider community; and
7. Maintaining a spirit of constructive self-criticism and continuous improvement in all areas

Table 3: The expected profile of students

Schools nearest to the proposed Hillingdon High School	Forms of entry/NOR	Ofsted grading	% of students with SEN	% of students with EAL	% of students eligible for FSM	% of 5 A* - C EM – 3yr trend	2015 VA
Haydon School	10/1983	1	1.1	23.5	17.5	70 70 70	1003.3
Northwood School	5/460	2	2.8	37	36.8	73 76 75	1026.2
Queensmead School	8/1455	1	1.6	31.2	27.1	79 65 69	1026.2
Ruislip High School	6/984	1	2.0	16.9	18.5	62 74 62	998.6
Vyners School	6/1133	2	3.2	18	10.1	74 75 82	1035.9
Douay Martyrs School - Catholic	6/1301	2	0.8	38.2	23.6	61 66 54	1001.8
Bishop Ramsey School - CofE	6/1265	1	2.0	7.4	9.5	78 79 71	1007.8
Overall LA						62 59 58	
England - all schools						59 53 54	

The diverse population of North Hillingdon is reflected in the intake of the five sponsoring secondary schools, all of which have a fully inclusive intake. These schools all have successful curriculums producing good outcomes and therefore the proposal is to reflect that in the curriculum plan for Hillingdon High School. The intake of the Church of England school, however, does not reflect the needs of the local community with a much lower intake of EAL and students eligible for Free School Meals. The

sponsoring schools also significantly outperform the average of other local authority secondary schools in terms of the percentage of students achieving 5A*-C with English and mathematics.

The prior attainment of the students in the five sponsoring schools is detailed in Table 4 and this leads us to have a good understanding of what the profile of the cohort of Year 7 students is likely to be on entry to Hillingdon High School.

Table 4: Prior attainment of sponsoring schools

School	Average APS on entry	Average % Low PAs	Average % Middle PAs	Average % High PAs
Haydon	29.6	6	46	39
Northwood	26.9	21	55	24
Queensmead	28.2	15	46	39
Ruislip High	28.8	10	49	41
Vyners	29.5	9	42	49
Hillingdon High School (predicted)	28.5	12	48	40

Admissions Policy

Hillingdon High School will adopt similar oversubscription criteria to other secular co-educational academies in North Hillingdon. These prioritise:

- Looked After Children (LAC), or previously LAC;
- Siblings (not to be used in first year of operation);
- Children of staff who have been employed for at least two years (not to be used in first year of operation) or who have been recruited to a vacant post with a demonstrable skills shortage; and
- Distance (measured in a straight line from the home to the centre point of the school site)

Children with statements of SEN that name Hillingdon High School will be admitted as long as it is determined the school can provide for their needs.

Hillingdon High School will comply with the School Admissions Code, including provisions relating to Fair Access Protocols as well as joining the Hillingdon Managed Move arrangements. In addition, Hillingdon High School will join the Hillingdon co-ordinated admissions system which is in line with the five sponsoring schools.

Becoming a school of choice

Hillingdon High School intends to be a school of choice for local parents, and to model the high expectations that it has of students and its aspirations for their success.

Before opening, the sponsoring schools and headteacher designate will actively engage with local primary schools to build awareness of the school amongst the community and to develop future programmes for school-to-school support in the local area. The Governing Body (GB) committees will provide a mechanism to involve local residents and to communicate progress about the school to prospective parents. The intention to recruit the headteacher designate at least a year before opening will enable him/her to meet local primary schools and prospective parents in advance of the admissions deadline for September 2018 entry. This will help to build upon the strong reputation of the sponsoring schools within the community. The local community will be very familiar with Hillingdon High School before prospective parents choose the school, and will be both reassured by its links with existing popular and successful schools and excited by its opening and the opportunities it provides for the local area.

Once Hillingdon High School is open, and has a broader complement of staff, it will be a positive member of the local cluster of schools. It will:

- support primary schools in the provision of Level 6 mathematics and English for more able students in Year 6;
- develop schemes of work for language, science, computing and design and technology provision in primary schools to ensure effective Year 6 to Year 7 progression; and
- engage with prospective future parents (while their children are in Years 4 and 5) to ensure they understand the values and expectations of Hillingdon High School so that their secondary school applications are as informed as possible. Heads of Year and other colleagues will visit schools to talk to parents, and also to work directly with groups of students on curriculum projects that benefit their KS2 study, but also build excitement for the opportunities offered at secondary school.

These processes will ensure that children at the local primary schools, and their parents, gain a positive engagement with – and impression of – Hillingdon High School well before the process of applying for secondary school. Through this method, Hillingdon High School will become the natural school of choice for parents in the local area.

Ruislip High School opened as a new school in 2006 and has been oversubscribed since it opened, expanding from five to six form entry in 2012. In terms of parental engagement, Ruislip High School has had an active parent association and annual stakeholder feedback from parents has been judged as outstanding based on analysis

of an external provider. The school has been extremely popular with South Ruislip families; it has developed into a school both in, and for, the local community. It is believed this will be similar for Hillingdon High School as parents have been confident to send their children to a new local community school.

Rationale for the Curriculum

Hillingdon High School will offer a rigorous and comprehensive school curriculum of which the national curriculum will form a part. The organisation of the curriculum and our approach to teaching and learning will enable every child to have a personalised learning programme that builds on their prior attainment and responds to their needs. We will promote expectations for attainment and progress in the context of the highest attainment in Hillingdon, nationally and in other international jurisdictions.

Our core belief – that young people have the right to a transformational educational experience that enables them, no matter what their starting point, to fulfil their potential and realise their ambitions – provides the rationale for the proposed curriculum which:

- promotes a commitment to lifelong learning and learning for life;
- promotes and supports 'inclusion' at all key stages;
- is perceived by the students to be challenging, inspiring and relevant to their preparation for adult life;
- is broad, balanced and develops knowledge and understanding regardless of ability, gender, ethnic origin or social background;
- develops our core theme of leadership skills through the formal and enrichment curriculum;
- fosters scientific, technological, sporting, aesthetic and cultural achievement;
- gives the students a sense of success through their achievements;
- encourages students to appreciate and admire the achievement of others, both in the school community and in the wider world;
- provides active and full co-operation between home, school and the community;
- provides a wealth of cross-curricular activities in terms of clubs, trips, events and performances, which are open to all students;
- promotes a strong support for British values.

The tables below set out the details of our proposed curriculum at Key Stage 3 (Years 7-8), Key Stage 4 (Years 9,10 and 11) and Key Stage 5 (Years 12-13). They meet the requirements of the national curriculum as set out in statutory guidance in July 2014. Our proposed staffing structure (see Section D3) and financial plans (see sections G1-G3) are aligned with the curriculum models below. We have prepared model staff deployment plans to reflect the curriculum models at each stage and the planned contact ratio for teachers.

The school year will be thirty-nine weeks divided into three terms in line with the sponsoring schools and local primary schools. There will be twenty-five hours of taught time per week in each key stage, with lessons in one hour periods. This reflects the most common structure of the day within the sponsoring schools, all of which produce excellent outcomes. A range of enrichment/co-curricular activities will be available for students beyond taught time. Our timetable each day will be based on five lessons of one hour duration, with a forty minute lunch, a morning break of twenty minutes, and one registration period of twenty minutes in the afternoon.

The school day and school year

Hillingdon High School will operate a school year that matches the local context to ensure continuity is provided to parents.

Table 5: Core day at Hillingdon High School

Activity	Start time	Finish time	Compulsory
Breakfast club/Study time	07:45	08:15	No
One to one time	08:15	8:30	No
Period 1	08:30	9:30	Yes
Period 2	09:30	10:30	Yes
Break	10:30	10:50	Yes
Period 3	10:50	11:50	Yes
Period 4	11:50	12:50	Yes
Lunch	12:50	1:30	Yes
Period 5	1:30	2:30	Yes
Tutorial	2:30	2:50	Yes
Extra-curricular activities	2:50	4:30	No

A two-week timetable cycle of fifty periods will operate, consisting of five periods per day. All students will be expected to take part in at least two co-curricular activities each week, with students in Year 11 expected to be on site until 4pm three days a week, taking part in either enrichment or intervention activities. All students will be expected to be on site by 8:15am, with lessons starting at 8:30am. This school day will mirror the school day of the sponsoring schools to enable a consortium sixth form approach to be in operation, increasing the breadth of opportunity for post-16 students. Common timings of the school day will allow opportunities for staff to be employed by the sponsoring school; the benefits of this will be seen particularly in the first few years of

Hillingdon High School being open when cost-effectiveness of staffing will need to be considered. Once fully established, and with a fully functioning sixth form, the common school day will increase opportunities for all staff to deliver high quality teaching to post-16 students.

Hillingdon High School will offer provision to assist parents who are in full-time employment. This will include a breakfast club and an after-school homework club and enrichment activities supervised by teaching staff, support staff and contracted providers for specialist activities.

Hillingdon High School will be open on Saturday mornings and during school holidays with a full programme of activities over the course of the year, including:

- library access and study facilities
- booster classes for Key Stage 3 (KS3) students
- intervention lessons for Key Stage 4 (KS4) and 5 students
- sporting activities
- Combined cadet force
- Duke of Edinburgh Award scheme
- educational visits
- enrichment activities

Saturday morning and holiday sessions would be open to all students. The sponsoring schools already operate these effectively, and when used for examination intervention there has been a noticeable improvement on the examination performance of students.

KS3 curriculum

In Years 7 and 8, the school will deliver a two-year KS3 curriculum. The core curriculum over the course of a two-week timetable, consisting of fifty one hour periods, is shown in Table 6.

Table 6: KS3 curriculum

Subject	Year 7 (number of hours)	Year 8 (number of hours)
Mathematics	7	8
English	8	7
Science	5	5
Languages	5	5
History	4	4

Geography	4	4
World Studies	1	1
Computing	2	2
Technology	4	4
Performing Arts	2	2
Creative Arts	2	2
PE	4	4
PSHCE	1	1
Skills for leading and learning	1	1

The curriculum will be broad and balanced, in accordance with Section 1 of the 2010 Academies Act. We intend to deliver the National Curriculum and students' development of reading, writing and numeracy skills will be key priorities at KS3. The MFL provision will be French and Spanish, with students being placed on a carousel for the first term, where they will study each language for half a term. At the end of the term, student and parent preference will be considered for which language students study for the remainder of KS3. For high-ability students, there will be an option to study two languages.

Students will be placed into six mixed-ability tutor groups of thirty students. The curriculum will be delivered in either mixed-ability form groups or sets, as appropriate. For the core subjects, mathematics, English and science, students will be taught in half year blocks of four teaching groups, with the most able students in each subject being taught together. The extra teaching group will ensure that students are given the most appropriate support by having smaller teaching groups. For practical subjects the students will be divided by half year groups into appropriate sized teaching groups for the subject and the teaching space and facilities available.

Students entering Hillingdon High School with a Key Stage 2 (KS2) attainment below the national average in English and/or mathematics will be re-assessed through baseline tests. Intervention will be put in place to support students' progress, leading to successful re-assessment at the end of Year 7. In addition, students and parents will be enrolled on the Core Kick-start programme outlined in the section on students from disadvantaged backgrounds, on page 39. All students will be assessed for reading age, spelling age and cognitive ability on entry to the school, and this data will be recorded along with KS2 data. The assessment data will be used to determine students' progression through the KS3 curriculum. For example, students requiring the most support will receive additional small group tuition in mathematics and/or English, as

appropriate, by subject specialists. This understanding of students' attainment on entry will be used to ensure that all students make significant progress during KS3. Regular assessment and intervention strategies will ensure all students make progress at this crucial stage of their education.

All students will be taught to read fluently and be encouraged to read for pleasure, but also for purpose. There will be a significant emphasis on students of all ages experiencing a wide range of fiction and non-fiction texts in a variety of different media. Opportunities will be given to all students, parents and staff to read the same text to encourage a sense of community, enabling everyone to discuss and interpret the text being studied.

Mathematics is an important subject, not only as part of formal education but also as a skill for everyday life. Students will be taught to master the concepts necessary for formal examinations, as well as developing their logical reasoning and problem solving skills, enabling them to solve problems in everyday life.

The curriculum for spiritual, moral, social and cultural development will be implicitly delivered across the curriculum and explicitly part of the PSHCE, World Studies and assembly programme. To fit with our curriculum principles and meet the needs of our community, our World Studies programme will celebrate the diversity of religious and human experience. It will also encourage students to gain the knowledge, skills, sensitivity and understanding required to develop as confident and productive members of their local multi-faith community and the world they live in. All staff, in all subjects, can and should make a contribution to the spiritual, moral, social and cultural development of students through the taught curriculum and through the use of appropriate teaching and learning strategies, including discussion, reflection and participation.

