



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

HORTON HEATH 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 type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input 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 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: [insert] 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 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 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
<p>12. Have you sent:</p> <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 submitted one of these forms within the past 365 days; and • 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>	<input type="checkbox"/>	<input type="checkbox"/>

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

Print name: [REDACTED]

Date:

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

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

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

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

Vision and Rationale

Wildern Academy Trust is an outstanding school providing high quality education for the 1900 students currently on role. The key principles and ethos of the Trust are built on **Care, Opportunity and Quality. The Trust is proposing an all-through provision (4 to 16) where we will continue to offer outstanding learning experiences for each child within the community.** We are ambitious for all our students and offer a clear focus on achievement for all and high quality teaching in a stimulating environment.

Wildern School is situated [REDACTED] and is one of the largest and most oversubscribed schools in Hampshire, serving seven linked primary schools. The school is at the heart of the community and prides itself on providing high quality learning experiences for all its students. Wildern's aim is to offer places for all its catchment children. This has become increasingly challenging due to significant housing growth in the area and changes to the demographics. Wildern's outstanding reputation has led to a sustained increase in parents making it their first preference. The school's commitment to serving the local community has led to a change in its intake over several years to manage the increased student population until the opportunity for a further school is proposed and approved.

An all-through 4-16 school is proposed to meet basic need due to the growing demand for school places at both primary and secondary level within the area. It will be located in the Horton Heath area of the borough to support an increase for school places due to significant housing development and the predicted rise in student numbers. Working in partnership with Hampshire County Council (HCC) the Wildern Academy Trust aims to build a new 7 form entry secondary and 3 form entry primary school to meet this basic need requirement. The opening of the new school would be 2019.

The proposed free school will:

1. Address the lack of school places due to the increased population (Basic Need)
2. Build on, and maintain, the excellent educational provision at Wildern and in the local area

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

3. Develop further Wildern Trust’s track record of successfully contributing to school and system improvement, innovation and transformation.

Maintaining excellent educational provision

As an outstanding provider we are confident about our current provision. The last three Ofsted inspections were all graded as outstanding. The Directors believe that Wildern’s excellent track record places it in a strong position to sponsor and establish a further outstanding educational provision.

The key features of the vision for the new school include:

- **‘No child left behind’**; each child is at the heart of what we do.
- All learners are supported and challenged to become independent, resilient, confident, articulate and moral individuals who are aspirational and ambitious.
- Exciting, personalised learning provision to stimulate students enjoyment and love of learning.
- A culture of rights, respect and responsibility.
- An ethos which is inclusive, where each individual is valued and there is a focus on well-being and achievement
- High quality professional learning for staff, developing strong and sustainable partnerships where innovative practice is jointly developed and linked to educational research and high quality pedagogy.
- Clear lines of accountability, underpinned by strong management systems.
- Outstanding leadership at all levels to realise the vision.

The demographic of the new school and catchment area will be similar to Wildern’s current demographic and therefore we are proposing similar provision.

The new school will complement the educational provision in the area. The following tables identify key characteristics of the expected cohort based on its location and surrounding schools.

School	Distance Miles	SEN/ EHC Plan	EAL	Ofsted rating	Progress Data	FSM
Wildern School	2	0.5%	3.1%	Outstanding	Ex Progress: (2015) Eng 81% Maths 82%	4.6%

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

Wyvern School	0.93	0.5%	2.3%	Good	Ex Progress: (2014) Eng 68% Maths 77%	4.6%
St James Primary	1.5	1.0%	5.1%	Good	L4+ 82.8%, L4b 79.3%, L5 29.3%	4.9%
Fair Oak Infant	0.86	0.7%	1.0%	Outstanding	L2+ 91.7%, L2b 77.2%, L3+ 22.8%	4.6%
Fair Oak Junior	0.86	1.3%	1.3%	Good	L4+ 85.6%, L4b 65.9%, L5 26.7%	3.8%
Wellstead Primary	1.25	1.9%	3.7%	Outstanding	L4+ 90%, L4b 90% L5 26.7%	8.9%

Wildern believes in the principle of 'Outstanding to Greater' and staff and leaders continue to improve by reflecting on current practice and being open to new methodologies and thinking. We believe that a co-ordinated and planned progression between key stages is critical. Our vision for an all-through 4 to 16 school will enable high rates of progression and sustained learning as students move through each phase of their school experience. We will create a coherent learning experience where students from different age groups will learn together. Wildern is successful at building capacity in teachers and leaders. We will continue to recruit and retain high quality professionals who will plan and deliver together across the phases to meet students' needs and establish continuity and expected levels of progression.

Rigorous tracking systems will be used to ensure students are making expected progress or exceeding expectations. The leaders of the Multi Academy Trust will be vigilant and focussed on continuing to close the gap between groups.

At Key Stage 2 and Key Stage 4 the aim will be to achieve an excellent standard on all key performance indicators:

Key Stage 2

- More than 85% of students will reach the new expected standard in Reading, Writing and Maths and achieve a scaled score over 100.

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

- A positive value added score will be achieved when comparing the students scaled scores at Key Stage 2 to their scaled scores at Key Stage 1 or from the reception baseline test in 2022.

Key Stage 4

- Progress 8 score above 0, aiming for +0.5
- Attainment 8 grade of a B
- 70% English good GCSE pass of a 5 and above
- 70% Maths good GCSE pass of a 5 and above
- 90% entry for the EBacc
-

Section D will identify more clearly how the curriculum and assessment model will support this.

Academic aspirations

There will be a culture of high expectations, mutual respect and excellent behaviour. As an outstanding school, Wildern has embedded systems and structures that guarantee a high quality experiences for students. For example, monitoring the quality of teaching and learning, tracking students' attitudes to learning and current levels of performance off all students with a range personalised interventions. The richness of curriculum provision and learning opportunities will be at the heart of the vision for the new school. The provision will include the arts, sport and the centrality of student voice. The vision includes developing the key attributes of curiosity, determination, pride, respect and reflection.

In a changing educational landscape Wildern has always been committed to building capacity to make significant contributions to school led system leadership. As a National Teaching School we provide high quality Joint Practice Development (JPD) across schools within the Wildern Trust and the Teaching School Alliance in order to increase expertise and influence continuous improvement. This has been achieved by creating a culture where students and staff are innovative, creative and prepared to take risks, and to learn from experience and evidence. The new school would be part of the Alliance and would access resources, expertise and opportunities.

Staff are used to working in other contexts and are regularly deployed to work with other partners as part of system improvement. We would create the timetable to enable staff to move between the schools and be working together and across sites as part of the normal working day. The designation as a Teaching School and the establishment of the SCITT has strengthened our understanding of primary practice and we will continue to build on this strong foundation moving forward. Our

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

understanding of primary has been supported by secondments of senior staff to local primary schools. [REDACTED]

[REDACTED] Cross phase curriculum groups meet to develop teachers' expertise and how best they can support progression from KS2 to KS3. A particularly successful project has been with mathematics which led to increased staff confidence and influenced changes in the primary and Year 7 curriculum. Our cluster primaries will play an important part in developing the new school by contributing their expertise on primary curriculum, pedagogy and structures for outstanding primary provision.

Students will experience a full and engaging curriculum and staff will use a combination of strategies, including child initiated, whole class and adult-led activities within a positive and stimulating environment. We will provide a secure foundation through learning and development opportunities planned around the needs and interests of each individual child.

The new school will offer:

- a firm foundation in the Early Years and mastery of basic skills to enable students to access the wider curriculum
- teaching which supports the acquisition of concepts, skills and knowledge and makes explicit the importance of transferring skills across subject areas
- balance of subjects and learning opportunities, within and beyond the classroom, to develop the whole child
- opportunity for cross-curricular application of core skills within a creative and inspirational curriculum
- teaching of subjects at Key Stage 1 and 2 by specialist staff e.g. Science, MFL, Music, Physical Education
- a rich Personal Development Learning programme enabling students to make informed decisions about their lives and to promote fundamental British values
- support for students in understanding the importance of rights, respect and responsibility

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

- staff development to enable staff to deliver beyond their own specialism, for example, computing, literacy, numeracy.

Wildern's commitment to recruiting and retaining high quality professionals is evidenced through the establishment of our cross-phase School Centred Initial Teacher Training (SCITT) facility in 2014. This provision brings together partners to support and develop future generations and provides a supply of teachers in the locality. The strength of the partnership with leaders and teachers working successfully together preserves the quality and integrity of the workforce.

In summary, the new school will address the growing demand for school places in the area. Our ambition will be to replicate the outstanding model already in place at Wildern. The school is proud of its central role within its community and has high levels of trust from its stakeholders. We are forward looking and confident in our ability to continue to deliver the highest quality learning experiences for all our students.

Section D – education plan: part 1

	2019/20	20/21	21/22	22/23	23/24	24/25	25/26
Reception	3FE	3FE	3FE	3FE	3FE	3FE	3FE
Year 1		3FE	3FE	3FE	3FE	3FE	3FE
Year 2			3FE	3FE	3FE	3FE	3FE
Year 3				3FE	3FE	3FE	3FE
Year 4					3FE	3FE	3FE
Year 5						3FE	3FE
Year 6							3FE
Year 7		4FE	7FE	7FE	7EF	7EF	7FE
Year 8			4FE	7FE	7FE	7EF	7EF
Year 9				4FE	7FE	7FE	7EF
Year 10					4FE	7FE	7FE
Year 11						4FE	7FE
Totals	90	210	600	900	1200	1500	1680

The table above is based on classes of 30.

Section D – education plan: part 2

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

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

Introduction

Wildern's broad, balanced curriculum enables students to pursue their passions and interests from the Arts to the Sciences. We will be replicating the successful Wildern model at Horton Heath. Students will follow a broad, balanced, relevant and differentiated curriculum which will prepare them for the opportunities, responsibilities and experiences of adult life. All children will work within the National Curriculum at

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

Key Stage 1 and 2. Key Stage 3 students will follow a two year curriculum and three year Key Stage 4 curriculum. [REDACTED]

[REDACTED] Their advice and guidance has, and will continue to be critical to our success. They share our moral purpose and are excited and committed to supporting our journey.

The curriculum will enable students to:

- increase their knowledge, skills and understanding
- develop a positive disposition to learning
- develop independence of learning and the skills and attributes for lifelong learning. (Wildern Attributes)
- appreciate human achievement
- gain an understanding of social, economic and political issues
- be aware of the spiritual and aesthetic dimensions of life
- develop attitudes, values and beliefs that are reasoned and acceptable within society
- develop a sense of self respect, resilience and confidence.

We are committed to giving all our students opportunities to achieve and experience success; to establish sound, constructive relationships; to develop a sense of responsibility for their actions and to share a concern for their own environment and the world as whole.

We believe that an all-through model where staff are planning and teaching across key stages will ensure greater continuity and progression. Examples include moderation, team teaching, peer observations and joint professional learning. There will be an opportunity to share good practice, understand fully the child's journey from Reception to age 16 and intervene swiftly, if required, to ensure progress at all stages.

Student welfare

The school will have high expectations of students with regard to their behaviour and social and personal development alongside their academic progress. Planned transition through key stages will be critical in ensuring a positive and cohesive educational experience. While this will be easier to achieve across key stages at Horton Heath we recognise that students from primary schools in the area will also apply to join the school. We will continue to foster strong partnerships with our primary schools; this will continue to be an important part of building positive community relationships. As a UNICEF Level 2 Rights Respecting school, student

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

voice is an integral part of our school community. We will to build this culture and ethos at Horton Heath as we believe it supports both well-being and positive attitudes to learning. From early years to Year 11 we will work closely with parents to ensure that students are supported by a strong home school partnership. We believe the principles of Rights and Respect should underpin all we do.

A Rights Respecting school is one which places the United Nations Convention on the Rights of the Child (UNCRC) at the heart of everything that it does. It is a school in which students learn that with rights comes the element of respect. It is a school in which students and staff work together as a partnership, student voice is highly valued and plays a crucial role and students are empowered to enter the wider world being active global citizens. A Rights Respecting school is based upon the principles of equality, dignity, respect, non-discrimination and participation.

Being a Rights Respecting school has profound impact on students and the school as a whole. Some of the key benefits include:

- improved self-esteem and well-being
- improved relationships and behaviour (reductions in bullying and exclusions and improved attendance)
- improved engagement in learning
- positive attitudes towards diversity in society and the reduction of prejudice
- students enhanced moral understanding
- students support for global justice
- students become more involved in decision-making in schools.

