



Department
for Education

Free school application form

Mainstream, studio, and 16 to 19
schools

Published: July 2016

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

HAMPTON EAST PRIMARY SCHOOL

Application checklist

Task to complete	Yes	No
1. Have you established a company by limited guarantee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Have you provided information on all of the following areas (where applicable)?		
Section A: Applicant details	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is the information in A4 format, using Arial 12 point font, and includes page numbers?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Have you fully completed the appropriate budget plan(s) where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Have you included CVs in the appendices for all relevant individuals in the template provided and in line with the requirements set out in the criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only* : Have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>

7. Independent schools only* : Have you provided a link to your school's most recent inspection report and completed an externally validated self-assessment and governance assessment?	<input type="checkbox"/>	<input type="checkbox"/>
8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed your 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 checked="" type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not 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 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? (See guidance for dates and deadlines)	<input checked="" 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 [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed: [REDACTED]

Position: [REDACTED]

Print name: [REDACTED]

Date: 27 September 2016

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

C1.1: Who we are

We are the Hampton Academies Trust (HAT), a small locality focused MAT, operating in the south of Peterborough.

HAT's current operations:

- Hampton College, Peterborough (all-through academy). 300 children in Reception to Y4 and 1107 students in Years 7-13. We will be full at capacity of 420 in our primary phase by September 2018, when Years 5 and 6 have come on stream.
- Hampton Gardens School (secondary free school) – to open September 2017 to Year 7 and 2018 to Year 12
- Offer of trust services to neighbouring primary schools (e.g. KS2 MFL teaching).

C1.2 Why we are an applicant type three

Following a conversation with our Regional Schools Commissioner, [REDACTED], we have completed a route three application. This is because Tim advised us that even though he views us as a successful MAT, our second school does not open until 2017 and our primary phase does not yet have key stage two SAT's results (to demonstrate track record). Tim was keen to encourage our application as a successful locality based MAT. Please see Annex A for his letter of support.

C1.3 Rationale for the Hampton East Primary School

As part of the infrastructure development for the new housing being built to the East of the A15 (land between Yaxley and Hampton on the outskirts of Peterborough) two primary schools are proposed to come on stream. This application is to build and open the first of these schools (a 2FE primary school) for September 2019. We plan to open to 60 Reception children in the first year. We would then add a year group each year (as we have done at Hampton College in both secondary and primary phases). Peterborough City Council have actively encouraged the Trust to submit a free school application. Please see Annex B for their letter of support.

Our name, Hampton Academies Trust, reflects the local scope we intend for the Trust's work: our vision is of a truly local family of successful schools, across both Primary and Secondary Phases, all within walking distance of each other.

C1.4 An innovative vision for Primary Education

By continuing to work locally, but within an expanding network of trust schools across all age ranges, we believe we can deliver an excellent education for primary age

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

children at Hampton East Primary School. In addition to the provision one would expect to see in an *Outstanding* primary school, our vision for the school is:

- To offer outstanding EYFS and primary education, by delivering a creative curriculum and by individualising learning support
- To use the Trust's all-through expertise and staffing to provide a blend of generalist and specialist teaching inputs at the school, in line with the recommendations of *Cambridge Primary Review* (2009)
- To use trust expertise and the proximity of other HAT primary and secondary sites to offer a wider than usual range of curricular and extra-curricular opportunities (e.g. enhanced Sports and Music provision)
- To pool specialist SEND expertise across the trust/locality to help meet each child's needs
- To benefit from locality based MAT working, to provide high quality central services for the school (financial management, ICT support etc.) from its inception
- To replicate the successful rates of pupil progress seen at Hampton College. Please refer to Trust student outcome data shown in Annex C.

C1.5 Summary

In this application, we present a proposal from a proven provider with demonstrable experience of delivering a free school project that knows well the local community in which the school would operate. We aim to meet the demonstrable demand for places and ensure that the children of Hampton East receive an outstanding education.