Hillingdon High School will provide a high-quality PSHCE programme which develops students' citizenship skills and knowledge which will equip them to play an active and full role in society. Students' awareness of democracy, government and how laws are made and upheld will also be developed. The lessons will enable students to explore political and social issues critically, analyse evidence, debate and make reasoned arguments. Students will be prepared for taking their place in society as responsible citizens, who can make well informed personal and moral decisions. Students will be taught basic financial skills, such as managing money and bank accounts, and making sound financial decisions. Students will be taught writing skills and how to deal with adults in formal situations. This will enable them to enter higher education and the workplace with increased confidence.

Key Stage 4 curriculum

Students will begin the KS4 curriculum in Year 9, having completed a two-year KS3 programme of study. The core curriculum at KS4 over a fifty period two-week cycle is shown in Table 7.

Table 7: KS4 curriculum

Subject	Year 9	Year 10	Year 11
English Language and Literature	6	8	8
Mathematics	6	8	8
Science (Double or Triple)	6	8	8
PE	4	2	2
Computing	2	0	0
Performing Arts/Creative Arts/Technology	2	0	0
PSHCE / Skills for leading and learning	2	2	1
Study skills	0	0	1
Language (for EBacc students)	5	5	5
Humanities	5	5	5
Option 1	4	4	4
Option 2	4	4	4
Option 3	4	4	4

At KS4, the coverage of the examined subjects will ensure that:

- transition from KS3 is bridged;
- the expectations of the GCSE specifications are met;
- students are equipped with the skills and knowledge for transition to KS5.

The time allocation for mathematics and English will be generous to ensure that the increased demands of the new specifications can be delivered fully in the time allowed. The provision will be further supplemented by providing at least eight teaching sets; for a six form entry school this will give curriculum leaders of core subjects (mathematics, English and science) flexibility when setting students by ability. In option subjects there will be ten to twelve teaching classes per block which will deliver similar flexibility.

The following subjects will be available for students to choose from within the option blocks:

- Art
- Business Studies
- Computing
- Dance
- Drama
- Economics
- Engineering
- Food Technology
- French
- German (additional time will be required for students choosing this)
- Geography
- Graphic Products
- History
- Music
- PE
- Photography
- Product Design
- RE
- Sociology
- Spanish
- Textile Technology

Alongside this, the following vocational options will be available:

- Business Studies
- Creative Media
- Health and Social Care
- Hospitality
- Sport
- Travel and Tourism

Key Stage 5 curriculum

Key stage 5 provision would not begin until 2023 and therefore we have provided a broad description of what our offer will be, based on current curriculum developments. We recognise, however, that much could change in the intervening years. KS5 provision will be similar to that offered by the sponsoring schools, with students choosing from a wide range of vocational or academic Level 3 qualifications. With the consortium model that will be in place in 2023, across at least five of the schools in the north of the borough, it is envisaged that subjects in low demand will be available in at least one of the consortium schools and the common school day will enable students to access these courses at any of the schools.

Leadership skills will be taken to the next level with post-16 students. Students will have the opportunity to gain accreditation through a recognised qualification, such as

the AQA Baccalaureate Award (ABA). All students will be expected to undertake an Extended Project Qualification (EPQ) in Year 12, with the option to continue this into Year 13. Alongside other subjects that will be on offer, this will allow students to achieve the ABA by the end of Year 13. The ABA will demonstrate to universities and employers that our students have acquired life skills in the areas of work experience, project management, time management, research and working to deadlines.

The EPQ allows students to develop and further their interests in a particular topic, experience or skill. Through explicit lessons the students will develop the skills needed for the EPQ which include:

- research methods
- presentation skills
- project management skills
- action planning
- evaluation skills

Through partnership with a business mentor or professional tutor, students will discuss their field of study with an expert.

All post-16 students will be expected to take part in community service. The expectation will be that all students will complete one hundred hours of community service during their final two years at school.

Table 8: Example of how option choices at KS5 could be arranged

A	B	C	D	E
English	English	Business Studies	Biology	Psychology
Mathematics	Mathematics	Chemistry	Engineering	Health and Social Care
Computer Science	Biology	Music	Geography	Product Design
Physics	Philosophy	Further Mathematics	PE	Food Technology
Art and Design	Sociology	Economics	Psychology	History
Law	French	Photography	Film Studies	Chemistry
Vocational ICT single	Vocational Business Studies	Vocational Sport single	Vocational ICT double	Vocational Creative Media

Vocational Science	Vocational Sport double			
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Homework

Homework will be an integral part of the curriculum at all key stages. From Year 7 students will be encouraged, and taught how, to develop their independent learning skills. By the time students reach Year 10 and beyond it is vital they have the self-discipline to study independently, so habits of hard work and completing independent research will be developed in all subjects, enabling students to be more independent learners.

Homework will include preparation for future learning, consolidation of current learning, research tasks and when appropriate group tasks.

In Year 7, students will be expected to do one hour of homework each day, rising incrementally to two hours for students in Year 10 and 11. Homework will be recorded electronically by teachers so that both parents and students have access to the work that needs to be completed along with resources and deadlines.

All students will have access to staffed facilities in school beyond the school day to use for completing homework. Similar facilities already exist in the sponsoring schools.

The role of ICT

Students at Hillingdon High School will use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They will also use ICT to create original work, which may be programming, or visual/performing arts. Access to ICT infrastructure will be ubiquitous in the adult environment that students will join and Hillingdon High School will provide the opportunities and expertise for students to be able to succeed in that world. The school will have a technological infrastructure that supports a range of devices (including 'bring your own devices') and operating systems through a site-wide robust wireless network. The culture will be to support staff in improving their skills and to utilise outstanding learning materials or apps from wherever is most appropriate to enable students to succeed. Building on the success of some of the sponsoring schools, Hillingdon High School will use Google Classroom as a means of setting work, peer-to-peer collaboration and assessment. This platform also encourages parents to be actively involved in their child's learning and can be accessed from any device in any location with a Wi-Fi signal.

The technological infrastructure and the culture of the school will also enable:

- anytime, anywhere access to the school network, from any device;

- parents and families to have direct electronic communication with staff at Hillingdon High School and to view student work, progress and targets;
- students to create, store, and submit work electronically within the school's infrastructure and on the Cloud, receiving formative feedback from teachers on that work;
- an aspiration to provide one-to-one tablet device provision. Experience of the sponsoring schools suggests that this has the following advantages:
 - it is now affordable and offers a sense of inclusion to all students irrespective of socio-economic status or level of attainment;
 - it builds motivation to learn among groups of students most likely to disengage;
 - it increases parental engagement;
 - it enables more efficient monitoring of progress between student and teacher;
 - it enables greater collaboration between teacher and student and between student and student.

There is, however, a recognition that in the early years of the school, when funding is under pressure, this may not be possible.

Personal and social development

There will be a continuous programme of Personal, Social and Health Education (PSHCE) throughout the students' time at our school, linked in with a fully developed and effective pastoral care system. As a priority, we will aim to develop emotional resilience in students and their families so that they know they can succeed, even in the face of adversity. A proactive and professional career support programme, designed to prepare students for their next steps, will be provided, with specialist advice for all students at key stages in their development. This programme will be grounded in promoting British Values and those of Hillingdon High School which will create a collaborative and cohesive community.

Pastoral Care

The extensive experience and best practice of the sponsoring schools will be fully utilised to ensure every student at Hillingdon High school is part of a caring and supportive community. No student will be left out or left behind. All staff (including those in support roles) will have pastoral responsibilities, and tutor teams will work closely with senior leadership and support specialists to provide a continuous and pro-active pastoral care system that values every student and builds strong supportive links with families. Students will be assigned to one of six tutor groups, all of which will be linked to the House system, before they join in the September. Each tutor group will be led by a form tutor with a Year Leader for the cohort of 180 students. The tutor and Year

Leader will be responsible for the pastoral welfare and personal development of the students in their care.

The Leadership Programme

Leadership skills will be encouraged and nurtured through a range of activities and opportunities in all key stages. Students will study skills for leading and learning from Year 7 as part of the formal curriculum. They will develop important independent learning skills such as note-taking, mind-mapping and annotating text as well as developing valuable leadership skills of presenting, working in teams and public speaking.

The Edge programme (or similar), designed by PiXL, will be used to accredit the skills that students acquire in leadership, organisation, resilience, initiative and communication. Students will be able to set their own pace and record their progress using a specially designed online platform. Students will be more incentivised to complete the programme if it leads to accreditation. This will be built on at KS5 by offering subjects that will give students the opportunity to accredit their leadership skills through an award such as the ABA.

Leadership skills will also be delivered through our school council and peer to peer 'learning leaders' programme, in which talented students will support the learning of others within their group or within the school.

Students will be encouraged to take on leadership roles from the time they join the school, ranging from year and school council representatives to subject ambassadors, prefects and head boy and girl positions of responsibility.

Enrichment Programme

The enrichment programme, a fundamental part of the learning experience for all students, will support the curriculum by enthusing and engaging students whilst broadening their horizons, developing new skills and contributing to their personal, social and leadership development. There will be an expectation that students engage in a minimum of two co-curricular activities each year. These will be carefully mapped against their Leadership portfolios and students will be expected to commit for at least one term to embed the qualities of endeavour and resilience.

The enrichment programme will run five days a week after school and on Saturday mornings. It is envisaged that all children will take part in enrichment activities. All teaching staff will be involved in the enrichment programme, either offering their subject specialism or sharing a passion or hobby. Other deliverers of enrichment sessions will be drawn from the school support staff, members of the local community, parents and local and national organisations.

The enrichment programme will allow students to pursue additional languages, accredited courses that supplement their school curriculum including GCSE courses,

performance events, special interests, sporting activities and one-off visits to places of local interest or entertainment.

Our proposed programme will include:

- drama productions
- musical ensembles
- theatre/art gallery/film visits
- sports training
- competitions
- intervention sessions for students who need additional support
- community projects
- GCSE classes to supplement students' programme of study
- visiting speakers
- debating club; book club; mathematics problem solving; computing club; etc
- homework club
- a range of seasonal sporting activities that students wouldn't meet in the curriculum, for example: swimming, gaelic football, golf, climbing, dry slope skiing, etc.
- public speaking
- Duke of Edinburgh Award scheme

Alongside this, in order to develop students' leadership skills, there will be an active combined cadet force (CCF) that students can choose to join. Its aim will be to *"provide a disciplined organisation in the school so that students may develop powers of leadership by means of training to promote the qualities of responsibility, self reliance, resourcefulness, endurance and perseverance"*. Cadets will have the chance to learn new skills and engage in adventurous activities in a disciplined and well-structured organisation based on the traditions, values and standards of the Armed Forces. Cadets can also work towards a range of nationally-recognised qualifications that will help with their future education and career. All sections of the CCF can undertake leadership courses at national centres, delivered by experts in the military field. Other courses that cadets can take to enhance their skills include the Junior and Senior Cadet Instruction Course and Method of Instruction.

House System

Hillingdon High school will have a House system that provides an element of friendly competition and collective pride in achievement and success. This will be based around six Houses (L.E.A.D.E.R) each named after a significant figure from British history. Each House will consist of students from Years 7-13 once the school is fully established and will be led by student leaders. Hillingdon High school recognises that competition is an essential part of a student's development, and the House system will provide a wide range of opportunities and activities from sports to academic and

creative arenas designed to encourage all students to stretch and challenge themselves as part of a larger team.

Assessing and meeting the needs of all students

Our organisation of learning will be planned to ensure access to the subjects of the curriculum for all students. At KS3 we expect all students will study the same subjects. The pace of work and depth of content will vary according to differing individual needs.

Students will be taught in mixed ability groups for most subjects but we expect broader ability sets to be established for mathematics and science. Provision will be made for a number of students to work in small withdrawal groups for intensive support in language, literacy and numeracy.

At KS4 we have planned for students to be taught in mixed-ability sets in all subjects except mathematics. Curriculum support will be offered to students for whom a full programme of GCSEs may be too daunting, or where additional support may be required in English, mathematics and science.

Inclusion

Led by our vision for the school and its ethos, we are committed to the principle of valuing each individual and recognise that in doing so we develop the whole school community. We respect diversity and aim to provide an educational environment in which all young people can thrive. We promote inclusion so that all students can realise their potential in terms of academic and personal achievement through access to the curriculum and co-curricular activities and by providing support which is timely and tailored to individual needs.

All our policies and practices are underpinned by our key commitments to inclusion. These are:

- to encourage in students a sense of self responsibility and a sense of responsibility to the school and extended community;
- to strive to give all students an awareness of their own worth, and a sense of achievement and enjoyment in their own development;
- to provide a caring atmosphere in the school in which stable relationships can be formed;
- to encourage in students a sense of tolerance, justice and respect for others and a respect for the environment in which we live;
- to develop an awareness of the spiritual interpretations of life and a respect for the cultural and moral achievements of mankind;
- to identify and assess learning needs at an early stage for students with special educational needs and disabilities (SEND), students for whom English is an additional language (EAL), and students with low levels of attainment;
- to create suitable and stretching challenges for highly able students;

- to encourage and support teachers to plan lessons that enable all students to study the full range of subjects in our curriculum and make better than expected progress;
- to ensure that the school becomes a focus for community development;
- to strive to prepare young people fully for the world of work, or further study, on leaving school.