Early Years Foundation Stage, Key Stage 1 & Key Stage 2 Curriculum:

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake			
Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS1 and KS2			
English	5+	M	Variation 5 hours minimum based on cohorts needs
Mathematics	5+	M	
Science	2	M	Some specialist provision from year 4
Computing	1	M	Some specialist provision from Year 4
Geography	1	M	
History	1	M	
Religious Education	1	M	
Design and Technology	1	M	Some specialist provision from Year 4
Physical Education	2+	M	Use of KS3/KS4 specialists to enhance delivery of curriculum. From Year R through to end of Key Stage 2
Music	1	M	Use of KS3/KS4 specialists to enhance delivery of curriculum. From year R through
Modern Foreign Languages	1	M	Taught across primary phase
PSHE	1	M	
Art	1	M	

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Early Years Foundation Stage			
While it is difficult to put timings on the number of hours spent on subjects in the EYFS, the school will ensure early phonics and maths are given a dedicated taught period each day. All other aspects of the EYFS curriculum will be taught through continuous and enhanced provision.			
Phonics, Reading, Writing	2	M	This will be the minimum provision for whole class teaching. Additional individual and small group interventions may take place beyond this time. Reading will be taught individually. In addition, students will experience maths, phonics, reading and writing within continuous and enhanced provision.
Mathematics	1.5	M	

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS1			
English	6+	M	There may be a variance in the timings for English and maths, depending on the needs of individual students and cohorts. For example, additional taught time may be used for small group interventions to ensure students are 'keeping up'.
Mathematics	5+	M	
Science	2	M	Where appropriate these subjects will be taught through the topic. If this is not possible the content of the curriculum will be taught through discrete subjects.
Computing	1	M	
Geography	1	M	
History	1	M	
Art	1	M	
Design and Technology	1	M	
Music	2	M	KS3/KS4 specialist teachers to deliver some aspects for all year groups.
Physical Education	1	M	
Modern Foreign Languages	0.5	M	Taught through informal experiences such as completing the register.
PSHE	1	M	
Religious Education	1	M	

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS2			
English	5+	M	There may be a variance in the timings for English and maths, depending on the needs of individual students and cohorts. For example, additional taught time may be used for small group interventions to ensure students are 'keeping up'.
Mathematics	5+	M	
Science	2	M	KS3/KS4 specialist teachers involved from Year 4
Computing	1	M	
Geography	1	M	Where appropriate these subjects will be taught through the theme.
History	1	M	
Art	1	M	If this is not possible the content of the curriculum will be taught through discrete subjects.
DT	1	M	
Music	2	M	KS3/KS4 specialist teachers to deliver some aspects for all year groups.
PE	1	M	
Foreign Languages	1	M	KS3/KS4 specialist teachers involved from Year 4
PSHE	1	M	
RE	1	M	

D1 - an ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake	
Lower School Day:	
Year 3 to 6	
9.00 – 9.15	Registration
9.15 – 9.30	Assembly
9.30 – 10.40	Years 3 & 4
9.30 – 11.10	Years 5 & 6
10.40 – 10.55	Break (years 3 & 4)
11.10 – 11.25	Break (years 5 & 6)
10.55 – 12.30	Years 3 & 4

11.25 – 12.30	Years 5 & 6
1.30 – 3.20	Afternoon

EYFS/Years 1 & 2

9.00 – 9.15	Registration
9.15 – 9.30	Assembly
9.30 – 10.15	Learning
10.15 –10.30	Break
10.30 – 12.00	Learning
12.00 – 1.10	Lunch
1.10 – 3.20	Learning

Curriculum Principles

Early Years Foundation Stage (EYFS)

The Foundation Stage of a child’s education is a critical start to their successful educational journey. During the Summer Term there will be visits to the nursery providers to ensure a smooth transition and establish a detailed context about each child. Prior to starting school there will be welcome meetings with parents of the children due to start in September. These we anticipate will begin in the June. Children will have the opportunity to visit the school for 'stay and play' sessions through the latter part of the summer term. In the first week of the autumn term each family will be offered a home visit and all students will start school at the beginning of the second week. Within two weeks of the start date, all students will be able to attend full-time. However, there will be complete flexibility within the pattern of attendance while students settle. For example, if in discussion with parents, a student is felt not to be 'school ready', a longer period of part-time attendance may be considered appropriate. This pattern has been adapted from the established and successful patterns already in place at the partner primary schools.

During a child’s first year at Horton Heath in Year R, s/he will follow a curriculum built around seven areas of learning and development. These are all interconnected and will encourage the development of curiosity and enthusiasm for learning. The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development.

These three prime areas will be strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

The curriculum will be planned to ensure a smooth transition from the pre-school setting into more formal schooling. The children will experience a range of opportunities including:

- Continuous provision
- Enhanced provision
- Focused teaching

During this first year in school it is vital that we capture the natural enthusiasm and inquisitiveness of children to ensure that they develop an independence and interest in learning. This will give the firm foundation required as they move into the next key stages of the curriculum.

They will also be encouraged to discover the excitement that can be found in learning new ideas and concepts. They will be given the opportunity to develop the broader skills of independence in learning that will help them throughout their school career and beyond.

It is at this key time that the children will start to learn the basic skills they will need throughout life. These include reading, writing and number skills. Early phonics will be taught through Letters and Sounds. By the end of Year R all students will have experienced Phases 1-4, in order to ensure they are on track to achieve the expected standard in the Year 1 phonics screening. Provision will be in place to ensure students who are finding it more challenging to acquire the early sounds receive additional support to keep up.

Key Stage 1 (Years 1&2)

The school will continue to follow Letters and Sounds. Phase 5 will be completed during Year 1. In June the phonics screening will be completed with all students. Additional support will continue to be available for students who are acquiring their phonic knowledge at a slower pace.

Phase 6 will be completed in Year 2. Any student who did not achieve the expected standard in the phonics screening in Year 1 will take part in the screening again in June of Year 2.

National Curriculum at Key Stage 1 and Key Stage 2

All children will work within the National Curriculum. This will be divided into Key Stages. At Horton Heath, the children work with Key Stage 1 (KS1) and Key Stage 2 (KS2). At the start of the September following the child's 5th birthday, s/he will move into Year 1. They will then move up each year in September to the end of Year 6.

At Horton Heath we will follow the National Curriculum adopting a broad and balanced approach. The subjects within the National Curriculum will be:

- English
- Mathematics
- Science
- Computing
- Design and technology (DT)
- Geography
- History
- Art and Design
- Music
- Physical Education (PE)
- Foreign Languages (FL)

Other subjects taught include:

- Personal, Social and Health Education (PSHE) and Citizenship
- Religious Education (RE). This will be taught through the Hampshire syllabus, Living Difference. (See chart above)
-

During a child's time at Horton Heath we believe it is essential that they learn the key skills within English and Mathematics. These will enable them to access many new opportunities outside school and throughout life. The broader curriculum will also give children a firm foundation to their learning that will encourage an inquisitiveness and enthusiasm for learning.

Key Stage 1 (Years 1 & 2)

This Key Stage covers Year 1 when the children will build on the work of the Early Years Foundation Stage and continue to develop their skills and abilities within a broad and balanced curriculum. The children will experience all the National Curriculum subjects, taught through a topic approach that allows the children to make connections between subject areas and to their own experiences.

The school will continue to follow Letters and Sounds throughout Key Stage 1, building on the early phonics acquisition in Early Years. A wide range of reading books will be offered to the children, dependent on their needs.

The children will continue to find out about themselves as learners and will be encouraged to take increasing responsibility for their learning, within a clear framework of high expectations. Teachers will set clear targets for the children and individual progress is monitored throughout each year.

At the end of Year 2, the statutory teacher assessments in English, Mathematics and Science will take place. Detailed information will be shared with parents.

Key Stage 2

In Years 3 to 6 we will continue to take a broad and balanced approach to the National Curriculum subjects and these again will be taught through themes while still developing their English and Mathematics skills. We will expect students to become increasingly independent in planning their own learning and take further responsibility for this. Teaching will take place both within the class base and in smaller, focused groups to ensure all children are working at a level that is appropriate to their need.

During the Summer Term of Year 6, as the children near the end of Key Stage 2, they will complete more formal statutory assessments. This information will be used to inform and support a smooth transition into Year 7. An important aspect of the curriculum will be opportunities for lower school students to experience specialist teaching in a range of subjects such as languages, music and PE across KS1 and 2.

Topics and Themes

A cross curricular approach to learning will be adopted across the primary phase of the school. In Year R the focus for this cross curricular approach will be informed by the students' own interests, following the principles of good early years practice and using the principles set out in Development Matters. As students move into KS1, topics will be closely aligned to their own experiences and often linked to high quality texts. An example of this may be a Year 1 topic linked [REDACTED]. Students may:

- learn about native animals and the local environment
- undertake an observational tree study over a period of time
- re-write aspects of the stories
- write instructions for [REDACTED] and other characters
- visit the local park, using early mapping skills to draw plan.

In Key Stage 2 this topic approach will progress into more abstract themes that take students beyond their own experiences. For example, a Year 6 theme may be 'Legacy'. Students may learn:

- the legacy they will leave in the primary phase of the school
- the legacy of ancient civilisations, particularly the Ancient Greeks, linking to democracy and British Values
- the legacies of significant people in history, undertaking self directed, extended project work to demonstrate their knowledge.

•
These topics and themes may change each year to ensure the needs of each cohort of students are met. However the content of the taught curriculum will remain the same, following the National Curriculum programmes of study.

Where it is not possible to link an aspect of the curriculum to the topic or theme it will be taught as a discrete subject. Examples of this may include PE, RE and some aspects of maths.

Core Subjects

English

English is divided into three specific areas of reading, writing and speaking and listening.

Reading

Children will read with varying levels of success but we will actively encourage parents to practice the High Frequency words and read with their children daily. As students' progress we will build the number of High Frequency words so they learn to read and spell them. We will use a range of reading schemes to support this such as Oxford Reading Tree. Students will access different levels of books to develop their reading so they become confident and at the same time develop a love of literature. Reading books will be sent home regularly and we will seek opportunities to develop parents understanding of the reading programmes and rationale and the importance of developing these skills with their child.

Writing

We will operate an emergent writing culture, as children develop their vocabulary and writing skills they will be able to use more words and develop their use of punctuation. Fostering a love of writing through all aspects of the lessons will enhance and support all students' writing skills. The introduction of the grammar and spelling tests at the end of Year 6 will form a part of a teacher's planning.

Speaking and Listening

Whilst speaking and listening is no longer formally part of the English curriculum it will remain a key focus for students' learning. All children need to be competent speakers to express their thoughts and to be able to communicate effectively in writing. Almost all work in the classroom revolves around speaking and listening, if children are competent in this area we believe they will succeed in all other areas of the curriculum. There will be many opportunities for children to speak such as presenting in class, group work, class assemblies and whole school events such as productions.

Mathematics

Mathematics forms the basis of so many aspects of our lives and children will use it every day, often without realising. Mathematics will be taught daily with an emphasis on times tables and support from home with this, will be essential. Significant time will be devoted to the 4 rules of number (addition, subtraction, multiplication and division). There will be on-going assessments in Mathematics to meet the key objectives.

Science

Science will be incorporated into the themes and linked with the focus of the topic. The focus will be on the acquisition of knowledge and skills. Students will explore and learn to ask questions such as: who has the longest shadow? Does it change throughout the day? What material makes the best umbrella?

Home Learning and Parental engagement

Parents play a vital role in supporting their child's learning. We will create a culture where students and parents recognise the part they play in the learning journey and that this does not just happen at school. We will stress with all our parents the importance of partnership. This will mean actively hearing their children read, and learn High Frequency Words, learning spelling and sometimes supporting projects linked to the work in school. We will create a programme for parents to support their learning and give them strategies they can apply.