Section D – education plan: part 1

	Current number of pupils (if applicable)	2018	2019	2020	2021	2022	2023	2024	2025
Reception			60	60	60	60	60	60	60
Year 1				60	60	60	60	60	60
Year 2					60	60	60	60	60
Year 3						60	60	60	60
Year 4							60	60	60
Year 5								60	60
Year 6									60
Totals			60	120	180	240	300	360	420

Section D – education plan: part 2

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

D1.1: Our Curriculum model and timetable

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
Chat Time (focused speaking & listening time)	2hrs 5mins	Mandatory	This time is incorporated every morning following registration. It includes whole class speaking and listening activities, guided group work and paired activities to encourage children to develop their speaking and listening skills.
Literacy	5hrs	Mandatory	All pupils have daily literacy sessions, incorporating reading, writing, speaking and listening. In Years 1 & 2 this includes the daily phonics sessions. In Y5/6, we envisage delivery will be complemented by subject specialist

			input from our secondary English team.
Mathematics	5 hrs	Mandatory	All children have an hour of mathematics. Details of maths work are given later in this section. In Y5/6, we envisage delivery will be complemented by subject specialist input from our secondary mathematics team.
Phonics	2hrs 5mins	Mandatory	Daily 25 minutes sessions in reception, year 1 and year 2
Assembly	1hr 15mins	Mandatory	Daily 15 minute assemblies. Whole school assemblies twice a week, Key Stage assemblies three times a week.
ERIC time (Reading) (Everyone Reading In Class)	1hrs 40mins	Mandatory	25 minute sessions (Mon – Thurs) where children are reading in class, guided reading, shared reading etc
Curriculum time	3hrs – 4hrs	Mandatory	Curriculum sessions are used to teach our Cornerstones topics and cover a range of foundation subjects. Across the year, all foundation subjects are covered. They are supplemented by themed weeks during the year e.g. <i>Friendship week, Science week etc.</i> Where the focus is on a particular area of learning for the majority of learning that week.
Physical Education	1hr 30mins – 2hrs	Mandatory	Each class has an indoor session of PE a week and an outdoor session of PE a week. Swimming starts in Y2 and continues in Y3 and Y4.
PSHCE time	25mins	Mandatory	A dedicated PSHCE time occurs on a Friday afternoon before our Enrichment activities. PSHCE is also part of our themed weeks and some of the Cornerstones topics, as

			well as being a focus of our morning 'Chat Time.'
Enrichment time	1hr – 1hr 15mins	Mandatory	All of the children have an opportunity to choose from one of 8/9 enrichment activities run by teachers across the school. Each activity runs for approx. 6 weeks, every Friday afternoon meaning children change their enrichment activity every half term.
MFL (French)	30mins per LKS2 class per week	Mandatory	Each class in years 3 and 4 has a weekly French lesson taught by a specialist MFL teacher from the trust.
Music	EYFS – 1 hr per week Other year groups 1hr per week in half term blocks	Mandatory	The Head of Music from the trust secondary teaches reception for 1 hour per week every week. In years 1 to 3, music is taught in half termly blocks with each year group being taught for 1 hr per week for six weeks.

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

D1.1.1: Anticipated pupil intake profile at Hampton East Primary School

The Hampton Academies Trust already currently operates in the immediate vicinity of the planned free school. We think this provides us with an excellent starting point from which to assess the likely profile of the pupil intake at Hampton East Primary School. Whilst cohorts vary, at our existing all-through academy school intakes would relate to the national average in the following ways:

- Cohorts tend to be broadly in line or a little below the national average, where prior attainment is available (eg Year 7 intake based on APS, usually below 28)
- Reception cohorts vary, but our baselining suggests on average our intakes are slightly below the national average based on age-related expectations

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

- Deprivation levels are in line with the national average (10.1% FSM and 29.9% Pupil Premium). Our primary intake is slightly more deprived than our secondary cohorts (12.7% FSM and 21.6% Pupil Premium).
- Whilst cohorts are broadly in line with the national average, rates of SEN-D for the whole school are above average (14.4% SEN-D, 1.1% Statement/ ECHP, 13.4% School Support)
- In 2015/16 in our Primary Phase we had one child with an EHCP and 1 child working at SEN Support level in Reception = 3% SEN-D. This year we have 3 children with EHCPs = 5% SEN-D.
- We anticipate the ethnic mix of the school will be similar to Hampton College, which is in overview: 65% White British, 12% EU/East European, 2% Other White, 2% Indian, 3% Pakistani, 1% Other Asian 1% Chinese, 5% Black African, 1% Black Caribbean, 1.5% Mixed: Asian/White 1.5% Mixed: Black African/White, 2.5% Black Caribbean/White, 2.5% Other/not given

We have used our experience of meeting the needs of these cohorts, to formulate ambitious but appropriate plans for the curriculum and educational provision at Hampton East Primary School, based upon the pupil intake profile we have modelled. This is detailed throughout sections D1/2 of this application. How we intend to be welcoming to all is discussed in Section D4.