We recognise that learning, participation and equal opportunities are particularly important to certain groups of students and our commitment to inclusion applies to all of the following;

- boys and girls;
- students from minority faiths, ethnicities, travellers, asylum seekers and refugees;
- students with EAL;
- students with SEND;
- students who are highly able;
- students who are LAC;
- students who are at risk of disaffection or exclusion;
- students who are at risk of exploitation and radicalisation;
- young carers.

We will establish a strong framework of leadership and management for inclusion with roles and responsibilities as follows:

The headteacher will:

- ensure that the School Equality Plan and its related procedures and strategies are implemented, in conjunction with the GB;
- ensure that all staff are aware of their responsibilities under this policy and are given appropriate training and support;
- take disciplinary action against staff or students who discriminate or contravene this policy;
- ensure that issues of equality and inclusion are addressed within the PSHE curriculum, in assemblies, in the academic curriculum and in co-curricular activities.

The link governor will:

- ensure that the school complies with the Equality Duty 2011;
- ensure that the School Equality Plan and its related procedures and strategies are implemented.

The head of inclusion will:

- oversee and co-ordinate the school's policy and provision for inclusion;

- manage processes for identifying, assessing and reviewing SEND, including statutory assessment;
- co-ordinate provision for students with SEND, EAL, low prior attainment, from disadvantaged backgrounds, and those in the care of the local authority;
- manage a team of learning support staff;
- liaise with and advise teaching and support staff about approaches to teaching and learning and behaviour management more generally to support inclusion;
- oversee the progress and records for all students with SEND, EAL, LAC and vulnerable students more generally;
- liaise with parents/guardians, particularly in respect of SEND students;
- develop and lead training for teaching and other staff;
- liaise with a wide range of professional services including educational psychology, learning support, health, social care and voluntary agencies;
- report progress as part of the school's self-evaluation and review arrangements.

Teachers will:

- understand students as learners and consider a variety of strategies to implement personalised support;
- promote race equality, disability equality, gender equality and diversity through teaching and through relations with students, staff, parents/guardians and the wider community;
- be aware of potential barriers to learning and refer students to the Head of Inclusion when necessary;
- create an environment where students can contribute fully and feel valued;
- take account of students' cultural background, disability and linguistic needs in classroom practice;
- deal with incidents of discrimination and challenge stereotypes and the use of discriminatory language;
- work with teaching assistants to ensure that the diverse needs of students are met.

Support staff will:

- be aware of barriers to inclusion and strategies to implement within their role to counter these
- communicate concerns to the Head of Inclusion and other relevant staff;
- deal with incidents of discrimination and challenge stereotypes and the use of discriminatory language.

Students will:

- inform the Head of Inclusion if they become aware of any barriers to learning.

We recognise that the accessibility of premises is influenced by various legislation and will ensure that on a realised site our school building and grounds will be fully compliant with the requirements of the following:

- Equality Law
- Planning Policy
- Building Regulations
- Fire Safety
- Health and Safety

To this end the school welcomes students with SEND and has high expectations for their social and academic achievement. The school recognises that inclusion is not static but is the process of nurturing every student's development. For this reason, wherever possible, students with disabilities and those at the early stages of language acquisition will be taught alongside their peers but when this is not the most effective strategy to enable their learning, they may participate in small group or individual learning. Our staff will engage in continued professional development to ensure that they are confident and able to meet the needs of all students. We recognise that key to supporting students with needs that are additional to, and different from, the majority of their peers is the use of assistive technologies and the deployment of teaching assistants.

We will ensure we have established inclusive education for our students because we will be robust in reviewing and evaluating our practices, and will ask ourselves the following questions:

- Does each student achieve as much as they can?
- Are there differences in the achievements of different groups of students?
- What is in place for students who are not achieving their potential?
- Are our actions effective?
- Are all our students happy to be in school?

Highly able students

The principles of good teaching and learning for all students provide a foundation for effective provision for highly able students. In order to ensure that students who are identified as highly able make good progress our school will:

- engage in the wider programme of extended learning for highly able students across the Hillingdon secondary schools;
- ensure that there is a named member of staff responsible for specific work with highly able students;
- ensure that our teachers explicitly plan for working with highly able students, in particular developing tasks that accelerate progress through enhanced application of conceptual understanding and knowledge.

The sponsoring schools have excellent outcomes for high ability students. The three year trend at Vyners school is 1009.7, 1010.1 and 1023.7 for value-added compared with a national average of 999.9. The strategies here will be shared with Hillingdon High School.

Students from disadvantaged backgrounds

We will assign Pupil Premium funding to work with individual students or groups of students from disadvantaged backgrounds for specific interventions to support their attainment and progress. The sponsoring schools all have well established intervention programmes to support those students eligible for the Pupil Premium. Ruislip High School has pioneered a 'Core kick-start' (CKS) programme to work with vulnerable students in English and mathematics in the summer term before they start secondary school. This has led to improved parental engagement and improved outcomes and has been adopted by some of the other sponsoring schools. Northwood and Vyners achieved value-added scores of 1018.9 and 1026.8 respectively compared with 976 nationally. Hillingdon High school will appoint year group tutors to be responsible for monitoring the progress of disadvantaged students with a particular focus on students' attendance and parental engagement.

Transition to Hillingdon High School

The transition process at Hillingdon High School will support primary school students in Years 5 and 6 as they prepare for secondary school. It will support academic and social development of students as they move into and through Years 7 and 8. The process also ensures students are inducted into the ethos and culture of life at Hillingdon High School.

We recognise the importance of transition practices which will ensure that all our students make the social and emotional adjustment to life at secondary school. We will plan arrangements for transition in close collaboration with our partner primary schools. We will ensure that parents are closely involved in all aspects of transition.

Links with key primary schools will be established to provide Year 5 and 6 students with master classes, for example in mathematics and English, opportunities to participate in themed curriculum days at the Hillingdon High School, weekly media studies sessions for more able students, cookery club for disadvantaged Year 5 to 8 students, an Arts Day, and an inter-primary school mathematics competition. These activities will support the progress of target groups of students and build familiarity with secondary school life. Students from Hillingdon High School will be actively involved in the feeder primary schools as part of their Edge Leadership programme. As part of this they will lead sports, music and arts activities as well as supporting primary school students with languages, computing and study skills. Secondary school students will be actively involved in supporting the pastoral transition of primary students through peer mentoring and buddy schemes.

Primary school teachers will also meet with secondary specialists to plan for progression within their areas of the curriculum.

In the summer term of Year 6, all students, regardless of primary school, will be provided with a detailed transition programme. Senior pastoral staff from Hillingdon High School will visit all students at their primary school to familiarise them with secondary school expectations and routines. Students will have the chance to ask questions about secondary school life, and many will be able to speak to older students from the school once older cohorts are established. In some primary schools, Hillingdon High School staff will provide taster lessons to familiarise students with ways in which they will work at high school. Hillingdon High School staff will meet with primary school teachers to develop a thorough knowledge of all students, including their abilities, interests and any special needs. This information, together with centrally provided data from the London Borough of Hillingdon, will be used to place students in particular classes, plan individual provision and provide all staff due to work with the students with information they can use to plan effectively for progression.

Year 6 students will be given a Transfer Booklet to complete in their own time. The active learning involved, for example researching school information, solving puzzles and cracking timetable codes, will help to familiarise and reassure students about their journey ahead, emphasise expectations and share the ethos of Hillingdon High School. All Year 6 students will bring examples of their best work in the core subjects so that their teachers at Hillingdon High School know their starting points and can set high expectations from day one.

All parents/guardians will be invited to the school with Year 6 students for an individual meeting at which the Home-School Agreement will be signed, and effective student/parent/staff partnerships established. Staff will also share the extra-curricular timetable for the term ahead at this meeting, and all students will be strongly encouraged to enrol for two or more of these activities.

In July, all Year 6 students will visit Hillingdon High School for a day to meet their tutor and new tutor groups, and sample lessons. Once the school is established, older students will be used as guides, buddies and role models.

All students will be encouraged to participate in a three-day residential visit in Year 7 to build confidence, make new friends and access a variety of curriculum-based leadership activities away from the formal school environment.

Year 6 students who have not met the expected standard of attainment in English and/or mathematics will be invited, with a parent or guardian, to attend weekly evening catch-up classes at Hillingdon High School for much of the summer and autumn term. This has proved to be highly successful in several of the sponsoring schools in providing such students with the requisite level of basic skills with which they can access the full curriculum; additionally, several students will continue to receive

intensive intervention support throughout Years 7 and 8 to ensure they continue to make good progress. It also fosters positive home-school partnerships from the start especially with parents who may not have previously actively engaged with their child's education.

A parent/tutor evening will be held early in Year 7, providing parents and staff with an opportunity to review the first half-term. Additionally, termly family learning evenings throughout Year 7 will secure excitement for learning, where a variety of joint parent/student lessons are available to sample.

All students attaining below the new KS2 score of 100 will be invited to join the school's CKS programme which is a transition provision in several of the sponsoring schools. This will involve students and parents attending after-school lessons once a week in English and/or mathematics. The students will take a pre- and post-test so that the programme can be evaluated. This provision is vital with the changes to students' progress between KS2 and KS3 in terms of resitting national tests.

It is recognised that in the first year pre-opening, the transition provision will have to be modified because of the reduced staffing structure. It is not insurmountable as connections with sponsoring schools will provide additional capacity, for example students can join the CKS programme at either Vyners or Ruislip High School.

Post-16 transition

Arrangements for this will be refined once the Hillingdon High School is established in readiness for the first post-16 cohort in 2023. All students will have access to Information, Advice and Guidance (IAG) about the full range of options post-16. We will hold an Information Evening towards the end of the autumn term, with attendance from school staff, representatives from local further education colleges (Uxbridge and Harrow) and careers officers. We will encourage students to follow the most appropriate route to meet their needs, including vocational courses and work-based learning. We will ensure that there is targeted support for transition for students with SEND, care leavers, and any students we identify as being at risk of becoming NEET (not in education, employment or training).

In line with the trends at the five sponsoring schools we expect a very high proportion of our students to continue into the sixth form, subject to them meeting entry criteria that show they would benefit from following our curriculum at KS5. There will be a full programme of induction, including study support.

D2 – measuring pupil performance effectively and setting challenging targets

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

Setting ambitious and realistic targets for pupil performance, behaviour and attendance

Overview

In keeping with the sponsoring schools ambitious vision for Hillingdon High school, we will set appropriately stretching targets and an extensive range of quantitative and qualitative success measures related to individual students, groups of students, and the performance of the school as a whole. Rigorous self-evaluation processes within the sponsoring schools' approach to school improvement, including regular departmental reviews, robust performance management systems, and regular parental and stakeholder consultation, will ensure that our school is a learning organisation with outstanding capacity to deliver transformational results.

Key outcomes

The sponsoring schools have set the following key outcomes for our school, which include realistic and ambitious outcomes for our students in terms of attainment, behaviour and attendance:

- the school ranks amongst the highest performing schools in Hillingdon and nationally in terms of attainment, progress and attendance;
- no students are permanently excluded from school;
- all students develop a sense of physical, social, spiritual, cultural and emotional well-being;
- all students leave the school ready to move to the next stage of education, employment or training;
- students leave with a broad range of high quality qualifications including leadership awards;
- the school is fully subscribed;
- parents demonstrate a high degree of satisfaction with the school as judged by parental feedback and formal surveys;

D2 – measuring pupil performance effectively and setting challenging targets

- the school has a positive impact on the community as monitored by feedback and surveys;
- the school is judged outstanding by Ofsted and other external reviews;
- the school has a balanced budget and is providing good value for money.

Table 9: Measuring performance and setting targets

Key Performance Indicator	Target (all students)	Target (disadvantaged)
Progress 8	0.25	0.15
Attainment 8	C+/5.25	C-(4.9)
English Baccaulaureate	65%	60%
English and mathematics C+/5+	70%	65%
KS5 3+ E+	90%	
KS5 2+ E+	100%	
KS5 AAB (facilitating subjects)	20%	
Russell Group Universities	33%	
Average Points per KS5 students	770	
Average Points per KS5 entry	210	
Absence	4%	6%
Permanent Exclusions	0%	

In terms of sub-groups, separate targets have not been given for the following reasons:

- Disadvantaged students will be expected to make the same progress as their peers and the school will monitor their progress compared to other students' progress nationally;
- Students with SEND will be considered on an individual basis and targets will be set accordingly;
- Students with EAL will be given additional support and will be expected to make progress in line with expectations for the sub-group nationally.