KS3 & KS4

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS3 Years 7 & 8 50 period two week cycle			
English	6	M	
Maths	6	M	

Science	6	M	
ICT	2	M	
Art	2	M	
Dance	1	M	
Drama	2	M	
Music	2	M	
Geography	3	M	
History	3	M	
Religious Education	3	M	
MFL	5	M	
PE	4	M	
Preparation For Life (PL)	1	M	
Technology	4	M	

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
KS3 Years 7 & 8 50 period two week cycle			
English Language and Literature	8	M	GCSE
Maths	7	M	GCSE
Science	9	M	GCSE Double Science with identified groups doing Triple Science
ICT Including Computer Science	5	M	CiDA and GCSE Computer Science
PE	2	M	Non-examined core PE
Culture Society Identity	3		Culture Identity and Society This

Option A	4	V	This will include MFL subjects
Option B	4	V	This will include either History of geography
Option C	4	V	The students will choose from a range of non EBacc subjects
Option D	4	V	The students will choose from a range of non EBacc subjects

Upper School Day

8.30 – 8.55	Registration/Assembly
9.00 – 10.00	Period 1
10.00 – 11.00	Period 2
11.00 -11.20	Break
11.20 – 12.20	Period 3
12.20 – 1.20	Period 4
1.20 – 2.00	Lunch
2.00 – 3.00	Period 5
3.00	End of day

KS3 and KS4 Curriculum

A new housing development will establish a community at Horton Heath. The data profile of the schools in southern parishes (see table in Section C) indicates that the student profile will be similar. On this basis we will be replicating the KS3 and KS4 curriculum model at Wildern as set out above. This model currently takes into consideration changes in the educational landscape such as the EBacc expectations; clearly any further changes prior to opening may affect some of options. The proposed model is successful at Wildern and continues to support excellent outcomes for all students. Wildern's broad and balanced curriculum enables students

to pursue their passions and interests, from the Arts to Sciences. We believe replicating this in the new school will be fundamental to success from the beginning.

Year 7 and 8 will be mixed ability teaching groups in all subjects except for core which will include ICT. We have experience of a small integrated studies group which is approximately 15 to 18 students in Year 7 who need additional more focused support. Transition data will inform the makeup of this group and any additional SEN provision required.

Years 9, 10 and 11 students will follow their personalised pathways programme based on the EBacc curriculum model set out above.

Students will be placed in mixed ability tutor groups on entry and will stay within those groups for five years.

Meeting the Needs of all Students

Special Educational Needs

The statistics relating to the percentages of pupils with SEN, EAL and FSM in the local schools is outlined in section C. We anticipate a similar student profile in the new school.

Our educational aims will be the same for all our learners. We will respond to all our students' needs. The Learning Support Department will work closely with other curriculum areas and parents to ensure that the curriculum is presented in a way that is accessible and appropriate for all students. Students requiring support will be identified as early as possible to enable them to achieve success and access the curriculum. The SENCO (when appointed) will work across all key stages at Horton Heath to provide support for children to make expected or better progress as they move through the school. The transition arrangements for all other SEN students coming from other primary schools will operate in line with existing policy and practices at Wildern.

The SENCO will:

- co-ordinate the support for all SEND children ensuring they receive the most appropriate support to meet their specific needs
- liaise regularly with parents, keeping them up to date re current provision, progress and interventions in place
- work with outside agencies such as Language Therapy, Educational Psychology, Child and Family Mental Health Services, Paediatrics and the School Nurse
- work with the Local Authority in determining the best provision for all students with an Education Health Care Plan (EHCP)
- provide all staff with up to date information re grading all SEN students and provide specific training and strategies to support students learning in class.

English as an Additional Language

It is the responsibility of all staff to ensure that students from ethnic minority backgrounds achieve expected or better progress. This requires a whole school approach. The school will develop and implement strategies to enable all students to access the curriculum. Students for whom English is an Additional Language will benefit from:

- planned opportunities for speaking / listening in groups, prior to writing
- modelling by teachers, support staff or students of key language to be used in tasks
- staff recognising the challenges of students arriving at different ages and different stages of language acquisition
- opportunities to use heritage languages (e.g. for drafting whilst English is developing)
- parental engagement with the school
- careful scaffolding of tasks, for example, highlighting keywords, matching and sequencing activities, use of writing frames.

Looked after Children

We will operate a fully inclusive environment where all learners are welcome and supported. We recognise that Looked after Children will have considerable emotional needs that may well impact on their learning and so we will ensure that there is provision in place to support them with a carefully constructed education plan and access to additional support, such as an ELSA. The key to success will be in establishing clear lines of communication to ensure there is an early identification of needs and so avoiding any potential barriers to learning. There will be a designated teacher (in the first stages of school growth this will be the Deputy Head) who will ensure communication to staff and regular tracking that the appropriate support is in place.

More Able and Talented

We will identify and support all More Able and Talented (MAT) students by:

- high quality and inclusive teaching
- access to subject specialist teaching and facilities
- cross phase peer learning
- offering broad and deep learning experiences
- embedding learning through application and variation of tasks
- identifying MAT students who are underachieving and provide appropriate intervention to ensure success
- keeping parents informed so they can offer additional support at home
- providing extra-curricular opportunities enrichment activities.

Pupil Premium

Pupil Premium funding will be used in a variety of ways across the school to ensure:

- all students, regardless of their background and socio-economic position, achieve their very best at Wildern School
- all students across the ability range have access to a broad, balanced and differentiated curriculum
- all students, regardless of their abilities and behaviour, fully develop their academic potential, interests and aptitudes by making appropriate additional provision
- there is a supportive learning environment in which helps all students increase their levels of confidence, self-esteem and independence.

Each Year Group will have specific provision and intervention programmes for the Pupil Premium based on academic, cultural, social and emotional needs.

A clear register of all interventions will be completed to monitor the individual provision for each student and ensure that all students receive appropriate intervention. Each Department and Pastoral Team will be responsible for updating the register. There will be a termly analysis of the provision in order that all students' needs are met and that outcomes are shown to make a positive impact.

There will be ongoing analysis of data comparing the progress of Pupil Premium students to those who are not eligible for the funding to ascertain whether there is a gap in achievement and if so a plan will be implemented to develop interventions to close any gaps.

Transition

Smooth and well planned transition at each year group and key stage will be a key feature at Horton Heath to enable all students to make rapid and sustained progress at all stages of their learning. [REDACTED]

[REDACTED]. The early years environment will replicate, as closely as possible, the pre-school setting to help students settle and engage with learning at this crucial point of their learning. As students' progress from year to year the same principles of the learning environment will apply.

To support transition from Key Stage 2 to Key Stage 3 we will work in close partnership with our local schools. For example, master classes in science, literacy projects and workshops and joint sporting events. We will continue with the successful practice of providing summer school opportunities for Year 6 students. This will enable Year 6 students from across the cluster to work together and familiarise themselves with the secondary setting and the expectations of Key Stage 3 learning. This will be critical in ensuring that all students transferring feel a sense of community and ownership of 'their new school'.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

Introduction

The process of recording, reviewing and assessing student progress is essential in the management of learning. We know it is an area where close co-operation between school and home will benefit each student. Effective teaching and learning takes place when student progress is tracked, monitored and reviewed regularly.

At EYFS, KS1, KS2 and KS4 the aim will be to achieve an excellent standard on all key performance indicators:

Early Years Foundation Stage

- Children will be above Hampshire and National Good Level Development (GLD) we would expect to exceed the National figure 61% (2014) to 75%

Key Stage 1

- Phonics screening will again be above Hampshire and National figures 77% (2014) to at least 80%
- Good levels of development (GLD) will be above National figures in order to achieve the expected standard of 85% by the end of KS2.

Key Stage 2

- More than 85% of students will reach the new expected standard in Reading, Writing and Maths and achieve a scaled score over 100.
- A positive value added score will be achieved when comparing the students scaled scores at KS2 to their scaled scores at KS1 or from the reception baseline test in 2022.

Key Stage 4

- Progress 8 score above 0, aiming for +0.5
- Attainment 8 grade of a B
- 70% English good GCSE pass of a 5 and above
- 70% Maths good GCSE pass of a 5 and above
- 90% entry for the EBacc

D2 – measuring pupil performance effectively and setting challenging targets

Assessment and Data Tracking:

Early Years Foundation Stage:

We will use Early Excellence Baseline Assessment on entry. Progress through early years will be informed by the EYFSP and Development Matters. We will use an online interactive assessment tool such as Orbit and Tapestry to provide real-time assessment information linked to school and home experience. On-going assessments will inform and shape teaching and learning within the year and into KS1. Targets for Good Level of Development (GLD) are informed by the on entry baseline.

Key Stage 1 and Key Stage 2

We will adopt the Hampshire Assessment Model (HAM) across KS1 and KS2. This model is based on a mastery approach to the curriculum. As such, students will be given the opportunity to master every skill before they move on to the next. This will ensure all students 'keep up' rather than 'catch up' at a later stage. Higher attaining students who master aspects more quickly will be given the opportunity to become expert within each year group's expectation, using and applying their knowledge, skills and understanding across the curriculum. For students of exceptional ability, the curriculum content of the next year group will be considered.

The HAM adopts a phased approach to assessment with three key data collection points, informed by ongoing teacher assessment, each year. These are in November, February and April. Final teacher assessments will be collated in July of each year with detailed information being passed on to the receiving teacher, including the aspects that a student may not yet have mastered that must continue to be taught alongside the curriculum in the new year group. This will not be instead of the curriculum for the new year group but as well as, following the principles of the 'keep up' approach.

Outcomes from statutory assessments including, Year 1 phonics screening, and end Key Stage 1 and Key Stage 2 SATs will inform strategic planning and self-evaluation. Fundamental to the success of this will be regular moderation within and across schools.

Use of Raiseonline and other externally validated data sources will be used to set challenging targets benchmarked against national expectations and other high performing schools. Our expectation will be that every child, with the exception of those with significant cognitive delay or complex special need, will achieve Age Related Expectation (ARE). Students who have 'not yet achieved' ARE will have

D2 – measuring pupil performance effectively and setting challenging targets

continued access to high quality Key Stage 2 provision to support their transition into Key Stage 3.

Key Stage 3 and Key Stage 4

Wildern will implement at Horton Heath its highly effective data tracking system which focuses on raising student achievement and progress through the collection, analysis, use and communication of data. A range of data sets will be used to identify the departments overall targets for each year group based on prior attainment, expected progress, transition matrices, use of FFT estimates, DfE attainment 8 estimates and Wildern past performance data (as we anticipate the cohort will be similar). This data will be used to predict Key Stage 4 outcomes with a level of challenge added based on Wildern's prior performance. This data will be disseminated to departments, class and individual student level. Prior to opening we will have a clear method of incorporating the new Key Stage 2 standardised scores into this data analysis. All Year 7 students will undertake Cognitive Ability Tests (CATs), Access Reading Tests and as required for SEND students, the Helen Arkell Spelling Test (HAST). The data will identify all vulnerable groups, in line with our vision of 'No child left behind' and our ambition will be that all students reach their potential irrespective of their starting point. Appropriate support, provision and intervention will be provided for all students to address their personal learning needs. We already use clear methods to do this at Wildern which all staff are familiar with and will be easily transferable to Horton Heath. Part of the data collection, shared regularly with parents, includes students' attitude to learning which also encompasses attendance and punctuality. The IT infrastructure supports assessment and data tracking and will be transferable to the new school.

Each student will be set personalised targets; and progress and attitudes to learning will be carefully and regularly monitored in order for students to meet and exceed their expectations. Students learning will be supported using a variety of formative and summative assessment opportunities. Our senior leader with responsibility for data will work across both schools to ensure consistent practice. A number of Wildern colleagues will be supporting teaching and learning across both schools and this will further develop departments' and teachers' effective use of data. As at Wildern, staff will regularly update the assessment database which will provide information about students' progress, performance, attitude, behaviours and homework. This data will then support staff and students in setting targets to improve their progress and attainment.

D2 – measuring pupil performance effectively and setting challenging targets

Reporting to Parents

Home school communication with regards to student progress is an important part of the students' learning journey. This principle will not change however, the methods of reporting this to parents will vary between Key Stages.

At Early Years Foundation Stage and Key Stage 1 and Key Stage 2 beyond the statutory requirements parents will be actively encouraged to ask about the child's progress. There will be termly parents evenings, two per year group plus the annual end of year report. There will be parental drop in session each half term where parents can come in and talk with the class teacher and look at students work.

At Key Stage 3 and Key Stage 4 each student will receive three formal data sets regarding the current level of performance (CLP) and target grades (TG), and at the end of Year a full report.

Parents will be invited into a Personal Learning Review Meeting (PLR) twice a year to discuss specific ways to meet their targets.

Information will be communicated to parents through the student's planner, online student information, parents' evenings and letters home. A curriculum booklet will be produced for all students and parents to outline formal assessment schedules as well as key dates linked to tests, examinations, parent consultation and learning events.