D1.1.2: How we will deliver high quality provision: creating excellent teaching and learning

At the heart of our vision for Hampton Academies Trust schools is the commitment to excellence in teaching and learning. We are passionate about providing stimulating, compelling learning experiences for learners and being innovative in our approach to teaching and learning. As a *Leading Edge* school, Hampton College is well placed to coordinate both the deployment of key staff (outstanding practitioners) into Hampton East Primary School, and the professional development of all student-facing staff, to ensure that children and young people across all trust schools have access to outstanding teaching and learning.

Hampton College has a strong ethos of supporting and developing new and existing professionals. Over the last 3 years we have supported 12 trainee teachers in initial teaching training (ITT) and 13 newly qualified teachers (NQTs). Our rigorous provision of targeted professional development, assessment practices, and mentoring from highly skilled professional tutors is acknowledged by partner organisations as exemplary practice and we present at the Local Authority NQT Welcome Day and at the Peterborough TeachEast conference for ITTs. We have strong links with ITT providers in the region and value those who are entering the profession. Both our ethos of professional development, and our experience in its highly successful delivery, will

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

transfer to Hampton East Primary School, ensuring that the quality of teaching and learning is high from the school's inception.

D1.1.3: How we will deliver high quality provision: a Hampton Hub for Training and CPD

The Hampton Academies Trust employs key members of staff who are specialist CPD leaders in the region. At present, we are establishing ourselves in this field through initiatives such as *Leading Edge*, hosting *Teachmeets* and our Science CPD offer as the eastern region Science Learning Centre hub, and as an Institute of Physics partner school (supporting both primary and secondary practitioners across Peterborough and beyond). We currently have a particularly strong CPD leaders in EYFS/Primary numeracy, with of Head of School at Hampton College's Primary Phase teaching numeracy/maths on the Cambridge University Primary and Early Years PGCE.

Establishing Hampton East Primary School will enable the Trust to expand our activities and become a regional centre of excellence in primary teacher CPD. Our vision will make Hampton East Primary School central to the extension of training places offered in conjunction with TeachEast and CPD opportunities provided both internally and externally, to establish the 'Hampton Hub' as a beacon of exemplary practice.

D1.1.4: School Day timings:

Time	Activity
8.40am	Gates and doors to classrooms open
8.55 am	Gates closed/ registration
9am	Morning session begins
10.30 am	Whole school assembly (Monday & Friday) KS1 Assembly (Tuesday – Thursday) KS2 Break-time (Tuesday – Thursday)
10.45am	Whole school break (Monday & Friday) KS2 Assembly (Tuesday – Thursday) KS1 Break-time (Tuesday – Thursday)
11am	Morning session continues
12 noon	Lunchtime for Reception and Year 3 and Year 4

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12.30	Lunchtime for Year 1 & 2 and Years 5 & 6
1pm	Afternoon registration for Reception and Year 3 and Year 4
1.05pm	Afternoon session begins for Reception and Year 3 and Year 4
1.30pm	Afternoon registration for Years 1&2 and Years 5&6
1.35pm	Afternoon session begins for Years 1&2 and Years 5&6
3.25pm	End of school day
4.15pm	End of after school clubs/activities

In addition to the core school times above, HAT currently provides a breakfast service and after school care until 6pm, in conjunction with another provider, at its current primary phase. We anticipate bringing on stream similar services at Hampton East, as numbers become viable.

D1.1.5: Structure of the school year

Hampton East Primary School will, like Hampton College and Hampton Gardens School, follow the same structure and dates for the school year as PCC. These are the same dates used by CCC and will therefore be convenient for parents from both LAs and who may have children at different schools. Whilst Hampton East Primary School is within the PCC area, as is its catchment area, in the early years of operation (before all houses have been built on the new estate) it may attract learners from beyond the immediate catchment. Our academic year will, therefore, follow a traditional structure of six seven-week half terms divided by week-long half term holidays and longer holidays during the standard Christmas, Easter and summer periods.

D.1.2: The detail of our Curriculum and its implementation**D.1.2.1: Early Years Foundation Stage:**

Reception provision at our existing academy is very strong. In 2015/16 all teaching observations of our early years practitioners were *Outstanding*.