Attendance

The success of the five sponsoring schools is grounded in the belief that in great schools, excellent attendance is the key to success. Happy and successful students

attend school more often and students that attend school regularly are more likely to be successful and build better social skills. At Hillingdon High School we will encourage 100% attendance and would expect a minimum attendance of 96% with a minimum punctuality of 98%. This would form part of the Home-School Agreement and would be tracked and monitored carefully by staff at the school. Regular communication with parents and progression information from primary feeder schools should identify any concerns early so that appropriate intervention can be put in place. Weekly awards will be given to the best tutor group and termly awards will be given to students who achieve 100% attendance.

Behaviour

Our school will set the highest standards and expectations for behaviour for adults and students alike. We will not compromise on a fundamental belief that good behaviour is essential for productive learning and in developing young people to become responsible and valued members of the local and wider community. The school will focus on developing positive learner dispositions to support achievement. Underpinning this will be a traditional school uniform that students will wear with pride as it will identify them as part of Hillingdon High school. All staff will work tirelessly to help our young people become well-rounded, positive and responsible members of society. Standards of behaviour are very high at all the sponsoring schools, graded outstanding in four of the five and good in the other. We would build on this area of excellence, embedding a transparent and consistent behaviour policy built around a rewards and consequences model. We would expect an 80:20 ratio in favour of rewards.

The behaviour policy will be communicated to all stakeholders and parents will sign a Home-School Agreement when their child joins the school. Regular and high quality professional development will ensure that all adults who work at Hillingdon High School are highly skilled in behaviour management.

The rewards policy will link closely with the core theme of leadership that runs through the school with students being rewarded for explicitly demonstrating the school's values: Leadership, Endeavour, Aspiration, Duty, Excellence and Respect (LEADER)

Monitoring student performance - assessment and data tracking system

Data on progress, behaviour and attendance/punctuality will all be recorded and tracked on an integrated data tracking system. All staff will use e-markbooks where entries will be rated using the 'RAG' rating system – red, amber, green – to highlight underachievement and the effectiveness of interventions.

Formal half-termly assessments and reports will be issued containing information on:

- attainment and progress in each subject - the assessments used will be standardised/moderated across each subject to ensure data is valid;
- attitude to learning and effort in classwork in each subject;

- attitude to learning and effort in homework in each subject;
- attendance record;
- punctuality (number of lates);
- number of behaviour incidents;
- leadership strengths and areas for future development.

This dataset will support the tracking of progress against targets at individual, group and whole school level. The school will pay particular attention to monitoring and 'closing the gap' for PP, LAC, etc.

The system will allow staff to monitor and compare data and progress for individual students, teaching groups, target groups eg. more able, SEND, underachieving groups, tutor groups, departments, entire year groups and whole-school.

Why these targets are suitable to measure the delivery of our education vision

The targets have been designed to measure what matters, be closely aligned to the aims and vision of the school and focus on all students by shining a spotlight on the work of every child and teacher. They also support improving outcomes for all students and 'closing the gap' where any group is at risk of performing below expectations. These targets will provide the basis for timely, accurate tracking of performance and focused interventions as appropriate before the final outcome.

The key target areas have been carefully devised to support the successful delivery of the educational vision for the school, in particular:

- providing an aspirational curriculum that meets the needs of all learners, including appropriate KS4 and KS5 pathways and a range of extra-curricular opportunities;
- ensuring all students make excellent progress in the skills of reading, writing, communication and mathematics;
- targeting 100% progression to further or higher education or employment with training;
- creating an ordered and friendly community where positive relationships are founded on courtesy, respect and shared values;
- developing strong links between home, school and the wider community;
- maintaining a spirit of constructive self-criticism and continuous improvement in all areas.

Strategy to achieve the targets set

Our strategy to support the achievement of the key outcomes for the school concentrate on three key aspects:

- support to improve the quality of teaching and learning;

- support to improve leadership and management;
- promotion of parental and community engagement to support learning.

(i) *Support to improve the quality of teaching and learning*

This will be a key focus right from the moment the school becomes operational. Support from the existing schools will play a part in immediately establishing an ethos of continuous improvement through learning walks, lesson observations, lesson drop-ins, faculty reviews, mentoring and coaching, School Improvement Groups (SIGs), and other new and established means of driving improvement in teaching and learning. There will be staff exchanges between the new school and the established schools and the instigation of a subject-based support network.

A regular and robust Performance Management programme will inform personalised continuing professional development (CPD) and In-Service Education and Training (INSET) and set challenging targets for teachers. It is proposed that it is tracked by a relevant information management system such as *Blue Sky*.

There will be opportunities to participate in, and take leadership in, INSET activities across the sponsoring schools, as it is anticipated that most if not all INSET days will be harmonised. There will also be opportunities to engage with the successful and growing *Challenge Partners* programme providing an external review of teaching and learning, and other school systems. Membership of *Challenge Partners* will encourage perceptive reflection amongst all staff on a continuous basis.

(ii) *Support to improve leadership and management*

The new school will benefit from the established success of the existing sponsoring schools, and where need is identified the senior team leaders linked to the new school will work with Hillingdon High School staff and leaders to support, mentor and coach them. Peer challenge and the establishment of a critical friends programme supported by the existing schools will be integral to the early successful development of Hillingdon High School. It is expected that governors across the trust and those specific to the new school will also participate in this process, engaging directly with the senior and extended leadership teams.

(iii) *Promotion of parental and community engagement to support learning*

Parental involvement and support plays a critical role in the success of students and the whole-school community. All students and parents will sign a Home-School Agreement when joining the school. Drawing on best practice, we will promote 'at-home good parenting' as a whole-school approach.

Parents/guardians will receive regular and timely reports about the progress of their child both in written format and through parents' evenings. Reports will include comments on progress in each of the core subjects and other areas of the curriculum, with details of strengths, weaknesses and ways to improve. The report will comply with

statutory guidance in all respects, including National Curriculum attainment, information about attendance and details of arrangements for meeting a teacher to discuss the report at a timely parents' evening. Translations of reports and support in face-to-face meetings will be available for parents for whom English is an additional language.

To achieve these targets, they will be underpinned by the work plan defined by other key improvement documents, such as:

- School Improvement Plan
- Pupil Premium Action Plan

Reviewing success, measures and targets regularly to improve the school's performance

The system of half-termly assessments and reports, all recorded and updated electronically, will allow a 'dashboard' of performance against key targets to be presented and scrutinised formally six times a year by the following groups:

- full GB;
- GB performance sub-committees;
- senior leadership team (SLT)
- year group teams;
- subject teams.

For targets on RED, an action plan will be written to improve outcomes by the next monitoring point. In addition, the range of targets set will be reviewed annually to ensure they reflect current accountability measures and are having an impact on performance at individual, group and whole-school level.

Using data to inform teaching and drive progression and attainment for all students

The use of key performance targets and data has been described in the sections above. Data collation and analysis will focus on these key targets. The school will carefully consider the choice of data management system to ensure it is accessible to staff, easy for them to interrogate and interpret and encourages engagement and ownership.

In addition, Hillingdon High School will use student and parent/guardian surveys to gain further evidence of the school's progress across key targets.

Student progression from Hillingdon High School

Through PSHCE lessons, students will explore different careers and opportunities that are available from age 18 as well as the different education opportunities available post-16. In Year 7 students will examine different stereotypes in society and their impact on career aspirations. In Year 8 students will take part in the 'Real Game', which will involve them being randomly allocated a variety of jobs. They will be shown the

different skills and qualifications required for each job. Students will compare the wages, holiday time and working hours for their allocated job before researching careers which they may consider in the future. During Year 9 students will take part in a careers day, where volunteers from a variety of occupations will lead workshops explaining their roles, including their progression routes. At the end of each presentation students will be able to ask questions and, as part of the evaluation, they will complete a questionnaire that provides them with a list of possible jobs they may be suited for based on their skills and attributes.

The school's careers advice will be provided by independent advisors such as the The Education Trust (formerly CfBT). The advisor will carry out the following during the course of the year once the school is full:

- Prioritise all Year 11 Pupil Premium students for one-to-one interviews, advice and guidance. This will enable the advisor to re-visit these students should they require extra assistance;
- invite parents/guardians to their child's interviews so that they can voice concerns and are kept informed of their child's pathway choices when requested;
- email all Year 11 teachers so they can refer students they think might need extra support;
- see students who have not applied to colleges/apprenticeships (as discussed at their individual meetings) to assist them in making applications for relevant courses;
- run CV/covering letter workshops with students;
- arrange for employers/training providers/colleges to attend events with students.

The advisor will attend:

- Year 9 options evening
- Year 12 information evening
- Year 13 UCAS information evening
- Year 10 information evening
- Year 11 information evening

The advisor will:

- dedicate the first term of the year to Year 11 students and their 'moving on' plans;
- run a weekly drop-in session where students can come and either request a more in depth guidance interview or just ask for information and advice;
- see Year 12 students who are looking for advice and guidance; both those who have come of their own volition and others that have been referred;

- attend SEN annual reviews for Years 11, 12 and 13, as these are being transferred from Statements of Educational Need to Educational Health Care Plans;
- update SIMS to show that guidance interviews have taken place;
- produce an action plan for students to take away after interview and keep a copy for the school records;
- track students' progression and complete a 'Where Next' spreadsheet;
- supply the school with self-assessment/action tools for effective career planning;
- keep resources up to date and relevant;
- inform the school of any new information that may assist in careers planning.

The advisor will start to see other year groups once all Year 11 students have had their one-to-one session. Sessions with the Year 9s will be to prepare them for their option choices the following year. Year 10s will have group sessions to help with preparation for Year 11 and also be given one-to-one guidance interviews when required.

In addition, Year 10 students will take part in a mock interview day in the summer term. Parents with relevant interviewing experience and representatives from the school's partners, together with volunteers from the 'Inspiring the Future' organisation, will be invited into school to provide a realistic interview experience for the students. Students will prepare a CV in advance of the day and attend in appropriate interview attire. Following the interview, students will be given oral feedback. Written feedback will be kept by the school so that any points which have been raised can be actioned by the school.

Preparing for progression at age 18 will begin in Year 7, and from that time there will be exposure to, and engagement with, employers and further and higher education providers to broaden the horizons of students and enable staff to support them in making informed choices about their KS4 and post-16 options. It is expected that all students will progress into further or higher education or employment with training.

It is recognised that the school will provide independent advice to parents and students about progression to UTCs and studio schools at the end of Year 9 and 16-19 provision for post-16 education.

Table 10 shows the data of the past three years for the five sponsoring schools in terms of their respective successful track records of students progressing to higher education, including Russell Group universities.

Table 10: Year 13 student destinations for the five sponsoring schools

		2013	2014	2015
Haydon School	Year 13 Total number of students	234	222	221
	No. of students who progressed to Higher Education	179	177	177
	No. of students who secured a place at a Russell Group university	50	53	52
		2013	2014	2015
Northwood School	Year 13 Total number of students	25	26	23
	No. of students who progressed to Higher Education	17	23	16
	No. of students who secured a place at a Russell Group university	2	0	1
		2013	2014	2015
Queensmead School	Year 13 Total number of students	122	107	108
	No. of students who progressed to Higher Education	84	66	83

	No. of students who secured a place at a Russell Group university	13	21	14
		2013	2014	2015
Ruislip High School	Year 13 Total number of students	69	60	70
	No. of students who progressed to Higher Education	67	51	58
	No. of students who secured a place at a Russell Group university	14* *17 destinations unknown. Data not required to be collected in 2013	10	14
		2013	2014	2015
Vyners School	Year 13 Total number of students	69	75	101
	No. of students who progressed to Higher Education	55	60	74
	No. of students who secured a place at a Russell Group university	10	10	10

Focus on measuring and improving quality of teaching in the classroom

The school's relentless drive to raise the quality of teaching for every member of staff will draw on three integrated strands:

- measuring the quality of teaching;
- improving the quality of teaching; and
- developing high quality line management, external networks and system leadership.

Measuring the quality of teaching

The school's programme for monitoring the quality of teaching will include:

- Appraisals and associated lesson observations: the school will conduct robust and meaningful appraisals of staff with clear targets for the attainment of students, improvements in teaching and personal development. Staff will be formally observed up to five times a year, with a system for training and quality assurance in place for observers/appraisers. This will take the form of at least two one hour observations, supported by three twenty minute drop-in observations. Feedback will clearly identify strengths and areas for development; and
- monitoring and review system: the school will carry out half-termly learning walks and scrutiny of students' work and staff markbooks. The focus of these will support the school's improvement plan and ensure coverage of all staff and year groups.

As part of the Hillingdon Association of Secondary Headteachers (HASH) Collaborative, the school will also take part in Peer Reviews where lead practitioners review the provision in subject areas. External reviews by Ofsted trained inspectors will also be used to supplement the school's systems.