Monitoring and Evaluation

We have always been proactive in appointing and developing high-quality staff who share the school's values and have the expertise and ambition to bring out the best in each student. Our Teaching and Learning policy identifies clear expectations of all staff with regards to planning, delivery and marking. Formal and informal monitoring of the quality of teaching is integral to raising standards and attainment and will be undertaken throughout the year by all department leaders and senior staff.

Examples include:

- half termly SLT link meetings with Middle leaders
- planned and unplanned lesson observations
- student tracking by SLT
- student focus groups, parent focus groups
- moderation hubs within and across departments and across schools
- planning and work sampling at teacher and department level
- mock Ofsted's (following the Ofsted framework)

All teachers will be observed annually and undertake peer observations as part of their professional learning programme throughout the year to extend and inform their

D2 – measuring pupil performance effectively and setting challenging targets

professional practice. All teachers will identify a teaching and learning target for their personal appraisal linked to whole school strategic priorities. All our NQTs and RQTs will follow a formal development programme to extend their expertise and subject knowledge, and increase consistency of practice across the school. The programme will include primary pedagogy and the learning and development journey of a student from Year R to Year 11.

Consistent practice across the MAT will be central to our success. We have clear policies and rigorous practices at Wildern and will ensure that these systems are transferred and become embedded at Horton Heath. These will include all policies, practice and expectations relating to teaching and learning. We know that effective teaching and learning takes place when lessons are well prepared and planned.

In Lower School the monitoring calendar will include review days which will involve rigorous intensive analysis of the quality of teaching and learning and teachers' planning. This will be undertaken by the Senior Team over a week where all year groups will be observed and teachers will be given feedback which will inform the appraisal process. This will be followed up by peer monitoring where teachers across year groups will scrutinise planning and marking in line with school policy and give peer feedback. In addition there will be termly pupil progress meetings to focus specifically on year group and individual data. Governors will be involved in the process for example they will be invited to take part on the progress review day.

In Upper School we will operate a formal and informal monitoring cycle which identifies key monitoring responsibilities at whole school, team and individual level. An annual monitoring calendar will also be produced which will detail the focus of the monitoring; this will include lesson observations (planned and unplanned), book scrutiny, student tracking including termly student progress meetings and one to one and group interviews.

In both Lower and Upper School this process will be supported through the allocation of leadership and management time for all staff responsible for monitoring. At fortnightly SLT link manager meetings the monitoring activities will be discussed. At specific times all leaders will be asked to provide a written account of all monitoring activities with clear actions which will inform judgements and progress. All whole school monitoring activities will be shared with all staff via a formal summary of impact outlining areas of strength and or development, with all key priorities identified in their strategic plans.

The Trust will commission, as now, external experts to undertake quality assurance reviews of the school's data and strategic priorities. Directors will receive a written report which will form part of the their annual monitoring cycle. Lines of accountability

D2 – measuring pupil performance effectively and setting challenging targets

will be made explicit at the new schools with reports to Directors forming part of the annual review cycle.

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

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Staffing Vision

Wildern has always believed that its staff are its most valuable asset. We work on the fundamental principle we will only employ staff who are of the highest standard and who share the ethos and values of our school. We already employ exceptional staff as identified by Ofsted in our last inspection. '**Consistently high-quality teaching promotes excellent progress across the school.**' (Dec 2012) We believe that children have only one chance and that we must ensure they receive, without compromise, the highest standard of teaching. This will drive our recruitment strategy and vision at Horton Heath in the establishment phase and as the school grows to full capacity. We believe that all staff are influential role models in student development and that teachers and support colleagues work in partnership to ensure students success.

Key qualities of staff we will require when recruiting include:

- a passion for learning and an ambition for all students of all abilities
- energy and enthusiasm for their subject and their own learning
- variation in their teaching style and approaches to engage all learners
- excellent classroom management
- proactive and reflective practitioners who are open to new ideas and initiatives
- interest in the whole life of the school
- belief that students have a voice which adds value to development of the school and brings improvements to their learning
- preparedness to develop relationships with key stakeholders

We will be looking to appoint a Headteacher and Deputy Head, at least one of whom must be a primary specialist who embraces our vision and aspirations and who has outstanding leadership qualities. This is an important strategic role and the successful candidate will demonstrate the ability to work across all key stages.

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

Early recruitment of high quality primary practitioners will focus on developing a staff team who have capacity and flexibility to work across the school. This will include Early Years' experience and expertise.

The school will recruit staff every year over its period of growth, adding areas of responsibility and additional leadership as the need requires. The diagrams in Section G outline our projections but we believe this must be an organic model, appropriately costed and evolve as the educational landscape and needs of the school change. Initially we will expect those appointed to senior/middle leadership to undertake a range of roles across all key stages which will evolve into specific areas of responsibility when numbers increase. The Trust has wide range expertise at Wildern which it will use to support the curriculum offer and key administrative roles. We believe that colleagues should have the opportunity to work across both schools. This will ensure consistency of practice, enhance students' progression and collaborative planning and delivery of high quality teaching and learning. In section G we identify a pay progression with an increase to leadership roles across subjects as the numbers increase. We anticipate that in most areas these will begin as lower TLR's and gradually increase as we move to full capacity in Year 7.

Using the expertise of the Teaching School and cross-phase SCITT we will recruit and develop staff at each stage of their career. Opportunities for professional learning will be personalised, relevant and linked to the strategic priorities and appraisal. A key feature of the development programme will be the extension of skills, knowledge and confidence across all key stages of all staff (teachers and support staff). There will be increased opportunities for professional learning and career progression.

Phased growth Pupil Numbers:

The following tables indicate the proposed staffing growth from year one 2019 to full capacity in 2025:

Leadership Team

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025-26
Headteacher	1	1	1	1	1	1	1
Deputy Head Lower	1	1	1	1	1	1	1
Deputy Head Upper	0	0	1	1	1	1	1
AS Head (L)	0	0	0	1	1	2	2
AS Head (U)	0	0	0	1	1	2	2

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

Primary Teaching Staff

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Reception	3	3	3	3	3	3	3
Year 1	0	3	3	3	3	3	3
Year 2	0	0	3	3	3	3	3
Year 3	0	0	0	3	3	3	3
Year 4	0	0	0	0	3	3	3
Year 5	0	0	0	0	0	3	3
Year 6	0	0	0	0	0	0	3

Secondary Teaching Staff

Total	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
					Yr7 - 7 FE	Yr7 - 7 FE
				Yr7 - 7 FE	Yr8 - 7 FE	Yr8 - 7 FE
			Yr7 - 7 FE	Yr8 - 7 FE	Yr9 - 7 FE	Yr9 - 7 FE
		Yr7 - 7 FE	Yr8 - 7 FE	Yr9 - 7 FE	Yr10 - 7 FE	Yr10 - 7 FE
	Yr7 - 4 FE	Yr8 - 4 FE	Yr9 - 4 FE	Yr10 - 4 FE	Yr11 - 4 FE	Yr11 - 7 FE
Subject	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE	No. Teachers FTE
English inc Media and Integrated Studies	1.0	3.0	6.0	7.0	9.0	10.0
Mathematics	1.0	2.5	4.5	6.5	8.5	9.5
Science	1.0	3.0	4.0	7.0	9.0	10.0
ICT inc Business Studies	1.0	1.0	2.5	3.5	5.5	5.5
History/Religious Education/CSI	1.0	3.0	4.0	5.0	6.0	6.0
Geography	1.0	1.0	1.5	2.0	3.0	3.0
Modern Foreign Languages	0.8	1.8	2.7	3.7	4.7	5.2
Physical Education	0.5	1.5	1.5	2.5	3.0	3.0
Art	0.4	0.8	1.0	1.0	1.0	1.0
Dance	0.2	0.4	0.4	1.0	1.0	1.0
Drama	0.2	0.6	0.8	1	1.5	1.5
Music	0.2	0.6	0.8	1.0	1	1
Food Technology	0.3	0.8	1.0	2.0	2.0	2.0

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

Design Technology	0.3	0.8	1.3	1.6	2.0	2.5
SENCO	0	0	1.0	1.0	1.0	1.0

Where the table above indicates partial staffing the trust will be using colleagues who have capacity to work across both schools. For example, where a part-time Art teacher is needed in year one at Horton Heath this will be built into Wildern's staffing structure.

Non Teaching Staff – Showing number of staff not FTE

	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26
Administration	1	3	3	4	4	4	4
PA to SLT	1	1	1	1	1	1	1
LRC Assistant		1	1	1	1	2	2
Resources	1	1	1	1	2	2	2
Personnel			1	1	1	1	1
ICT Technician	1	1	2	2	3	3	3
ELSA (Emotional Literacy Support Assistant)	1	1	1	1	1	1	1
Matron				1	1	1	1
Finance	1	1	1	1	1	2	2
Site Assistant				1	1	1	1
Caretaker	1	1	3	3	3	3	3
Site Manager				1	1	1	1
Maintenance				1	1	1	1
Cook	1	2	2	3	3	3	3
Catering Assistant	1	3	4	7	7	9	9

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

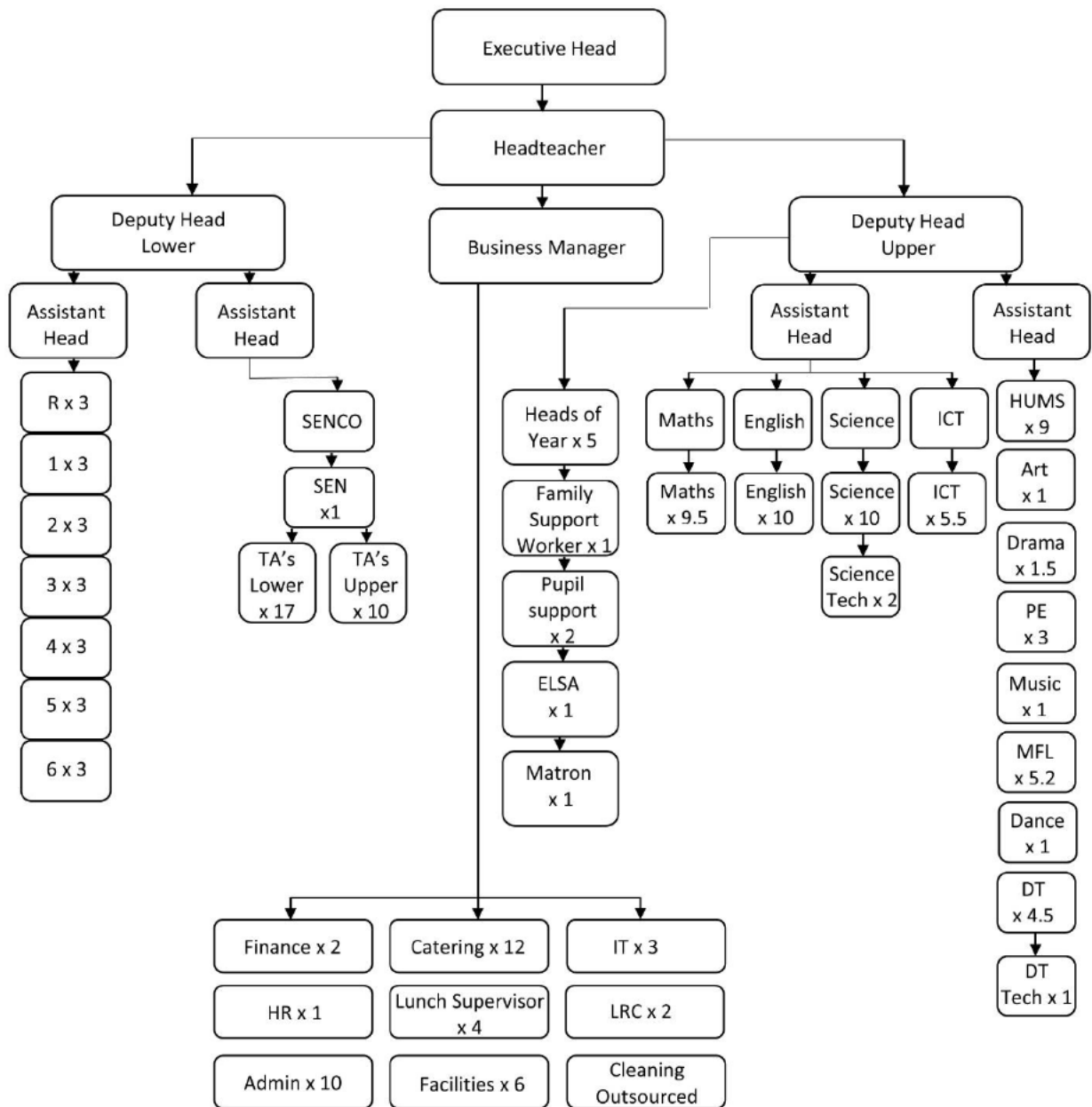
Lunchtime Supervisors- to provide cover at Primary and Secondary	3	6	9	11	13	14	14
Family Support	1	1	1	1	1	1	1
Pupil Support			1	1	2	2	2
SEN Administration				1	1	1	1
Exams/cover				1	1	1	1
Technology technician			1	1	1	1	1
Science technician		1	1	1	1	1	2

Additional expertise

The Trust has a highly skilled workforce with regards to premises and administration and so can offer a wide range of support services. Some aspects of the school will be run centrally from Wildern such as payroll and finance. As the school grows additional roles and key posts, required at Horton Heath, will be added to ensure that the school operates efficiently. The table below identifies how this will evolve as the school grows.. This could mean pay progression for staff currently employed.

The central team will include the Executive Headteacher, Business Manager, Personnel Manager, Facilities Manager and Chef all of whom will oversee these areas over both schools.

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



Key staff roles and accountabilities:

For each of the roles outlined there will be full job descriptions. Below is a brief summary of key responsibilities. As the schools grows to capacity some of the areas of responsibility will move to other key staff. Additional specialist support will be provided from Wildern in Years 1 and 2

Role	Expertise and responsibilities
Executive Headteacher	<ul style="list-style-type: none"> • Work with Directors re strategic oversight of the Trust • Financial planning

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

	<ul style="list-style-type: none"> • Recruitment planning and staffing for both schools • Work with Business manager re financial forecast and projections. • Work with Headteacher at Horton Heath in developing a community link and ethos of new school. • Support Headteacher at Wildern in maintaining standards and provision. 	
School Business Manager	<ul style="list-style-type: none"> • Oversight of all financial planning across the Trust • Produce forecast budgets and projections • Oversight of all key administration staff at Horton Heath including catering • Work with Ex Head, Headteachers and Directors on long term financial plans based on growth. 	
Headteacher	<p>Appointed from January prior to September opening</p> <ul style="list-style-type: none"> • No teaching responsibility • Responsible to Executive Head and Local Governing Board • Vision and ethos • Line management of all SLT roles • Writing of School Improvement Plan • Oversight of delegated budget • Staff recruitment • Admission and community relations • Child protection (CPLO) • Pupil premium and vulnerable groups • Curriculum model and planning • Monitoring of the quality of Teaching & Learning • Exclusions and behaviour 	
Deputy Headteacher (Lower)	<p>Appointed from January prior to September opening</p> <ul style="list-style-type: none"> • Oversight of curriculum model, quality of teaching and learning, teachers appraisal • Liaison and first point of contact for parents • Implementation of school policies linked to learning and student well-being • Responsible for primary provision and report to Headteacher • Line management of identified areas across the school. 	

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

	<ul style="list-style-type: none"> • Assessment and reporting to parents work with Deputy Head data at Wildern. • Behaviour for all students Year R to Year 6 • SEN provision and planning (support from Wildern SENCO) • Responsible for literacy and numeracy across the school • Deputise as required for Headteacher • Oversight of curriculum working closely with Deputy Head secondary • Child Protection • Deliver whole staff training as required • Some formal teaching and or cover of PPA 	
Deputy Head (Upper)	<p>Appointed in Year 3</p> <ul style="list-style-type: none"> • Oversight of key curriculum areas. • Deputise for the Headteacher as required. • Oversight of curriculum working with Deputy Head - Primary • Implementation of key whole school policies • Behaviour for students Years 7 to 11 • Interventions programme • Child Protection • Line manage Head of Years and Curriculum Leaders as appointed • Deliver training as required • Some formal teaching and or cover 	
Assistant Headteacher (Lower)	<ul style="list-style-type: none"> • To be appointed after year 3 • Key responsibilities linked to Key Stages • Other responsibilities will determined based on the person/persons appointed. 	
Assistant Headteacher (Upper)	<ul style="list-style-type: none"> • To be appointed after year 3 • Key responsibilities linked to key stages • Other responsibilities will determined based on the person/persons appointed. 	

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

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

Horton Heath will not be a faith designated school and will welcome children from all faiths and cultures. We value diversity and recognise the unique contribution that the culture, religion, language and the experiences of each student and staff member will make in enriching the ethos of the school. The curriculum offered to students will value and draw on cultural knowledge and experiences, so that no students or staff member feels excluded. The Ethnic Minority Co-ordinator will monitor the curriculum to ensure it reflects the diversity that exists within the school and the wider community.

Anti-racist education will permeate all areas of the curriculum as well as having particular focus within, Religious Education, Preparation for Life (PL) and Culture, Society and Identity (CSI).

We will:

- develop a multi-cultural and non-sexist approach to teaching
- ensure resources used in all areas contain positive images of all groups and are multi-cultural and non-sexist.
- develop strategies to integrate students of different gender, race and ethnicity in the classroom, assemblies, dining hall and any other gatherings.
- ensure that linguistic diversity is viewed positively by staff and students.
- provide a procedure for actively tackling any discrimination that contravenes this Equalities Policy and to make this known and understood and implemented by all students, staff and governors.
- develop teaching methods and styles which take into account the diversity of students' needs.

All areas of teaching and learning will provide opportunities to promote a student's spiritual, moral, social and cultural development. To enhance this, specific opportunities will be included within the school curriculum and all department schemes of work. All students will study Religious Education which will provide a broad and balanced education on a range of faiths, religions and cultures. To support this students will follow a personal development programme through the Preparation for Life (PL) and Cultural, Society and Identity (CSI) curriculum which will explore in great depth different themes.

Collective Worship and Celebrations

We recognise the importance of providing time to allow students to pause for reflection and stillness. We will help them develop a sense of community and caring

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

for one another and the need to make time in the school day to mark and celebrate special occasions and achievements;

We will achieve this through:

- weekly year group assemblies of a Christian nature, led by Early Years Co-ordinator, Heads of Year, Senior leaders, other staff and students.
- creating a calendar of themes for the year which is included in the Staff Handbook and shows 'special' festival dates.
- inviting visitors into a Year Assembly to provide different perspectives for example, representative of charitable organisations, local clergymen and Gideons will provide different perspectives of assembly themes
- providing an appropriate time in each assembly for students to have the opportunity for 'directed reflection'
- WoW of the week – news and current affairs discussed and debated in tutor time
- Voting Voice – student participation in whole school vote on a current issue or question
- Culture, Society and Identity (CSI) – timetabled lessons focused on students' personal development
- Digging Deeper Days – whole year, cross curricular themed days
- Digging Deeper tutor times – focused discussion on themes related to student welfare and wellbeing.

We will be adaptable to all faiths and students will be able to withdraw from aspects of assembly that is not in line with their personal faith. Our catering facilities will be able to respond to any special dietary requirements.

British Values

The School will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs as set out in Part 2 of The Education (Independent School Standards) Regulations 2014. It has also been produced with regard to the Home Office's Prevent Strategy.

We recognise we have a statutory duty to promote British values and will ensure we have a clear strategy for embedding fundamental British values within the ethos of the school. Where appropriate we will challenge opinions or behaviours that do not support this.

The School will:

- provide within the curriculum, as appropriate for the age of the students, material on the strengths, advantages and disadvantages of democracy, and how democracy and law works in Britain, in contrast to other forms of government in other countries

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

- give students access to a broad general knowledge of and respect for public institutions and services in Britain
- ensure all students within the school have a voice (via the Student Voice and WOW of the Week) and are listened to; and we will demonstrate how a democracy works by actively promoting democratic processes, such as annual elections of House Captains and Vice House Captains
- use opportunities such as general elections or local elections to hold mock elections to promote fundamental British values and to provide students with the opportunity to learn how to debate and defend points of view
- consider the role of extra-curricular activities, including any run directly by students, in promoting fundamental British values
- encourage students to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely
- use teaching resources from a wide variety of sources to help students understand a range of faiths.

Our aims and ethos will underpin, and fundamentally represent, these values specifically focusing on a culture of respect and tolerance.

Students will learn that their behaviour and attitude effect on their own rights and those of others. All members of the school community will be expected to treat each other with respect and this will be reiterated through our teaching and learning environment. Wildern School is an accredited Rights Respecting School that models rights and respect in all relationships. We will replicate these key principles at Horton Heath as we know they will be critical in creating the ethos of the school.

Tolerance of different faiths and beliefs will be achieved by equipping students with the ability to understand their place in a culturally diverse society and by giving them the opportunity to experience such diversity within the school community.

We will ensure that students leave with the strongest foundation of values upon which to build a successful life and a successful contribution to Britain and the wider community as appropriate.

Protected Characteristic:

The School Trust supports the principle of equal opportunities and opposes discrimination on the basis of age, sex, marriage and civil partnership, gender reassignment, race, disability, sexual orientation, religion or belief, pregnancy and maternity and part-time or fixed-term employment (defined as **Protected Characteristics**). We are a committed equal opportunities employer and will take every possible step to ensure that employees are treated equally and fairly. All

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

policies and practices will conform with the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal.

- All vacancies will be advertised openly and will normally be available for members of staff within the School to apply. The School will aim to ensure that no job applicant receives less favourable treatment because of Protected Characteristics.
- All recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities and that sufficiently diverse sectors of the community are reached.
- Job selection criteria will be reviewed to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.
- All new staff appointed to the School will be informed of where to find the Staff Handbook and all relevant policies, including the Equalities Policy where reference will be made to procedures and practice re racial incidents.
- Staff training needs will be identified through regular staff appraisals. All workers will be given an equal opportunity and access to training to enable them to progress within the organisation. All promotion decisions will be made on the basis of merit.
- We will respect the religious beliefs and practice of all staff, students and parents, and comply with reasonable requests relating to religious observance and practice.

Section E – evidence of need

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

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

We are proposing an all-through 4-16 school to meet basic need due to the growing need for school places at both primary and secondary level within the area. It will be located in the Horton Heath area of the borough to support an increase for school places due to significant housing development and the predicted rise in student numbers.

The figures included in this section indicate the significant demand on pupil places in the area. The Eastleigh school system at primary and secondary age is forecast to be full, including the particular area where Wildern School and Wyvern School provide (11-16) secondary phase schooling (called Southern Parishes). House building, already underway and that which is proposed, will increase the number of households by some 4,000 homes since 2011. The pressure first manifests itself in increasing numbers of primary age children, both in new developments and existing homes, already requiring expansion of the primary phase. Over time the pressure becomes evident in the secondary phase and will require similar investment.

The Southern Parishes will see the primary phase grow from its current intake of 23.4 FE to offer a total of 30 forms of entry (28FE by 2019 and 30 by 2021) with new schools located on the larger of the area's new housing developments. The current secondary phase has 21.5 forms of entry, hence the argument for secondary places basic need of a 7 forms of entry school when the full impact of the new housing is evident. Wildern is oversubscribed and has worked with the authority as much as possible to manage this issue. There are few surplus places in the recent Wyvern School intakes and going forward (from 2016 onwards) the school is forecast to fill through the numbers of children already evident in the primary phase. It is however, not sustainable long term hence the need for an additional secondary school as well as further new primary schools.

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

	2019/20	20/21	21/22	22/23	23/24	24/25
Reception	-47	-69	-73	-77	-81	-86
Year 1	-31	-60	-81	-85	-89	-93
Year 2	-9	-45	-72	-93	-97	-101
Year 3	3	-17	-51	-78	-99	-104
Year 4	-17	-12	-29	-63	-90	-111
Year 5	2	-33	-24	-41	-75	-102
Year 6	-31	-16	-45	-36	-53	-87
Year 7	-55	-121	-131	-200	-180	-215
Year 8	-35	-67	-133	-143	-212	-192
Year 9	-79	-53	-85	-151	-161	-230
Year 10	-55	-94	-68	-100	-166	-176
Year 11	-35	-70	-109	-83	-115	-181
Totals	-389	-657	-901	-1150	-1418	-1678

The numbers in the table above show the basic need for places. In the primary phase the numbers are children forecast to be living within 2 miles of the site for the proposed Free School. In the secondary phase the forecast children will be living across the Southern Parishes area. The proposal to meet the demand is a 4 – 16 Free School with intakes at Reception and Year 7. In the primary phase demand in September 2020 exceeds 2 FE and grows to be 86 children in September 2023 thus supporting the requirement for a 3FE school that will be full in 2024/25.