Improving the quality of teaching

The school will use the results from the strategies outlined above to identify areas for improvement and plan the programme for developing teaching and learning. The school will focus on:

- the effective use of meetings – ensuring all meetings (department, year group, whole staff) include the sharing and discussion of good practice;
- co-teaching – providing opportunities for co-planning and co-teaching of lessons with careful pairing of teachers;
- cross-observation by teacher triads - termly informal observations and feedback;
- coaching and mentoring – giving all staff access to coaching and mentoring;
- weekly sharing of good practice – ten minute inputs before school;
- providing updates in a weekly teaching and learning bulletin – to share articles, resources and ideas;
- the use of INSET days – ensuring the school's INSET days require active participation and are focused on a few, clear areas for development; and

- providing adequate resources – managing the school’s budget to ensure the school is well-resourced for teaching and learning.

In addition, Hillingdon High School will:

- ensure recruitment processes are thorough and robust – “Will this person improve the quality of teaching and learning in our school?”;
- provide NQTs and second year teachers with support and development – there will be comprehensive and challenging programmes for NQTs and second year teachers which include participation in the established programmes of the five sponsoring schools;
- take part in Hillingdon’s School Direct Programme to grow our own teachers, especially in shortage areas;
- build links with higher education providers to ensure high quality student teachers are placed at Hillingdon High School and are then recruited by the school if vacancies arise;
- work closely with the five sponsoring schools to provide opportunities for promotion for teachers already working within their schools to take on leadership roles within Hillingdon High School.

Developing high quality line management, external networks and system leadership

Line management structures (eg. timetable and outlines for meetings, monitoring and review activities and reporting) will be carefully planned to ensure consistent, high quality practice and dialogue. Line management meetings will be used to provide support and challenge as appropriate as well as professional development through coaching and mentoring.

The school’s membership of the HASH Collaborative will ensure leaders at all levels work both within and beyond the school to improve teaching and learning. This collaborative structure brokers school-to-school support, develops a sense of collaboration and responsibility for the system as a whole. It also helps to embed school-to-school networks, both formal and informal, to share effective practice and new ways of working.

Staff will also have access to training courses for middle leaders, senior leaders and headteachers offered at other schools within the collaborative. The professional development will include involvement in an annual middle leaders’ conference to ensure that the founding subject and pastoral leaders feel supported by their colleagues in the other schools as well as contributing to the sharing of good practice and system leadership in North Hillingdon. To support the growth of the school, and ensure that the early cohorts receive outstanding provision while the student and staff numbers are growing, the collaborative will establish programmes of staff sharing and

continuing professional development to ensure that all staff and students across the collaborative benefit from and support Hillingdon High School.

Working with parents, carers and families

Liaising with and reporting progress to parents

Subject teachers will formally assess students' work six times a year to ensure good progress is being made. This ensures that any emerging issues are spotted quickly so allowing early and effective intervention.

Progress reports will be issued to parents six times a year and used to track students' progress against challenging, individual targets. Reports will include details of the students':

Reports will be designed to be clear and accessible to all students and parent/guardians. RAG ratings will be used to indicate performance in all areas reported against individual student targets. The half-termly reports will be electronic so parents and students can collect/download reports online and access will be tracked to ensure all parents view their child's report.

Parental engagement

Parental engagement will be key to ensuring Hillingdon High School is successful in the set-up phase and throughout its expansion. The school will ensure there is a comprehensive provision to support and enhance parental engagement and a member of the SLT will be responsible for overseeing the different programmes.

Information evenings

These meetings will be held in addition to the annual parents' evenings for each year group:

- Year 7 parent-tutor meeting October
- Year 8 parent information evening October
- Year 8 GCSE options evening January
- Year 9 parent information evening October
- Year 10 information evening for KS4 September
- Year 11 preparation for exams January
- Year 11 post-16 options evening November
- Year 12 information evening for KS5 September
- Year 13 UCAS information evening September

Family-learning evenings

These will be held every half-term from 5:00pm to 6:00pm for Year 7 parents to attend a workshop with their child. The workshops will be curriculum based and will provide

parents with an opportunity to learn with their child. There will also be some workshops on leadership development.

Parent learning programme

A comprehensive programme of parent learning workshops will be established to encourage parents to fully engage with their child's learning. These will be run by subject specialists and give parents the necessary skills and confidence to support their child at home. Generic sessions will also be run throughout the year on topics such as E-Safety and Growth Mindset.

Parent bulletin

A weekly parent bulletin will be available via the school's virtual learning environment (VLE) every Friday. It will report whole-school and year group news alongside key dates, trip information, sports results and learning tips. Parents will be encouraged to contact the school if there is any additional information they would like on a weekly or regular basis. The school will maintain excellent communication with parents through regular emails and text messaging as well as using social media.

Friends of Hillingdon High School

The parent association group, the Friends of Hillingdon High School (FHHS), will be set up once Year 7 places are known. It will be a proactive group, working with the school to support students. The FHHS will be encouraged to support the school in numerous ways, including fundraising for items that all students benefit from. The group will be encouraged to co-organise the annual summer fair with senior staff as well as a quiz night for parents, staff and governors.

Parent Voice

A member of the SLT will be responsible for home-school liaison and will be expected to establish and lead the termly parent focus group meetings. The group will agree clear terms of reference which state that the focus is on whole-school issues rather than individual cases and provide regular feedback for the school. This will be crucial for the school as it establishes itself and will reinforce the importance of the home-school partnership.

Annual questionnaire

Parents will be asked to complete a questionnaire at parents' evening and the responses will be processed internally. A comprehensive report will be disseminated to staff, governors and the Parent Voice and an action plan will be agreed to address areas for development. This will be supported by specific questionnaires administered through online survey tools to provide instant and regular feedback.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

If you are applying for more than one school, please provide one version of this section, referring to individual schools or circumstances where relevant.

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please:

- use space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D3 – a staffing structure that will deliver the planned curriculum within the expected income levels
Phased growth teaching and learning staff
The staffing structure of the school will enable HET’s vision to be put into practice, enabling all students to make outstanding progress in all areas of their learning.
Table 11 outlines how the staff will grow from 2018 to 2024.

Table 11: Staff growth from 2018 to 2024

Year	2018	2019	2020	2021	2022	2023	2024
Students on roll	180	360	540	720	900	1030	1150
Headteacher	1	1	1	1	1	1	1
Deputy Headteacher						1	1
Assistant Headteacher		0.5	0.7	1.5	2	2.7	3
School Business Manager	0.2	0.5	0.7	1	1	1	1
Head of Inclusion (SENCO)	0.6	1	1	1	1	1	1
Class teachers (inc. TLR)	7.4	15.3	23	34.1	40.2	49	58.5
Separate TLRs	4	6	8	14	16	20	20
Student Support	2.5	5.1	6.4	9.4	11.7	12.3	12.5
Careers	0	0	0	0.2	0.4	0.5	0.5
Administration	3.2	4.0	5.1	6.4	7.7	7.9	8.1
Finance	0.3	0.9	1.3	1.4	1.4	1.6	1.6

Facilities	0.5	0.8	1.8	2.1	2.3	2.8	2.8
Lettings Manager	0.2	0.2	0.5	0.5	0.5	0.5	0.5

The staffing structure for 2024 shows a range of posts that cover leadership, curriculum, teaching and learning and a range of posts to support students to be successful learners. If the school is not full to capacity in the opening year then reductions in staff will be made to ensure that the model is affordable. During the first three years after opening all appointed staff will be expected to be flexible in their tasks and duties. The Headteacher will be expected to teach during at least the first five years. As the school expands, the roles of staff will become more defined allowing staff to excel in their specialist area. The specialist teaching of the staff appointed in the first year, along with their ability to teach a second subject, is expected to be able to support the teaching of all curriculum areas. Full teacher contact time is anticipated to be twenty teaching hours a week during the first three years alongside registration and other duties. This additional time will enable all staff to be involved in fully developing new procedures and practices to ensure that the school operates effectively.

Within the teaching staff, depending on their experience and expertise, there will be a range of additional responsibilities awarded to enhance their classroom duties. These would cover, for example, numeracy and literacy specialism, teaching and learning lead, student leadership coordinator, etc. For these roles there is a Teaching and Learning Responsibility (TLR) budget provided.

The respective roles within the staffing structure are as follows:

SLT

Headteacher: overall responsibility for the leadership and management of the school, the quality of the education, curriculum, standards, achievement and community engagements.

Other SLT: whole school leadership, curriculum, timetable and management responsibility, sixth form provision, tracking student data, support to the headteacher.

Business manager: oversee the business function including budget and value for money, driving additional income and management of operations, support to the headteacher.

Middle leaders

Head of inclusion: SEND, learning support, accelerated learning provision and management of student support professionals.

Curriculum leaders: Responsible for subject leadership, planning and quality assurance in their curriculum areas, tracking of student progress.

Year Team Leaders: Year team leaders will be appointed to each year group to line manage the team of form tutors and oversee the pastoral care of all the students in the year group. One will be appointed in the first year, and then an additional one every year for the incoming year 7. Heads of year will teach 18 periods a week.

Teaching staff

Classroom teachers are responsible for planning, preparing and delivering lessons to meet the needs of all students, assessment, recording and reporting and meeting all of the teachers standards. All SLT, with the exception of the Business Manager, will teach. Support staff and cover supervisors will cover short-term staff absences. Long-term teacher absences will be covered within the budget with specialist supply provision where available.

Careers

Independent careers advice will drive and support the students' understanding regarding the pathways and options available to them when they complete their education at Hillingdon High School.

IT

IT technicians will aid and support the IT function of the school and within the classroom, helping teaching staff fully utilise IT provisions in a newly built school. They will report directly to the School Business Manager. Whilst the school is establishing itself, the IT technicians will be supported by a Network Manager from one of the sponsoring schools through a service level agreement (SLA).

Table 12: Number of teachers required

Year	2018-19	2019-20	2020-21	2022-23	2023-24	2024-25	2025-26
Lessons	120	240	360	497	634	754	874
Teachers	5.5	11.5	17	22	28.5	33.5	40
Teachers lessons	110	230	340	462	599	703	820
SLT lessons	10	10	20	25	35	51	54

A revised curriculum model has been produced that will deal with income only being 70% of forecast income as shown in the budget spreadsheet line 62. This revised model is based on four forms of entry and 120 students on roll for each year group. The staffing has been proportionally reduced to ensure that the budget will balance. Teaching staff and support staff would be recruited at a much slower rate to ensure that the curriculum required for a school of 120 students could be delivered. An overview of the number of teachers required is shown in Table 12.

Other costs have also been changed as follows:

- Small reductions to the other staff costs;
- Educational resources have taken a proportional reduction;
- Professional services have not been reduced;
- The premises budget has not been changed.

As a result of these changes, a balanced budget has been produced.

Recruiting an outstanding headteacher

It is intended to have the headteacher in post a year before the opening of the school. This reflects the volume of work that is required in the lead up to the opening and the need for the headteacher to establish his/her profile as part of the admissions process for the first Year 7 cohort.

The post will be nationally advertised as the sponsoring schools do not have a proposed headteacher in mind. The timetable for this is to advertise in January 2017 and to appoint in February 2017. This allows for a second advertisement cycle, later in the spring, which still gives time to appoint for a September 2017 start. Prior to the post being advertised the sponsoring schools will build the awareness of Hillingdon High school within the community and through their networks of existing contacts. Recent headteacher recruitment for secondary schools in Hillingdon has resulted in very successful appointments. Two of the sponsoring schools have recruited headteachers within the last three years, and other recent headteacher recruitment experience exists in other Hillingdon schools that the sponsoring schools work closely with.

The appointed headteacher will share the vision and aspirations of the sponsoring schools' headteachers. The appointee will ensure that the school establishes a strong strategic direction by taking responsibility for the most important systems and processes pre-opening. These will include:

- establishing and communicating a positive and distinctive school culture that embraces the core values of the collaborative;
- establishing an ethos of excellence and high standards through an exceptional curriculum and rigorous and robust systems and procedures;
- being accountable to the HET Executive Board to formulate the strategic direction of the school and development of all policies, strategies and procedures;
- leading on the strategic planning and school self review and evaluation;
- monitoring teaching and learning throughout the school in order to assure and sustain the quality of the education experience for all students;
- creating and maintaining good working relationships among all member of the school community and actively promoting the personal and professional development of all staff;

- planning and managing the school's finances and resources to ensure maximum benefit for the students and efficient and cost-effective delivery of outcomes;
- leading and quality assuring the work of the senior leaders, business manager and finance officer.

Integrating Hillingdon High School into the Hillingdon secondary schools collaborative

The headteacher of the new school will automatically become a member of HASH. This is a supportive group of secondary headteachers who meet regularly. There is a monthly meeting where colleagues share good practice as well as two annual headteacher conferences at which leading speakers present. All five sponsoring schools are active members in this group.

D4 – the school will be welcoming to pupils of all faiths/world views and none

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

D4 – the school will be welcoming to pupils of all faiths/world views and none

Inclusivity

Hillingdon High School is an inclusive school for students of all faiths/ world views and none. The school will be at the heart of the local community, playing an active and enthusiastic role in community affairs, fostering in the students a real sense of pride and belonging in British society in the 21st century. Parents and other members of the community will be encouraged to be fully active in the life of the school, engaging in clubs, sport and service, and for the resources to be used by the community out of school hours.

All students will be considered to be individuals, with great importance placed on creating opportunities for students to learn and be assessed on their progress in a variety of ways. Teachers will be encouraged to consider a wide range of learning methods (visual, auditory, kinesthetic, etc) when planning their lessons to ensure that all students are fully engaged in learning. Students with any form of disability (however minor) or special need will be carefully considered in a teacher's planning.

The accountability placed on teachers will ensure that every student is accessing the appropriate curriculum that challenges them to make significant progress from their starting point (Key Stage 2 data). Academic support will be put in place to support students who are not making expected progress, this will include: grouping by ability, small group intervention, reading and literacy specialists, numeracy intervention, tutoring programmes, etc. Students with disabilities or special education needs will be entitled to the same curriculum and opportunities (including enrichment activities) in the same setting as their peers. For students where English is not their first language, additional language provision will be put in place to fast track their language acquisition to ensure that they are able to access all areas of the curriculum. By having a responsive learning environment the needs of all students, including the most able, will be met.

A consistent behaviour management system will be implemented by all staff at Hillingdon High School to ensure that positive attitudes towards behaviour

D4 – the school will be welcoming to pupils of all faiths/world views and none

enable teachers to teach and learners to learn. This consistency is essential for the success of students with emotional or behavioural disabilities, and students who lack clear boundaries at home. School-wide behaviour support and consistency of standards will establish high expectations throughout the school community ensuring that students know how to behave in all aspects of school life, preparing them for life beyond school.

Students of all faiths and none, from all backgrounds and nationalities will be welcomed at Hillingdon High School and this richness of diversity, that they will be taught to respect and celebrate, will be developed to ensure that all students truly feel part of the school community. This will be established through open and honest discussion about the differences that exist and ensuring that there is respect for people from all backgrounds and of all abilities. This climate will foster an environment in which the students and their families will feel they are valued for who they are.

Students and parents will be invited into school on many occasions during the year to celebrate student work. Musical performances, theatrical productions and other evenings will celebrate the cultures of the school population. The effective transition arrangements that the current sponsoring schools use will be replicated in Hillingdon High as set out above in Section D1.

Curriculum

The Curriculum at Hillingdon High School will aim:

- to offer all students a broad, balanced and rich experience which will equip them to succeed in a rapidly changing world;
- to create the conditions in which all students can grow and develop resilience and creativity;
- to develop thoughtful, responsible, informed members of the local, national and international community.

The KS3 curriculum is designed to build on the learning experiences that children had in their primary schools. In addition to learning the specialised subject knowledge required to progress through secondary education, students have the chance to develop learning and thinking skills and subject-specific skills. We ensure our KS3 curriculum allows time for creativity both in individual subjects and across the curriculum while providing a broad and balanced education.

KS4 starts in Year 9 for all students to ensure that they are able to continue to follow a broad and balanced curriculum that is suited to their individual needs. We want every student to finish Year 11 with a complete set of Level 2 qualifications to take them on to their next stage, whether this is employment, training or post-16 study. To give students the greatest chance of success, we offer all students the option to take

D4 – the school will be welcoming to pupils of all faiths/world views and none

a range of subjects including traditional GCSEs and Vocational courses leading to Level 2 qualifications.

Hillingdon High School will have a thoughtful and wide-ranging promotion of students' spiritual, moral, social and cultural development. Students will be encouraged to:

- explore beliefs and experience;
- respect faiths, feelings and values;
- enjoy learning about oneself, others and the surrounding world;
- use imagination and creativity;
- reflect.

We will also ensure that students:

- recognise right and wrong;
- respect the law;
- understand consequences;
- investigate moral and ethical issues;
- offer reasoned views.

Students will be given the opportunity to:

- use a range of social skills;
- participate in the local community;
- appreciate diverse viewpoints;
- participate, volunteer and co-operate;
- resolve conflict;
- engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Teachers will find ways to enable students to:

- appreciate cultural influences;
- appreciate the role of Britain's parliamentary system;
- participate in cultural opportunities;
- understand, accept, respect and celebrate diversity.

Although not statutory, we recognise the importance of PSHCE, and it will be delivered to all students. Where appropriate delivery will be through form tutors; however, for some units where specialist delivery is required (for example sexual health and drugs) this will be delivered by a specially trained team. Opportunities where relevant will be taken to use guest speakers and deliver workshops to groups of students. The Citizenship part of this will ensure that the Prevent strategy is delivered, preventing students from being at risk of radicalisation. It will do this by

D4 – the school will be welcoming to pupils of all faiths/world views and none

providing a safe environment for debating controversial issues and help them to understand how they can influence and participate in decision-making.

Promoting British Values

We will actively promote British Values at Hillingdon High School by doing the following:

Democracy:

- providing students with a broad general knowledge of, and promoting respect for, public institutions and services through lessons, assemblies, speaker events and curriculum programmes, eg. PSHCE;
- using the Student Council and other elected committees to teach students how they can influence decision-making through democratic process. Students will also be involved in staff appointments;
- including information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHCE, History, Geography, RE and English Curricular at KS3, 4 and 5;
- encouraging students to be aware of injustice, perceived or real, and to think about ways in which this can be challenged through school processes or in the wider world, eg. charity fundraising initiatives and awareness raising campaigns.

Rule of Law

- ensuring school rules and expectations are transparent, clear and fair, available for all to consult and are used consistently across the different areas and age groups within the school;
- helping students to distinguish right from wrong through discussion and modelling positive behaviour;
- arranging police visits to build links between, and understanding of, the local constabulary and their work to support the local community;
- using curricular opportunities to explore the differences between civil, criminal and religious law as they pertain to British and other societies. For example, within Religious Education lessons, students will study religious laws but place emphasis on the point that British Law comes before religious law in the UK.

Individual Liberty

- encouraging students to know, understand and exercise their rights and personal freedoms and advising how to exercise these safely, for example through E-Safety;
- Encouraging students to assume responsibility for their own behaviour and acknowledging the effect it may have on others;

D4 – the school will be welcoming to pupils of all faiths/world views and none

- challenging stereotypes and promoting individuality at every opportunity, modelled by staff and older students to set positive examples through the school;
- working tirelessly to establish and maintain a climate in which all students feel safe and bullying is not tolerated;
- delivering a diverse speaker programme.

Respect and Tolerance

- using curricular and extra-curricular opportunities to expose students to British and other cultures, other ways of life and faiths, encouraging and supporting students in growing their understanding and appreciation of these. For example, Stonewall group;
- Using curricular opportunities such as PSHCE and RE to encourage critical thinking and deeper understanding of difference and beliefs.

Section E – evidence of need

This section asks you to evidence that there is a need for the school(s) you are proposing. **All** applicants will need to complete both sections in full for each school they wish to open.

E1 – provide valid evidence that there is a need for this school in the areas

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E1 – provide valid evidence that there is a need for this school in the area

The local authority has identified a significant shortfall in the supply of school places over the next five years. The source of this information is [REDACTED]. Please see attached letter from [REDACTED] in Appendices.

The sponsoring schools met [REDACTED] in January 2016 to review the data on the shortage of school places in the area.

Since 2010, an additional 7616 primary school places have been created within the London Borough of Hillingdon. This includes three new 'basic needs' primary schools, the expansion of existing schools and places created by new primary Free Schools. Of these, 906 additional primary places have been created in the north of the borough and there remains a forecast need for an additional four forms of entry required to meet the rising need for school places in this part of the borough.

In the north of the borough there are fewer secondary school places than in the south (total secondary PAN in the north = 1632, total secondary PAN in the south = 1914). When combined with the rising demand for school places, this has had the effect of accelerating the need for additional secondary school places in the north of the borough.

Please tick to confirm that you have provided evidence as annexes:



Table 13: Supply and demand of school places forecast by London Borough of Hillingdon Council for the north of the borough (as provided 27.01.16)

	Sep 16	Sep 17	Sep 18	Sep 19	Sep 20
Demand South	1772	1858	1931	2119	2179
Places South	2049	2049	2049	2049	2049
Shortfall				70	130
Additional forms needed in the South	0	0	0	3	5
Demand North	1682	1764	1833	2011	2066
Places North	1662	1662	1662	1662	1662
Shortfall	20	102	171	349	404
Additional forms needed in the North	1	4	6	12	14
Total additional Forms Needed	1	4	6	15	19

The figures in Table 13 clearly show a critical shortage of school places in the north of the London Borough of Hillingdon by September 2018. As the children are already in the system there is significant reliability in this data.

By September 2018, there will be a significant shortage in the number of places required in the north of the borough. This shortfall in places is critical by September 2019 with an additional 12 forms of entry being required.

E2 – successful engagement with parents and the local community

This section will need to be completed by **all** applicants. Please:

- use the space provided below;
- include evidence as annexes; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

E2 – successful engagement with parents and the local community

The headteachers of the local primary schools in the catchment area of the new school have offered their support for a new inclusive school. Their preference is for the new school to be a local solution and are overwhelmingly in favour of the model proposed here where Hillingdon High School will be sponsored by the five local high performing schools.

Marketing Plan and Community Engagement

We have devised the following marketing programme ahead of the opening of the school. The main group of parents to engage will be those who have children currently attending primary schools in the catchment area of the new school that are in Years 3 and 4.

April 2016 - development of the school's website.

May 2016 - press release and marketing campaign advertising the potential opening of Hillingdon High School.

May 2016 - information evening at one of the sponsoring schools to provide information for new potential parents and students. This will be an opportunity for prospective parents to get an understanding of the establishment of a new school in September 2018. Parents will be encouraged to complete an online questionnaire which will gather feedback on their opinions and preferences. This will be useful information for the core group and will be considered in the pre-opening phases.

The five sponsoring schools are all oversubscribed and successful and have been for a number of years. Parents of students attending the five schools have significant belief in the schools' ability to deliver through their track record of sustained success. We know that parents locally will appreciate a collaborative approach by a group of successful schools in the development of a new school that is needed to address the need for demand for places in the future.

Section F – capacity and capability

Please note:

If you are not an approved academy sponsor, but are interested in finding out more about this role and potentially apply to become a sponsor, please make contact with the department's [Sponsor Approval team](#).

It is important to make clear that approval as an academy sponsor will not guarantee a free school application is approved. Each free school application is considered against the criteria set out in this guidance. Similarly, approval to deliver a free school project does not mean that you would be automatically chosen to deliver a specific academy project. All projects are carefully considered on a case-by-case basis. It is the role of the department to consider which of our sponsors will provide the best possible solution for a particular school(s), and ministers will make a final decision as to whether the proposed sponsor should take forward a specific project, based on that advice.

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

If you are a sponsor with at least one school, or a MAT with at least two schools, and you have a letter or email from your RSC office saying how many free schools you have capacity to open, you need to:

- Tell us **who (a named individual) is in charge** during pre-opening and provide their CV.

If you do not meet the criteria set out above, please:

- complete the table below; and
- provide a short commentary on your plans to manage the pre-opening project.

You must complete a separate line for each member. Please identify individuals who will be company members, trustees, the chair of trustees, members of the pre-opening team and if applicable, the local GB, including the chair if they have been identified

The proposal for Hillingdon High School originates from five schools¹ in the north of the borough being keen to find a local solution to meet the identified need for secondary places in the borough (refer to Section E1). The five headteachers will all be involved in supporting the successful establishment of the school. These individuals each bring particular skills and a range of perspectives. They also, both individually and through their colleagues in their respective schools, bring capacity to support with the range of tasks required in pre-opening: from writing and reviewing proposed policies; to sharing and supporting the development of curriculum; to providing subject and functional experts for recruitment and appointment processes.

¹ Four separate academy trusts, two single and two multiple:
Hayden and Ruislip High School are SATs
Vyners is a MAT with a primary school
Northwood and Queensmead are in the QED Trust with a primary school

Table 14: Individuals involved in the core team and/or governance

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
██████████	Twickenham	Y	██████████	<ul style="list-style-type: none"> █ ██████████ █ ██████████ █ ██████████ 	1 day a week More if required
██████████	Gerrards Cross	Y	██████████ ██████████	<ul style="list-style-type: none"> █ ██████████ █ ██████████ 	1 day a week More if required
██████████	Salbridgeworth	Y	██████████	<ul style="list-style-type: none"> █ ██████████ █ ██████████ 	1 day a week More if required
██████████	Hemel Hempsted	Y	██████████ ██████████	<ul style="list-style-type: none"> █ ██████████ █ ██████████ 	1 day a week More if required
██████████	Ascot	Y	██████████ ██████████	<ul style="list-style-type: none"> █ ██████████ █ ██████████ 	1 day a week More if required
██████████	Hillingdon	Y	██████████	<ul style="list-style-type: none"> █ ██████████ █ ██████████ 	Weekly meetings
██████████	Rickmansworth	Y	██████████	<ul style="list-style-type: none"> █ ██████████ █ ██████████ █ ██████████ █ ██████████ █ ██████████ 	Weekly meetings
██████████	St. Margarets	Y	██████████	<ul style="list-style-type: none"> █ ██████████ █ ██████████ █ ██████████ 	Weekly meetings
██████████	West Drayton	Y	██████████	<ul style="list-style-type: none"> █ ██████████ 	Weekly meetings

F1 (a) Skills and experience of your team

The areas of expertise identified in the DfE's guidance – *Free schools applications criteria for assessment, December 2015* – outlines six main areas of expertise. Based on their combined years of experience both as school leaders and headteachers, Table 15 outlines the respective headteachers' areas of expertise; each area, except for marketing, has at least two headteachers with relevant and recent experience.