In secondary the demand in 2019 does not require a Year 7 intake so the proposal is for a September 2020 first intake with the secondary phase of the school full in 2023/24. A 7FE secondary phase is required as 215 children are forecast for 2023/24. The forecast model assumes that children will move into new houses in the area during the year and so, although lower intakes may start in school before 2023 those year groups may grow during their time progressing through the school.

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

The 3FE primary phase and 7FE secondary phase within the proposed Free School meets the total extra demand expected from the relevant new and existing houses. Further house building may require expansion of the secondary phase school.

The school will grow as described in the table below.

	2019/20	20/21	21/22	22/23	23/24	24/25	25/26
Reception	3FE	3FE	3FE	3FE	3FE	3FE	3FE
Year 1		3FE	3FE	3FE	3FE	3FE	3FE
Year 2			3FE	3FE	3FE	3FE	3FE
Year 3				3FE	3FE	3FE	3FE
Year 4					3FE	3FE	3FE
Year 5						3FE	3FE
Year 6							3FE
Year 7		4FE	7FE	7FE	7FE	7FE	7FE
Year 8			4FE	7FE	7FE	7FE	7FE
Year 9				4FE	7FE	7FE	7FE
Year 10					4FE	7FE	7FE
Year 11						4FE	7FE

Evidence Of Need

The Area in question is referred to, for Hampshire School Place Planning purposes as the Southern Parishes (of Eastleigh). This comprises, Hedge End, Fair Oak, Bishopstoke, West End, Botley and other small villages. By considering information published from Census information the growth in the area can be identified as follows:

E1 – provide valid evidence that there is a need for this school in the area**Southern Parishes****Area Growth**

	No of Households	No of 0-16 pupil
1981-	15,000	9,770
1991-	20,200	10,630
2001-	23,100	12,340
2011-	25,200	11,720
2021-	29,200*	14,900*

*subject to change

The area has grown by 13,100 homes since the 1981 census, with pupil numbers growing by 4,620 for the 0-16 age range. 2011 showed a drop in the number of children per household measure, something that is difficult to attribute to one particular cause but is likely to be a natural feature of population change.

Primary aged child numbers began to grow in 2008, and are predicted to continue. The Hedge End area has seen, in recent years, relatively large numbers of Key Stage 2 age children moving into area during the year.

School Provision

Primary provision in Southern Parishes currently totals 22.5FE (1FE = 30 places/children) and will grow to 30 FE by 2019/20. Hampshire County Council has expanded Wellstead Primary School, Hedge End by 1 form of entry and has made commitment for a further 3.5FE expansion in Hedge End (at St James Primary, West End, the new school to provide for the Boorley Green development and 0.5 FE near to Kings Copse Primary School). In Fair Oak, one infant school has been expanded in response to local need which has enabled it to take two extra classes every three years. Also, the expectation is that 3 forms of entry will be needed for the new primary phase school on the Horton Heath development.

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

At secondary level two academies serve the area, Wildern in Hedge End and Wyvern in Fair Oak. The summary of the pressures and growth is below.

	Primary FE		Secondary (current)	
	Now	2019	PAN	FE
Wildern	13.5	18	372	12.4
Wyvern	9	12	270	9

In 2019 the primary phase is forecast to be providing a total of 30FE, secondary provision for this many extra children is not possible through expansion of existing schools hence the strategic need for a third secondary school for the area.

Housing:



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

Eastleigh Borough Council is the local planning authority for Southern Parishes and has proposed the build out of approx 5500 homes within the next 5 years [REDACTED] Housing developments that have progressed far enough along the planning process are included in pupil number forecasts. These sites generate additional forms of entry for each phase of schooling shown in the table below which also indicates the tipping point of 2020/21 to open a new secondary school. This is reliant on the housing developers completing house building in keeping with the agreed phasing as well as pupil yield from the housing meeting the assumptions of the forecasting modelling. Annual review of the forecasts are necessary to test the accuracy of the forecasts and to consider if the proposed dates for providing new school places is appropriate.

Additional maps of the location will be in the Appendix.

Year	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25
Primary	22.5	22.5	22.5	25.5	25.5	25.5	25.5	25.5	25.5
<i>Additional Children from Housing</i>				4.5*	4.5*	4.5*	4.5*	4.5*	4.5*
Secondary	21.4	21.4	21.4	30	30	30	30	30	30

E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

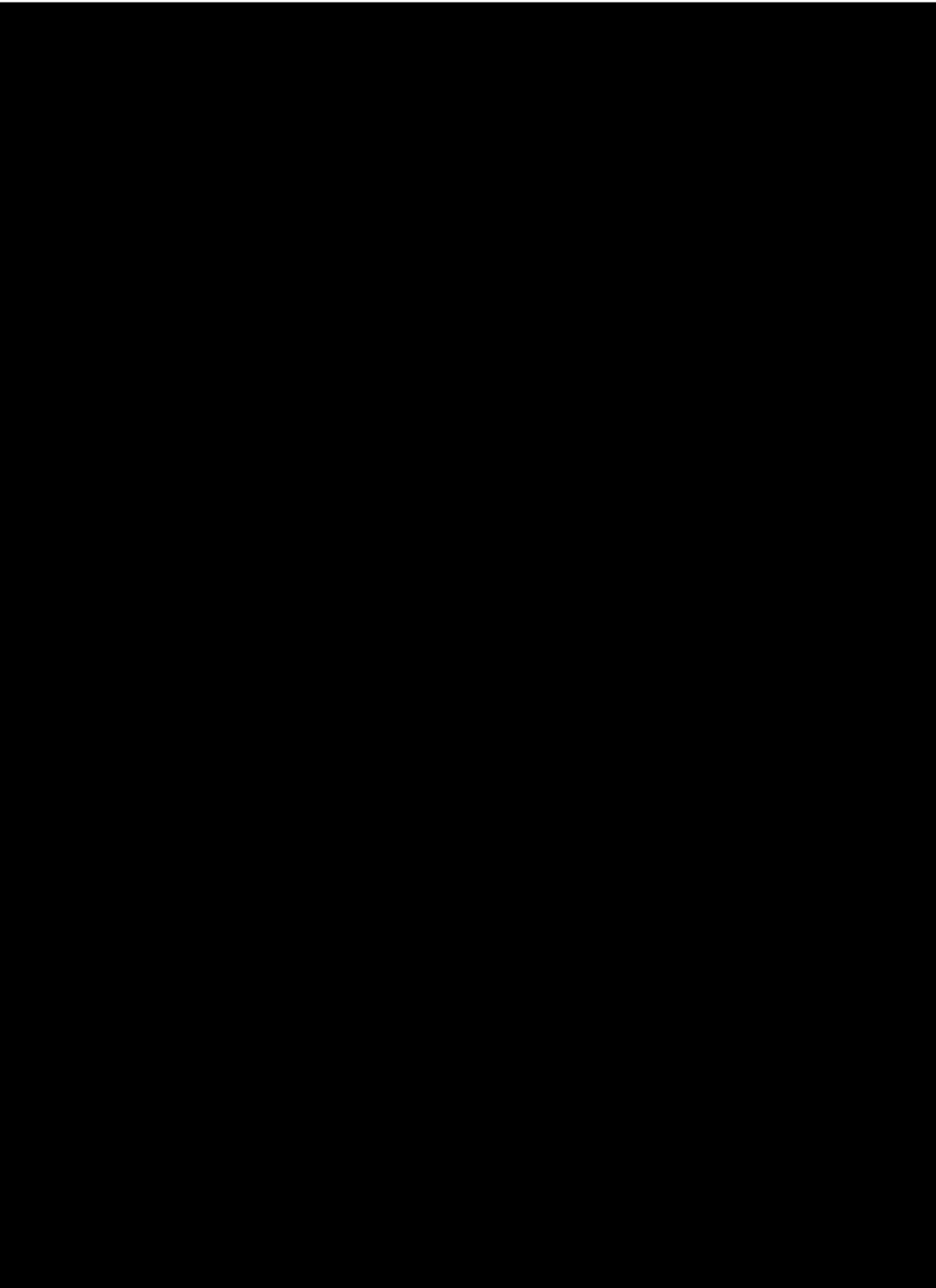
Community Engagement

As the community for the proposed new school has not yet been established full engagement with the community has not been possible. However, we have engaged with our local cluster schools and families to explain our vision and plans moving forward. The key will be how we develop our community engagement if and when the project and building of the new school moves forward. This will be an on-going development as the new houses come online. We will work with the contractors to promote the new school, share our vision and market our provision and curriculum offer. This will involve further community meetings, answering questions and most importantly begin establishing a strong relationship with the new community.

We held a public meeting on 4th February 2016 where 45 people attended (invitation letter - Appendix V). At that meeting we gave a presentation explaining our intended plans, the work done so far and the long term benefits for your local community. As a school we have strong community links and a clear belief both in the quality of the provision and our hope to replicate this at Horton Heath. We issued a small brochure

E2 – successful engagement with parents and the local community

(see below) to all those who attended and have placed other copies in local community spaces in the area. Our aim has always been to be as transparent as possible about our intention. Our relationship with our community is very strong and we intend to maintain that at all costs.



E2 – successful engagement with parents and the local community

Examples of some of the questions posed:

Q: What is a free school?

A: Parents were reassured that it was an academy in principle, that Wildern was familiar with the model as a convertor academy and that we have strong Governors who understand all aspects of this school model.

Q: Will the school be fully comprehensive and inclusive.?

A: The school will welcome all students of different abilities, faiths and needs. The building will be constructed to meet all the disability and access requirements. It was pointed out that our commitment to inclusion was set down in our aims and vision for the new school.

Q: If it is an all-through school will Reception children mix with Year 11?

A: The principle of all-through is to ensure continuity of learning and transition between Key Stages. No, Year 11 children will not mix with Reception children but we will look for peer learning opportunities such as paired reading as an example.

There were a number of other questions around catchment and infrastructure but the general feeling and verbal feedback was very supportive and positive. Parents felt that at last the issues of oversubscription where now being effectively planned for and considered.

A parental quote from email following the meeting:

[REDACTED]

In April last year we attended a public meeting at St James Primary School (one of our linked schools) located on the edge of our catchment, to discuss the challenges of places at Wildern, their catchment school, Thirty of their Year 6 students had not been allocated places. Working with the authority we found a short term solution until the new school is approved. The meeting was understandably emotive but the audience were supportive that long term plans (notably Horton Heath) could offer a

E2 – successful engagement with parents and the local community

solution for them and future families. The fact that we suggested we would aim to submit an application was viewed as a positive response to an on-going problem.

Moving forward we have set up an initial linked page on our website with the opportunity to post frequently asked questions. We will use this to keep the community up to date; if we are successful we will then begin to build a specific Horton Heath school website.

In addition community engagement will include the following:

- attendance at local town council meetings and forums
- liaison with Linked Primary schools and parents
- use of different media to give regular updates e.g website, flyers, school newsletters, local papers and parish magazines
- use Directors expertise and roles within the local community to answer questions and engage prospective parents
- public display of new development and building plans for the new school
- public meeting to talk about the design of the new school and building schedule
- use the Wildern and primary school calendared events as opportunities for communication
- regular updates on frequently asked questions
- questionnaires, flyers available at show homes in the main development and local estate agents
- use of Wildern extensive community provision to inform the local community of the pending provision.

As the project moves forward a specific timeline will be drawn up to identify specific activities and deadlines. This will be done in partnership with the local authority.

Section F – capacity and capability

Section F – Capacity and capability

F1 (a) Skills and experience of your team

Table 1

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

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

			<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	
[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
[REDACTED]	[REDACTED]	[REDACTED]	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>
[REDACTED]	[REDACTED]		<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>	<p>[REDACTED]</p> <p>[REDACTED]</p>

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

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

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F1 (a) Skills and experience of your team

Proposed trustees for Main Board/Local Governing Bodies

[Redacted content]

Table 2

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

F1 (a) Skills and experience of your team

Table 1 above shows the range of expertise and support available in the pre-opening of the new school. All those identified are committed to contributing their time and skills to realise the vision. [REDACTED]

All of the people in table 1 have already contributed to the bid process and all are very clear on the level of commitment involved moving forward.