Table 15: Areas of expertise for the five headteachers

Area	██████	██████	██████	██████	██████
Managing school finance			X	X	X
Leadership	X	X	X	X	X
Project management		X			X
Marketing		X			
Human Resources	X	X	X	X	X
Safeguarding and H&S	X	X	X	X	X

Table 16 provides the Ofsted judgements of the sponsoring schools and the link to their DfE performance tables.

Information about each headteacher has been provided including the strengths of their respective schools along with CVs. These headteachers, supported by outstanding colleagues where appropriate, will provide the educational support to the headteacher designate and new senior leadership team (SLT).

Table 16: Ofsted judgements for the five sponsoring schools

School	Role for Hillingdon High	Ofsted judgement/ date	Ofsted report link	DfE performance table link
Haydon School	Member	Outstanding June 2007	file:///N:/1365194%20(2).PDF	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136519
Northwood School	Member	Good December 2013	http://www.northwoodschoo.org.uk/School-Performance/Ofst	http://www.education.gov.uk/cgi-bin/schools/perfor

			ed Report Dec 2013.pdf	mance/school.pl?urn=137829
Queensmead School	Member	Outstanding March 2008	http://www.queensmeadschool.org.uk/files/Documents/OfstedReport2008.pdf	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=136711
Ruislip High School	Member	Outstanding June 2011	http://www.ruisliphigh.com/uploads/asset_file/Ofsted%20Report%20July%202011.pdf	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=140748
Vyners School	Member	Good December 2013	http://www.vyners.hillingdon.sch.uk/page/?title=Ofsted&pid=590	http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=137635

Relevant background information about the five headteachers and their respective schools

[REDACTED]

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

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[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted text block]

[Redacted text block]

[Redacted text block]

[Redacted text block]

Phase I – bid approved – site not secured

1. The pre-opening plan will involve the core group (named individuals in Table 13) separating into three core working groups in alignment with the future Governing Body’s (GB) committees:
 - Strategic: overall project management of the site, staff recruitment and budget management
 - Operational: setting up of all back office functions, marketing, HR
 - Curriculum: admissions, curriculum timetable, uniform

The six founding governors will separate so that each committee has two governors along with one other member of the core group.

There will be some overlap between groups and the strategic group will be larger initially and will split into strategic and operations once a site has been secured.

2. Project manager

As part of the funds for pre-opening, the core team intends to secure a consultant to be a project manager in line with the DfE's framework for project management. The team is aware of several consultants with relevant experience and believes this additional operational capacity will support the establishment of Hillingdon High School.

Phase II – Site secured

Once the site is secured, the core working groups will prioritise:

1. The recruitment of the headteacher designate
2. The expansion of the GB as outlined in Section F2 in terms of co-opting three additional governors.

Phase III – Headteacher recruitment

Recruitment of the headteacher designate

The headteacher designate post is of paramount importance to Hillingdon High School. Following the model for establishment of Ruislip High School in 2006, the sponsoring schools intend to have the headteacher designate in post for at least a year before opening (ie. by September 2017), and seek early / part-time release for some of the summer term prior to that. This reflects the volume of work to be undertaken and the desirability of the headteacher establishing a public presence as part of the admissions process for the first Year 7 cohort.

Advertisement process

The schools do not have a proposed headteacher designate. The sponsoring schools believe that headteacher posts should be advertised and made available to as wide a field of candidates as possible. The sponsoring schools are experienced in recruitment, including their respective governing bodies.

The headteacher designate of Hillingdon High School will be an attractive role. For individuals considering new school headships, Hillingdon High School will have the following attractions:

- a local and inclusive community school where learning is valued and students are supported to become leaders;
- an educational community where collaboration is strong with local schools;
- sponsors who are themselves high performing schools and have previously worked together to establish the governance of the local pupil referral unit (Hillingdon Tuition Centre, which converted to become an academy within Orchard Hill College Academy Trust during 2015); the five headteachers will

support the newly appointed headteacher designate and he/she will automatically become a member of HASH.

In order to encourage suitable individuals to apply, the sponsoring schools will be:

- encouraging local senior leaders – the secondary schools in Hillingdon already run their own extensive internal professional development for aspiring senior leaders and headteachers including an internship programme;
- building awareness – the leadership teams of the secondary schools have extensive personal networks across west and north London and will be raising awareness of the Hillingdon High School opportunity with potential candidates prior to the post being advertised; and
- timing the process effectively – recruiting for September 2017 provides the strongest potential field, and advertising early in January is the peak time to secure potential candidates to provide certainty for individuals and for the school.

The five sponsoring schools want the headteacher designate to know that he/she has the professional freedom to succeed, and the evolution of the individuals on the GB is central to ensuring that candidates understand that the relationship between local headteachers will be as colleagues.

Table 17: the timeline

Timeframe	Action
Autumn 2016	Raise awareness of the vacancy via sponsoring schools' networks
January 2017	National advert (TES / TES Online / dedicated website)
February 2017	Selection / appointment process Offer made and accepted for 1 September 2017 start
March / April 2017	Seek to agree early part-time release from current post, potentially from May half-term

The timetable:

- Advertises at the peak time for headteacher posts to maximise the potential field; and
- Allows scope for a second advertisement cycle, or a process using recruitment consultants if desired, before the resignation date for a September 2017 start (30th April for serving headteachers, 30th May for other staff).

Hillingdon High School's unique selling points

The headteacher designate will be the first employee of Hillingdon High School and will be responsible for managing its successful launch as an operating school and then managing its growth to over 1000 students and over 100 staff as well as a budget of approximately █████ in year 1 to over █████ in year 5. Starting and growing a school is a different role to that which most headteachers undertake.

The sponsoring schools include a range of very experienced headteachers. The group brings significant capacity to the establishment of Hillingdon High School. There is a philosophy of outstanding continuing professional development between the schools. As a result, the schools look forward to the recruitment of the headteacher designate with confidence that they will be able to appoint the best candidate whether this is a more experienced individual who has previous headship experience or whether it is a first time headteacher who shows considerable potential and where the group can collectively provide mentoring and support to help his/her transition into headship.

One of the five sponsoring schools, Ruislip High School, opened in 2006 and, therefore, there is significant experience in the school's leadership team and GB with the demands of opening a new school.

Salary

Hillingdon High School will adopt, as the sponsoring schools have, School Teachers' Pay and Conditions and the burgundy book. Accordingly, the headteacher post will be within group 6 (based on the profile of the school in year 5 of operation) and rise to group 7 as sixth form students join the school.

The proposed ISR for the post is ██████ initially with a review in year 4 to prepare for the sixth form growth. This reflects the situation that deputy headteachers in local secondary schools – several of which are PAN of 250 or above – are on ranges that reach to █████.

This salary has been factored into the financial model.

Assessment of the candidates

To achieve the role successfully, it is likely that the headteacher designate will have the following skills and attributes:

Competence summary

- a proven ability to motivate, lead and interact with staff, students and parents/guardians
- the ability to plan strategically with a sense of priorities
- the ability to use appropriate leadership styles in different situations
- the ability to deal sensitively with people and resolve conflict

- the ability to work constructively with governors
- the ability to demonstrate high level organisational skills
- substantial experience of curriculum innovation and development that has resulted in raised standards
- substantial pastoral experience
- experience of financial management at a whole school level
- the ability to analyse and present data and information coherently
- excellent oral and written skills
- the ability to deploy effectively staff and resources

Work-related personal requirements

- personal impact and presence
- integrity
- self confidence
- adaptability to changing circumstances and new ideas
- emotional resilience
- a willingness to embrace and develop the vision of Hillingdon High School
- good interpersonal skills
- good negotiating and diplomacy skills
- the ability to work under pressure and meet deadlines
- the ability to grasp and communicate a complex vision in simple and easily understood terms to a variety of audiences
- the ability to form and maintain appropriate relationships and personal boundaries with children and young people
- a commitment to safeguarding and promoting the welfare of children and young people
- a strong sense of accountability for fulfilling the requirements of this post on an ongoing basis

It is a given that the individual will have QTS and successful secondary-phase senior leadership experience. It will be desirable that he/she will have NPQH status but not essential.

The core group will shortlist candidates based on the criteria outlined in the person specification along with a project manager who will organise the overall process.

There will be a two-day interview process with the candidates partaking in a number of tasks during the first day to allow decisions to be made to shortlist for the second day.

The second day will involve a number of interviews with the committees as well as a presentation to an audience who will be assessing the candidates on their ability to appeal to prospective parents.

Integration of the headteacher designate with the core group

An essential part of the role will be to develop and communicate a vision of excellence for Hillingdon High School that makes prospective staff want to work there and makes prospective parents entrust the school with their children. Engaging with these two key stakeholder groups, building awareness and excitement about Hillingdon High School, will be essential for the successful launch of the school. The headteacher designate will lead these processes. He/she will visit the primary schools, engage with local groups, run the open evenings, draft job descriptions, work out the best recruitment strategies for different posts, and network within local and professional communities. The need to do this effectively, and for the headteacher designate to own this work and these relationships, is a significant reason for wanting the role filled at least a year before opening. He/she will be able to assimilate best local practice, including working closely with sponsoring schools. If it is his/her first headship, a mentor will be identified to support the headteacher designate's professional development.

Phase IV – Marketing and setting up

Once the headteacher designate is in post, the marketing and setting up of the school will be the key priorities.

This will allow the three core working groups, in line with governor committees, to focus on specific tasks with the headteacher designate. The main tasks will be as follows:

- Strategic:
 - recruitment of staff and management of the budget
 - building – project management
- Operations:
 - approval of all statutory policies approval and delegation to committees once the school is set up
 - marketing the school
- Curriculum
 - formulation of timetable
 - agreement regarding uniform

F1 (b) Skills gap analysis

This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- complete the table below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Table 18 outlines areas of expertise where the core group will seek additional input that may be not able to be sourced from within the staff at the sponsoring schools.

Table 18: Areas of expertise where the core group will seek additional input

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Marketing and PR	Core team*	The sponsoring schools are experienced in marketing their schools, but recognise that establishing a new school offers a different set of challenges. The member governors will be recruited on the basis to secure an individual with a background in marketing and PR or this role will be led by the project manager. The schools have existing relationships with graphic designers and website developers who can undertake the work once it is briefed.
IT strategy and infrastructure	Core team*	The sponsoring schools have experience of managing their own IT network and infrastructure. Ruislip High School found itself in a precarious position after seven years of opening when its network collapsed. The main reflection of the school's leadership

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		and governors was the need for an external company to set up the network rather than an in-house solution. The governors will try to secure a governor with relevant IT experience or alternatively a consultant will be appointed to lead the procurement process.
HR and Health and Safety (H&S)	Core team*	Whilst all sponsoring schools have leaders – senior and middle – with HR and H&S responsibility, it will be important to secure contracts with external providers in particular HR before the first employee is appointed.

* core team refers to pre-opening team

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

All applicants will need to complete this section in full for each school they wish to open. Please:

- use the space provided below; and
- refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

F2 – a governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school

The proposed governance arrangements for Hillingdon High School reflect:

- A belief that schools should be governed locally;
- A belief that the GB of a mainstream school should reflect the core stakeholders in the school; and
- The experience of setting up Ruislip High School in 2006 and setting up the governance of Hillingdon’s pupil referral unit (known as the Hillingdon Tuition Centre (HTC)).

Whilst this application has been developed by five Hillingdon secondary schools, the expectation is that Hillingdon High School becomes embedded in its family of schools and geography determines that all of its students will come from predominantly north of the A40 in Hillingdon.