[REDACTED]

Executive Team

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Executive Head

[REDACTED]

[REDACTED]

F1 (a) Skills and experience of your team

[Redacted content]

Recruitment of Headteacher and Senior Leader of Learning Primary

The appointment of key staff will be critical to the success of the new school. The Executive Head, Directors and other key stakeholders will produce a Job Description and personal specification for the Headteacher Designate and Senior Primary Leader that underpins and supports the vision for Horton Heath. We will advertise through recognised educational routes such as the Times Educational Supplement and school website.

F1 (a) Skills and experience of your team

A timetable for recruitment will be established with the first round scheduled for January 2018 for a January 2019 start, with the opportunity to advertise again at Easter 2018. It will be critical to select the right people with the drive, ambition and understanding of running a cross phase 4 to 16 school.

The Directors believe the following leadership qualities to successfully undertake this role include:

Headteacher Designate

- Drive and ambition with a rigorous focus on high expectations and a 'can do culture'
- Excellent interpersonal skills that have inspired trust over time from all staff, students, parents and other key stakeholders
- Excellent track record of academic leadership
- An unwavering passion for the school that never compromises the provision for its learners
- An intellectual understanding of the local and national dimensions of educational policy
- Excellent relationship with all Directors in supporting whole school strategy
- Strong established links with the local borough and county officers
- Resilience and determination
- Great Integrity and moral purpose

Head of Learning Primary

- An outstanding teacher who is able to develop others to be the same
- Excellent knowledge of students emotional, linguistic, physical, intellectual and social development
- A clear understanding of high quality teaching and learning across the complete primary phases from Year R to Year 6
- Ability to think and plan strategically
- Self-aware and emotional intelligence
- A passion and drive of raising standards
- Ability to effectively lead others.
- Commitment to working collaboratively
- Work with, and through others to secure the commitment of the Local community
- Positive, energetic and thrives on a challenge

F1 (a) Skills and experience of your team

The Executive Headteacher will work with the Headteachers at each school, the Senior Primary Leader and Directors to establish the strategic priorities and a coherent, efficient and effective plan for the way forward. Regular reviews will be undertaken regarding data and progress of students and the quality of teaching and learning across each school. The Trust recognises that each school will preserve its own unique identity whilst sharing the common values and principles of the Trust.

Headteachers Designate

The combined experience and expertise of the Executive Headteacher and Headteacher designate will be invaluable in establishing a vibrant and successful learning environment. The job specifications will make clear the roles and responsibilities and personal qualities.

Prior to opening Directors, the Executive Headteachers, Headteacher Designate and Senior Primary Leader will:

- Plan the new school both the infrastructure and curriculum
- Continue to develop strong links within the community and build trust with prospective parents
- Extend links with other key groups within the community including other local schools
- Work on final design and layout of the new building both primary and secondary sites.
- Recruit key staff for the first cohorts joining the school in Reception and Year 7 (see staffing structure section D)

When the school opens:

- Work together in fulfilling the aims and objectives of the Trust
- Monitor progress and achievement ensuring high quality Teaching & Learning
- Hold leaders and teachers to account
- Ensure that the operational, day-to-day running of the school remains effective and resources are effectively deployed.
- Review and adapt systems to best meet the current and changing context of the school
- Report to the Schools Local Governing Body and Wildern Board of Directors
- Work with other Headteachers, the Teaching School Alliance and other local schools within the community to develop and sustain outstanding practice
- Ensure parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.

F1 (a) Skills and experience of your team

The job descriptions will set out key roles and responsibilities linked to all aspects of running a successful school, most notably: pastoral care, safeguarding, curriculum, quality of teaching and learning, parental engagement, financial management and staff recruitment and all areas of day to day leadership of the school.

F1 (b) Skills gap analysis

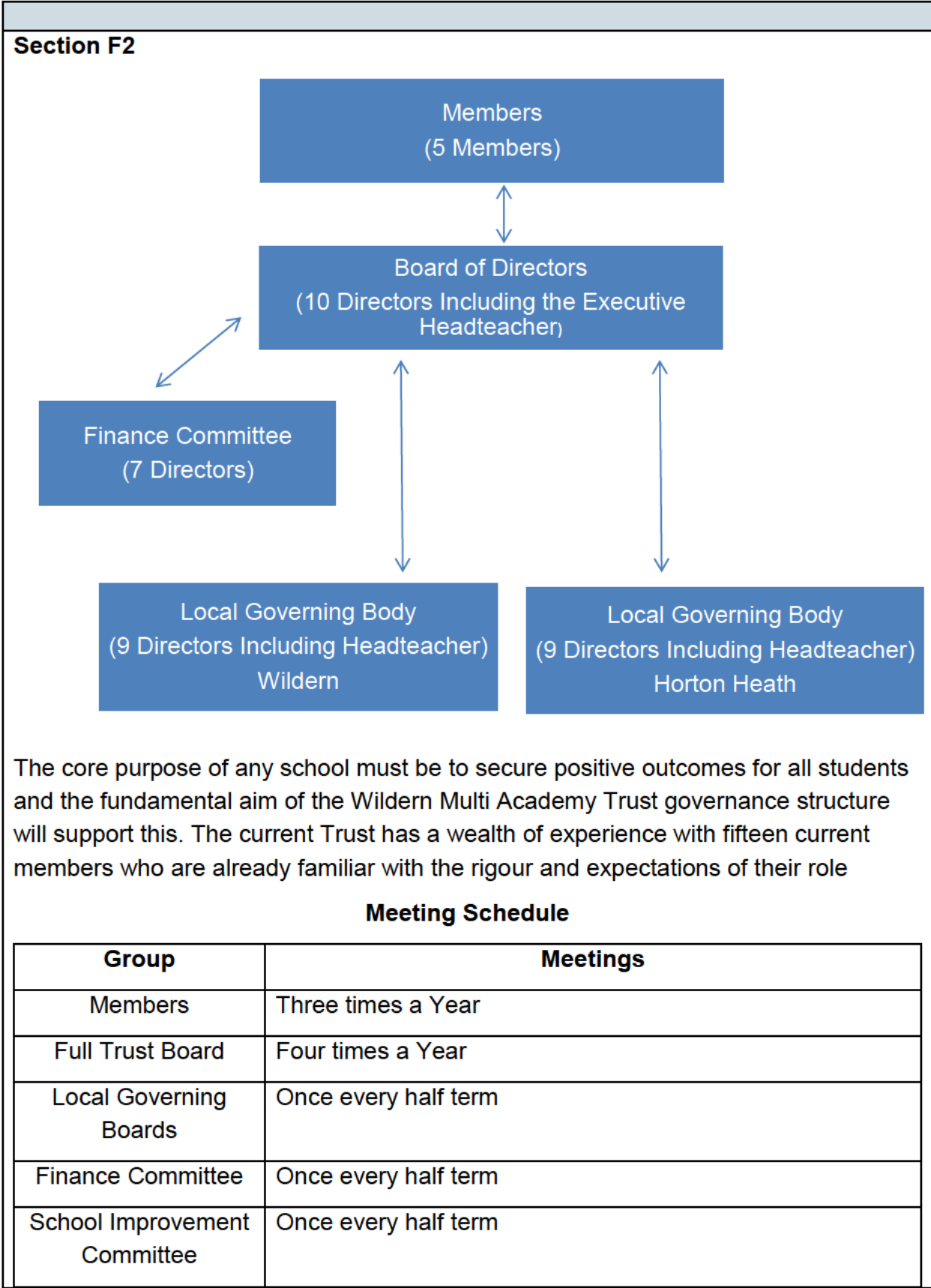
This section will need to be completed by **all** applicants. Please set out any skills gaps that you think exist within your group and how you intend to fill them. Please:

- 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.

Skills/experience missing	How you plan to fill the gap
Marketing and PR	Seek advice from Hampshire re available expertise to support Marketing strategy. Build on existing partnership with marketing services already used within the community provision and Teaching school
Specialist Legal support	Appointment of a solicitor to support with the process of re drafting the Articles of Association.
Primary Curriculum planning	<ul style="list-style-type: none"> ■ [REDACTED] ■ [REDACTED]

[Add more lines as appropriate]

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



Members:

As the diagram above indicates the MAT will be led by five members, three of whom will also remain as Directors. As in our existing Trust, Directors will set out the constitution of the MAT and sign the memorandum and Articles of Association. They will also appoint and dismiss the majority Directors.

The members will be fully aware of their statutory responsibilities and accountabilities. A key role will be the appointment of further Directors with the appropriate skills to support both schools within the MAT. We will build on the excellent and diverse expertise that already exist and continue the strong track record of strategically appointing Directors with the relevant skills and experience.

The appointment of high calibre Directors is critical, and prior to selection members will identify specific skills and attributes required. Currently all Directors have a high level of expertise in secondary and several in primary school governance. [REDACTED]

[REDACTED]. This will be invaluable in supporting the Board Directors and LGB at Horton Heath. We will continue to increase the level of expertise and use the Directors self-evaluation, to identify skills and expertise required.

Recruiting new Directors will be done in an open and transparent way in order to attract a fair representation from within the local area. The new housing development in Horton Heath gives us the potential to recruit new Directors from the local community who meet job description and personal specification.

An effective communication and marketing strategy will be used to generate interest in joining the Board. For example, advertising in the local area via newspapers, in community facilities, businesses and other educational establishments. Those interested will be required to follow an application and interview process. While we recognise that this is a voluntary role, the MAT will not compromise on it's expectations and will appoint the people who fully meet the requirements of the job description.

Wildern School already has a highly effective and skilled Board of Directors, 10 of whom will form part of the MAT main board and Members. The school employs a Clerk with specific responsibilities to guide and advise Directors on practice and procedure. An annual skills audit forms part of our regular and existing practice and will be fundamental in ensuring a range of expertise and experience forms the makeup of the Main Board. We are aware of the need to extend Directors with primary school phase expertise.

Current Director skills include:

- Strategic budget planning and long term strategic thinking.
- Understanding of the academies process and The Articles of Association
- Capital projects
- Staff recruitment, retention and development
- Analytical abilities
- Strong and positive interpersonal skills

The Board of Directors

The Board of Directors will have two core functions to ensure financial probity and establish the strategic direction of the MAT. [REDACTED]

[REDACTED] We recognise that succession planning is critical to success and will include representation from the Horton Heath community. Key priorities for the Board will be to:

- ensure strong and effective executive leadership
- establish a clear reporting system
- support members in recruiting highly skilled Directors
- operate as an advisory body to each school in the Trust establishing strong two way communication
- oversee and manage the financial capability of each school
- assess any potential risks to each school
- create a clear 3 year strategic plan
- monitor and review progress and attainment
- review and maintain up-to-date knowledge of the curriculum provision and change
- support the Executive Headteacher and Headteachers in the appointment of high quality staff.

The Main Board will meet four times a year to review progress/performance and discuss and future strategic developments. The Boards will take reports from the Finance Committee (see below) and the Local Governing Boards (LGB).

Finance Committee:

The Finance Committee will assist The Board of Directors in all financial decisions ensuring sound management of the MAT's finances and resources, including financial planning, monitoring and probity. They will monitor issues as they arise in

respect of finance, personnel, premises and ensure appropriate risk management strategies are in place. They will make comments and recommendations on such matters to the Board of Directors at all board meetings, which includes the acceptance of the accounts, the recommendation or reappointment of the auditors and all aspects linked to Companies Act and DfE/EfA requirements. This will include declaration of pecuniary interest and conflict interest in line with the financial handbook.

The committee will be authorised to perform any of the powers and function delegated to it by the Board including expenditure up to an agreed limit. Directors acknowledge that they hold a personal position of trust and responsibility and every act of delegation is only a delegation of powers and does not relieve Directors themselves of responsibility.

The committee will review the budget and make recommendations to accept or not accept the MAT's budget at the start of each academic year; this will be reviewed and monitored regularly throughout the year (each half term).

The membership of the Committee will be 7 Directors which includes the Executive Headteacher and the Chair of The Board of Directors. The Chair of the Committee will be elected annually and must be a Director.

Audit Committee

Will not form unless the MAT grows further. Audit matters will be discussed as part of the terms of reference for the Finance Committee.

Local Governing Bodies:

The Local Governing Bodies (LGB) for each school in the Trust will operate as committees for the Trust Board and will have necessary autonomy and delegated powers, to be determined by the main Board. The main responsibilities of the LGB will be linked to school improvement and monitoring of standards and outcomes for all students. The Directors will work with the leadership team of each school to oversee student data, performance and progress and changes to the curriculum offer that best meets students' needs and national expectations. Directors on the LGB will be required to have appropriate training to ensure they fully understand key aspects of the school in order to scrutinise and challenge the leadership team of each school and to enable them to effectively feedback to the main Board.