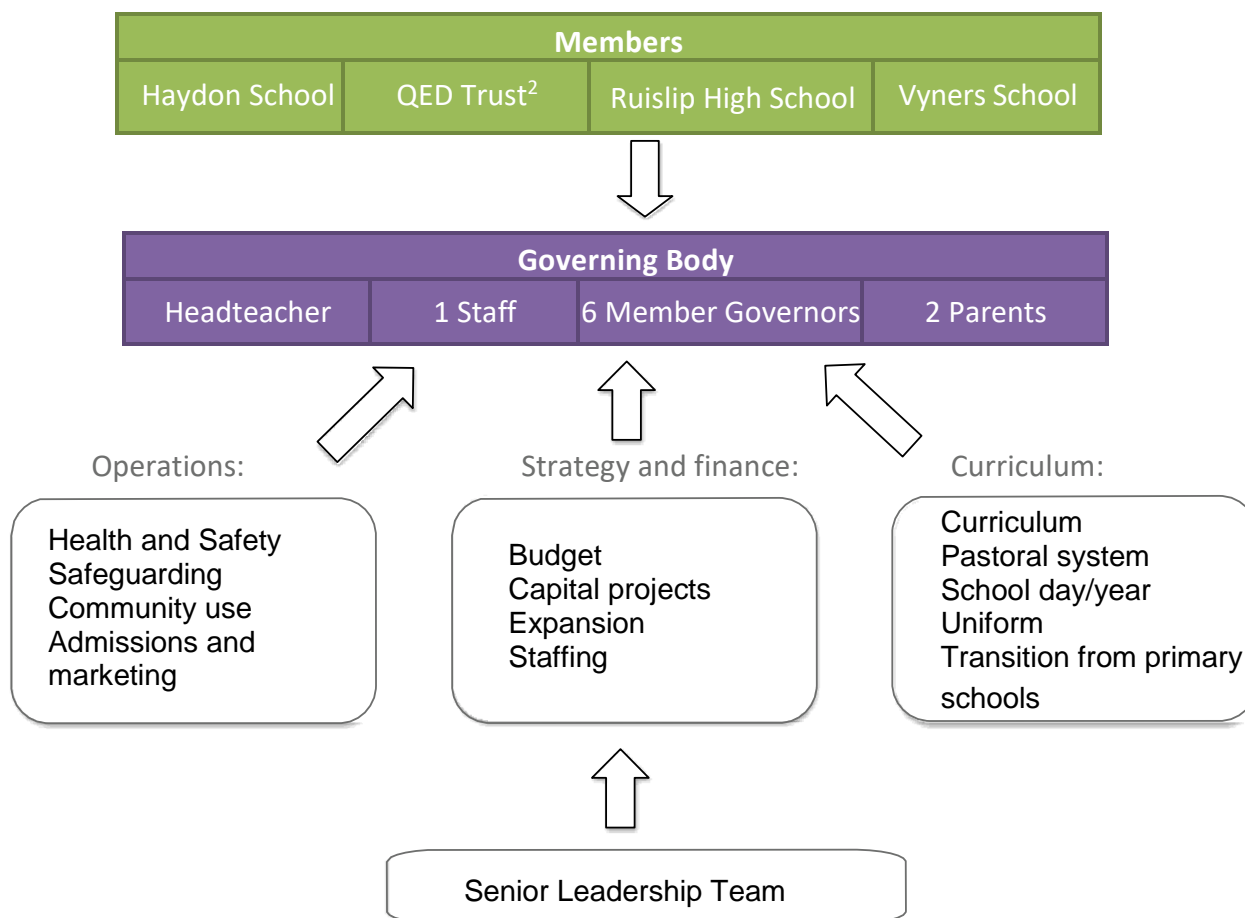
Legal structure

The sponsoring schools have established a separate single academy trust (SAT) for Hillingdon High School. The academy trusts of the five sponsoring secondary schools (four academy trusts) are themselves the members of The Hillingdon Education Trust (HET) that will establish Hillingdon High School.

This membership model is that each trust is a member of the HET, which has been established based on the DfE’s template Articles of Association.

Figure 1 summarises the proposed legal structure.

Figure 1: Legal structure for Hillingdon Education Trust



The reason for a SAT rather than joining one of the school’s academy trusts is based on a shared ownership of responsibility as members of the trust. The SAT model reduces the risks during pre-opening as the five sponsoring schools will have a wealth of experience, resources, knowledge of the area and capacity to ensure Hillingdon High School is successfully established in the local community.

In addition, the core group is aware of a number of successful bids in neighbouring authorities based on a SAT model through collaboration with a number of schools.

² QED Trust – Queensmead and Northwood are both part of this multi-academy trust (MAT)

Governance structure

Article 46 of the Articles of Association sets out that the GB of the academy will consist of:

- headteacher (ex-officio)
- 1 staff governor (elected)
- 2 parent governors (elected)
- 6 governors appointed by the members

The total size is therefore ten. This total size is considered appropriate for a secondary school that will have over 1,100 students once full. Article 59 allows, however, the GB to co-opt additional Governors should it feel that is necessary; the intention will be to co-opt three additional governors in during Phase III of opening (see Section F1a) to create capacity before the school opening. It is likely that these individuals will remain part of the GB and the three headteacher governors will stand down once the staff and parent governors are elected.

Evolution of the GB

The initial governors will be:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

The initial six governors (three headteachers who will step down once the school is open and the parent and staff governors have been identified and three member governors) will elect a chair of governors.

Article 46 sets out the structure of the GB once the school is open and parent and staff governors can be appointed. Prior to this point, it is expected that the GB will evolve as follows:

The six governors will recruit three co-opted governors as soon as the bid is approved.

Co-opted governors will be sought who have one or more of the following skills sets / experiences:

- Marketing and public relations
- Architecture / surveying / construction / furniture and equipment / interior design
- Legal (especially commercial, construction, or public law)
- Financial management, including company accounts / audit / budget setting and management
- Business starts ups and growth

- Local residents with school age children and / or extensive community knowledge
- Education – curriculum, SEN provision, safeguarding, etc
- Procurement and management of service contracts
- HR
- ICT

The three governor committees will be formally established with terms of reference and the nine governors will separate into three groups of three:

- Curriculum: this will include the curriculum, pastoral system, school day and year, and uniform;
- Operations: this will include marketing, admissions, relationships with and transition from primary schools, community use of the school/site;
- Strategy: this will include the oversight of the capital project process and providing support for the leadership team in terms of the strategic direction of the school. It will also set and manage the school budget;
- The other members of the core group will be named associate governors.

The headteacher designate will join the GB from the time he/she takes up post (and be invited to any meetings between appointment and starting the role).

Once the school has opened:

- one staff governor will be appointed by nomination and, if necessary, election by the appropriate staff;
- two parent governors will be elected from the school's first cohort;
- The initial three headteacher governors from sponsoring schools will step down during spring 2019.

This process ensures a manageable evolution of the GB with governors having staggered 'end of term' dates.

Roles and responsibilities

The HET will have clearly defined roles and responsibilities. These will be split into two phases (pre-opening and open), and will be articulated through a Scheme of Delegation. The Scheme once Hillingdon High School is opened will be based upon those in operation at the sponsoring schools, which are themselves based on a common template that complies with DfE and EFA requirements and guidance.

The Scheme for the period pre-opening will itself cover the period until the headteacher designate begins in post and will then be refined to reflect the transfer of many responsibilities to that postholder. A separate Scheme is required for the pre-opening period to reflect the range of decisions that need to be made and the absence until the headteacher designate is appointed of any staff to delegate decisions to.

The Scheme for the pre-opening period is due to be approved by the governors during the summer term 2016 to ensure that it is operational from the point that the DfE approves the application.

Roles and responsibilities

Members

The four founding members will be the owners of the HET and their names are registered at Companies House. The four members (of five sponsoring schools) ensure there are enough members to take decisions via special resolution (75%) without requiring unanimity; and facilitate majority decisions being taken by ordinary resolution.

The founding members all have experience of school governance to ensure the GB appoints governors with appropriate and relevant skill sets. The members will meet initially three times a year and once the school is in year three of opening at least once a year to hold an annual AGM. The members are aware that they should not impinge on the responsibilities of the GB, but will intervene if necessary with dismissing and/or appointing new governors.

Governors

The member governors will be appointed by the members.

The size of the fully established GB will be ten. As Hillingdon High School will be a SAT, the headteacher will be an ex officio governor and two parents of children on the role of the school will be governors through an election from the parent body. This will be done in the summer term 2018 before the school opens in September 2018.

The members and chair of governors will ensure governors have a clear understanding of their role and responsibilities. External governor support will be procured ensuring the school has the advice of one of the established providers.

The SLT

The headteacher will be responsible for providing the professional leadership and management of Hillingdon High School and will be accountable for the day-to-day operation of the school. The school policies will ensure there is a clear delegation of powers between the headteacher and the governors.

The three core working groups will be able to provide feedback on specific areas and ensure there is collective responsibility during the pre-opening phase.

GB operations until the end of term one as an open school

The GB will meet half-termly, or monthly if necessary, from the point of DfE approval until the end of the first term when Hillingdon High School is open. This will be a full GB meeting, focused upon programme management³. It will be a short meeting of approximately sixty minutes each time. It has the following benefits:

- It ensures that all Governors are continuously involved in the project;
- It ensures that everyone remains aware of the overall programme and deadlines and that any change required is quickly identified and considered; and
- It ensures that the GB can react quickly to any new situations, and ensure that it is able to engage effectively and quickly with the DfE and EFA in a manner that includes all governors (so not relying on 'Chairs' action' or delegations too extensively).

Conflicts of interest

Hillingdon High School is being established by five local secondary schools. The members of HET all want Hillingdon High School to be a success, which becomes a school both in, and for, the local community. The five sponsoring schools will be able to use their knowledge and experience of leading established schools in the local area to support Hillingdon High School from its genesis to a robust and successful school.

There is an appreciation of a conflict of interest between the interests of Hillingdon High School and the personal or professional interests of individuals. In light of the proposed governance structure, Table 19 outlines potential conflicts of interest and the proposed way of managing these. It should be noted that the sponsoring schools have experience of working together through HASH and the governance of the HTC.

³ The three committees will meet if necessary to do specific work and will provide feedback for the full Governing Body meeting.

Table 19: Potential conflicts of interest

Potential conflict	Proposed approach / mitigation
Success of Hillingdon High School threatens either student numbers or profile at a member secondary schools (which may be represented on the GB).	Members have submitted this application in the knowledge of the proposed size of Hillingdon High School and are aware that the need that is required is the local area (Section E1).
Proposed changes to a member high school (which may be represented on the GB) threatens either student numbers or profile at Hillingdon High School.	The member, and any governor of Hillingdon High School who is an employee the member, will withdraw from any Hillingdon High School discussions / votes on the topic.
Governor has employment / ownership relationship with a firm who may supply Hillingdon High School.	The governor will withdraw from any discussions / votes on the topic.
Proposal to jointly appoint or share staff between Hillingdon High School and school(s).	The member, and any governor of Hillingdon High School who is an employee the member, will withdraw from any Hillingdon High School discussions / votes on the topic.

All Governors will be required to complete a Register of Interests declaration annually and to inform the clerk of any changes during the year. This will be available on the school's website.

In the course of meetings or activities, governors will disclose any interests in a proposed transaction or decision where there could be a conflict. The other governors will then determine whether the individual should remain part of the discussion or process and / or whether they should be able to vote on the issue in question.

Once the school is established, it would be expected to adopt all the statutory policies in line with the sponsoring academy trusts; other policies will be decided upon by the committees and SLT. These will include policies relating to robust financial management in line with the Academies Financial Handbook 2015.

There is no expectation of significant contracts between any of the members and Hillingdon High School. The only envisaged financial relationships are:

- Potential for joint staff appointments and / or part-time secondments of staff between schools to enable Hillingdon High School to recruit and retain the best staff (by giving them access to KS4 and / or KS5 teaching) and enable Hillingdon High School to offer a full curriculum with specialist staff when it may not have the internal demand for full-time staff (such as foundation subjects); and

- Joint procurement of external services building on the existing collaboration between the member academy trust.

Any contract that is agreed between Hillingdon High School and one of the five sponsoring schools will be through a service level agreement (SLA) and will be secured through established procurement guidelines. All financial transactions will comply with the 'at cost' principles set out in the Academies Financial Handbook.

Section G – budget planning and affordability

All applicants will need to complete this section, but you will give us different information depending on which type of group you are.

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

G1 – budget planning and affordability

The assumptions behind the financial model are provided as text in the notes section on the relevant pages. Teachers' pay scales are those used for Outer London and support staff are paid on the Local Government pay scale for Outer London.

Pension contributions are as the national schemes. The contributions to the Local Government Pension is similar to rates paid in the sponsoring schools.

Section H – premises (use Excel spread sheet)

This section will need to be completed by **all** applicants. Please:

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Annexes

This section will need to be completed by **all** applicants. Please:

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, ie as one Word document.
- Refer to the relevant section of the background information and glossary document and the assessment criteria booklet for what should be included in this section.

Annex 2: Supporting letter from [REDACTED]
[REDACTED]
[REDACTED]

Please see attached pdf document, titled 'Hillingdon High School – supporting letter'.

Annex 3: Flyer for Hillingdon High School

Please see attached pdf document titled 'Hillingdon High School – flyer'.



Department
for Education

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