For **Local Governing Bodies** to carry out their roles effectively Directors must be able to understand:

- a range of data both the schools internal model and national such as Raisonline, data dashboard

- what makes high quality teaching and learning and the ways in which the schools are monitoring student and teachers performance?
- significant changes to the curriculum and assessment
- accountability processes and procedures
- the importance of self-review and taking responsibility for increasing their skills and knowledge as Directors.

There are already strong systems in place to support the above. All current Directors receive data training and are given regular updates linked to the curriculum and assessment. All aspects of professional learning are shared with Directors and they are invited to attend whole school training beyond governor specific training. All newly appointed Directors will receive relevant training and induction.

The LGB's will report to the Main Board who will expect accurate minutes and relevant reports to be presented at all meetings that are linked to the strategic priorities. This is already an established effective model in the current Trust. (see diagram below) Strategic aspects of school improvement requiring financial commitment will go through the Main Board who have sole oversight of key financial decisions.

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 School is due to open with Primary provision in September 2019 and Secondary in September 2020 but for the purposes of the Funding Template the start date is shown as September 2018 for Primary and 2019 for Secondary.

The budget plan is based on the curriculum model outlined in Section D, with the staffing required to deliver this, based on the predicted intake. If the intake changes then the staffing costs will be adjusted in line with the changes.

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[Redacted]

Income

No extra income has been included in the budget but we will generate income through lettings to both the local community and wider community once the facilities

G1 – budget planning and affordability

are complete. We have extensive experience of managing a varied community offer at Wildern which generates considerable income and we would seek to replicate this over time. We have spoken at length about the provision we would like to offer and how we can use the school facilities to nurture the community spirit but at the moment there is insufficient evidence to base any income prediction on.

As the school grows we expect to generate income through catering as we do at Wildern where we achieve a high uptake of meals both by staff and students.

The empty year groups on the template have not been able to be entered correctly due to restrictions within the cells. We are aware this makes no difference to the amount of the grant payable but the correct empty year group information is:

Year	Empty Year Groups
Year 1	11
Year 2	9
Year 3	7
Year 4	5
Year 5	3
Year 6	1
Year 7	0

Staff

Please note staffing ratios on the template are incorrect due to lack of lines in Teaching Staff section and therefore Teaching Staff inclusion in other sections.

Using the pre- opening grant we will aim to appoint a Head of School and Deputy Lower School to start in January 2019

_____ it is essential we attract the best candidates to the school and are aware we may need to reconsider other costs in order to appoint the best candidates. Contingency has been included in each year where possible to allow for these potential increased costs. Staff have been included in the template as they are required but in order to employ as many full time staff as possible, they would be appointed in advance if the budget allows.

G1 – budget planning and affordability

[REDACTED]
[REDACTED]
[REDACTED]

Premises

All costs here have been based on the areas of the buildings. At Wildern we have managed the repair and maintenance of the buildings ourselves by employing an external contractor and we will do the same at Horton Heath. This has proved to offer better value for money and an improved level of service than buying into a Service Level Agreement.

As the buildings will be new and energy efficient we would hope to minimise the utility costs.

Rates have not been included as at the moment these are unknown – income has not been included either for Rates.

Educational Resources

All areas benchmarked except for exams where the costs are based on the costs we incur at Wildern for exams based on the same curriculum model. These costs include invigilator costs.

Professional Services

Where the budget allows costs for marketing have been increased to ensure that the new school is well publicised with high quality marketing. At the moment the requirement for marketing is unknown.

Other

Contingency has been added where budget allows to cover unforeseen costs in the year and to provide for funds to pay for additional staffing if required or to appoint staff at a higher grade than provided for in the budget.

[REDACTED]
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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:

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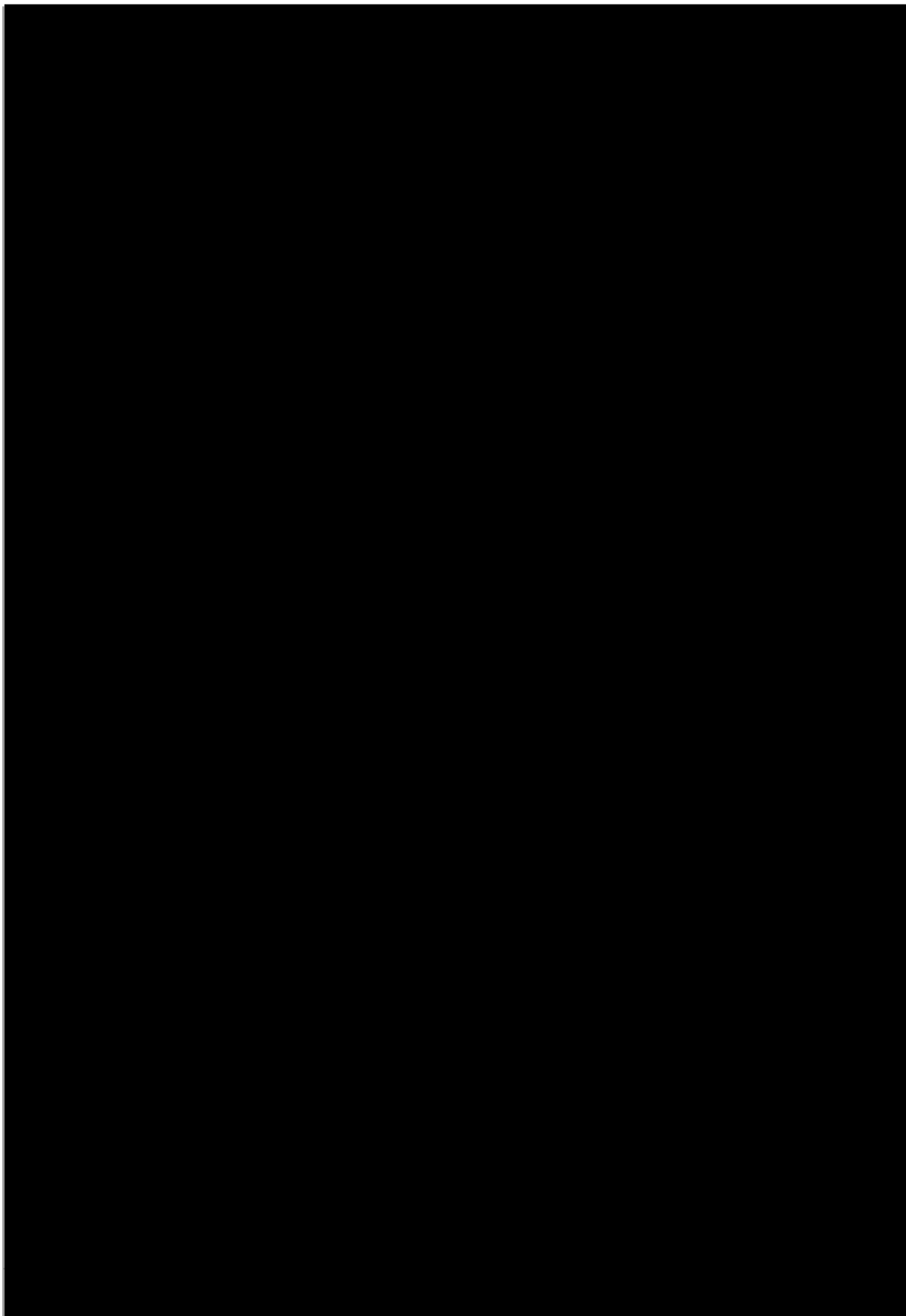
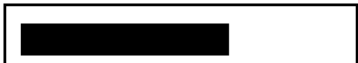
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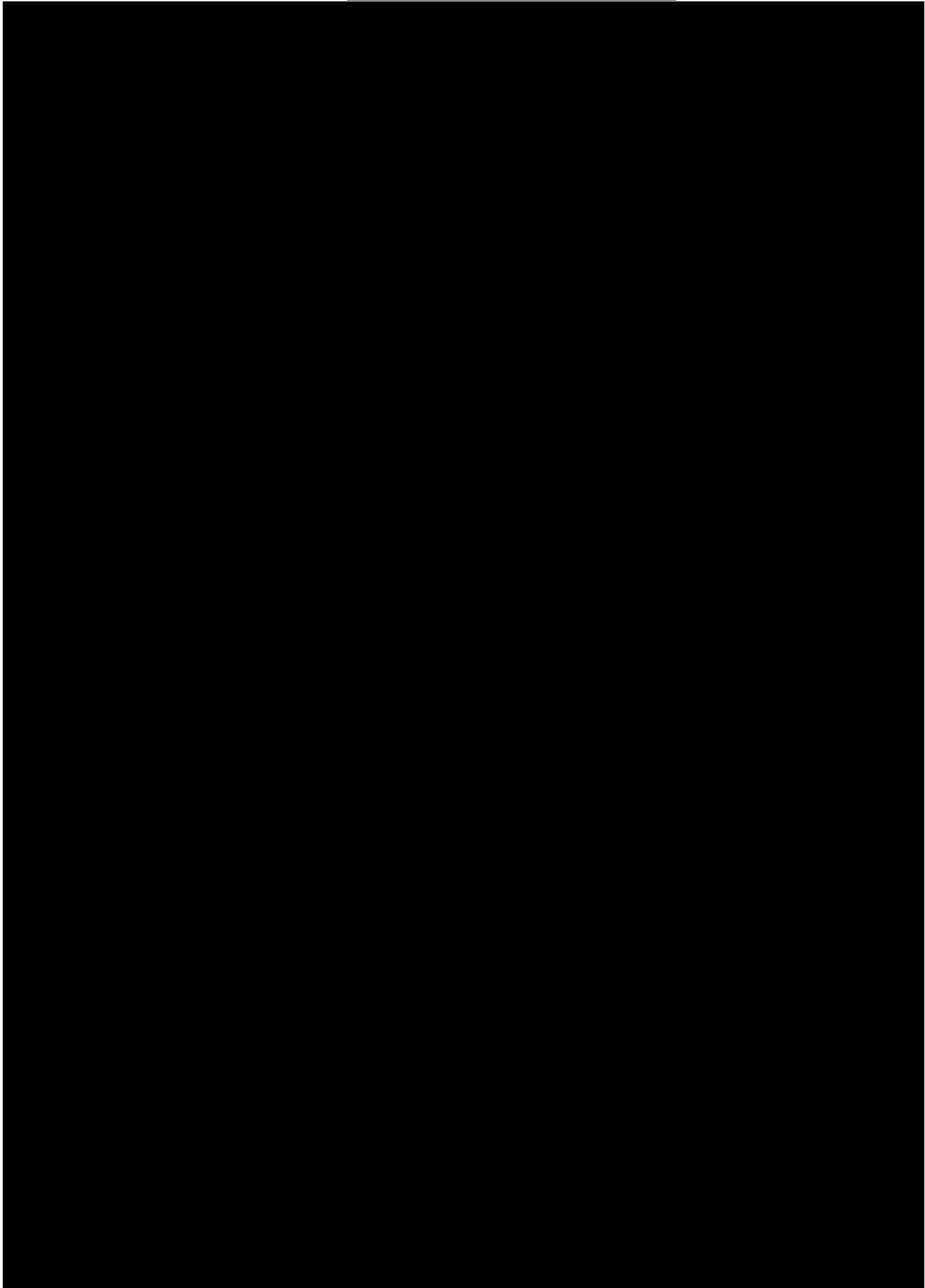
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INVESTORS
IN PEOPLE



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MLL/lm
21st January 2016



Dear Parent/Guardian

We would like to invite you to a public meeting at Wildern School on 4th February at 6.30pm in the [REDACTED]. The purpose of the meeting is to outline our proposed plans to bid for a new all-through 4 – 16 school at Horton Heath.



As many of you may be aware there has been some discussion over the need for further Secondary and Primary school places in the Southern Parishes area. This is primarily to do with the significant housing development in the area in particular in Horton Heath. The purpose of the meeting is to outline our proposed plans and share information with regards to our vision and rationale.



It will be an opportunity to take questions, explain the timeline for the new school and share key information regarding the process and the benefits to the whole community. We hope you will be able to join us to find out more.



If you are unable to attend we will be developing a website but in the first instance we will be establishing a link on the Wildern website where there will be some basic information and where we will begin to establish a frequently asked questions page.



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