In Reception we operate a blend of small group intensive phonics and numeracy inputs lead by Teachers/ TAs and child initiated learning in the form of 'free flow' between a range of stimulating learning activities. We anticipate configuring the building similarly at Hampton East, to allow free flow between two adjoining

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Reception classrooms and out onto a stimulating, well equipped outdoor learning area.

At all times the children are supervised by the reception staff but the level of adult involvement in their playing and learning will vary from day-to-day and activity-to-activity. Some activities will be completely child initiated, enabling the children to choose their own resources and toys to engage in play and learning; some activities will be adult guided or led, including phonics and reading sessions, teaching new knowledge or skills and some activities will have a balance of child initiation and adult support or guidance.

The Foundation Stage is made up of three stimulating learning environments, which all children can freely negotiate; free-flow through the two reception classroom and the garden/ outdoor learning area. In the first classroom there is a strong emphasis on creativity and expressive arts and in the second classroom, investigation and exploration of the world around us. Literacy and numeracy flow in and out of both rooms, and children are taught phonics and number every day. Outside, children are able to access all areas of the Foundation Stage curriculum. We are strong advocates of a child's right to play, and as such delight in observing and challenging children to grow as independent, motivated and critical thinkers.

As a result of effective EYFS provision, the vast majority of learners have reached age related expectations and therefore have a sufficient proficiency and confidence by the end of the Reception year to start the more formal learning setting of Year 1. Internal EYFSP moderation within the team, inter school moderation with a local primary school and LA moderation events supported our EYFSP judgements at the end of last year. Monitoring in school (lesson observations, learning journal scrutiny, learning walks etc.) has enabled the SLT to ensure that effective provision is in place in the EY setting, to ensure that children make the best possible progress and achieve above national expectations at the end of the EYFS reception year. A small number of children continue to work within the EYFS framework in Year 1 and are part of our intensive intervention group which focuses on PSED and social skills whilst also developing literacy, numeracy and independent skills.

D1.2.2: Key Stage One and Two

We are committed to making learning engaging and fun. Naturally, we have a strong emphasis on literacy and numeracy, but have recently adopted the Cornerstones Curriculum, as our preferred approach to primary curriculum change. All learners Y1-6 spend part of their time focused on thematic learning around an over-arching topic. The topics/ projects are then the vehicle for content delivery across the full range of subjects. What have been particularly pleasing (from our experiences at Hampton

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College) are the opportunities for extended and creative writing provided by the topics and the degree of learner independence and resilience which are fostered by this approach.

Of course, project based learning is not new in primary schools. However, we feel this scheme is stimulating and contributes to raising standards and ensures high levels of pupil engagement. We have chosen to cover five topics a year, which allows teachers and year teams to audit and address any knowledge/skills gaps and ensure learners are equipped to progress to the next school year.

Each stage of the Cornerstones curriculum provides opportunities for children to learn and respond in a variety of ways, keeping projects flexible and able to follow children's interests and needs. Cornerstones covers most of the foundation subjects and also links in to literacy and mathematics. We also have themed weeks during the year to ensure all elements of the National Curriculum are covered. We intend to follow the same approach at Hampton East Primary School and share stimulating schemes or work and learning resources between the trust's primary schools. As we note in D3 this might for example include staff from our existing schools to support the delivery of a broad and stimulating curriculum.

In KS1, we tailor provision in Year 1 to meet the needs of each cohort as they move through from reception, adapting the teaching styles and curriculum provision to suit the needs of the children in each cohort. For example, a significant number of children in our current Year 2 needed a rich intervention programme on leaving reception as they were still 'emerging' in some areas of the EYFSP. Our Deputy Head of School / SENCo ensured that suitable provision was established and monitored to suit the needs of these children.

At Year 2 we have established internal moderation between the Year 2 teachers, SLT moderation and inter-school moderation in order to ensure that our end of key Stage judgements are secure and in line with national exemplification guidance. Our Cornerstones Curriculum allows teachers to tailor the curriculum to the learning needs of each cohort and adaptations to be made to ensure that provision and appropriate learning experiences are used to ensure successful outcomes.

We will have similar evaluation and moderation systems in place at Hampton East Primary School and will be involved in local/regional moderation networks across all Key Stages.

There are four elements to the Cornerstones Curriculum:

Engage - Each topic starts with a memorable first-hand experience. Children begin making observations, researching and asking questions to fully engage with the new topic.

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Develop - The next stage helps to improve knowledge and understanding and develop and practise new skills. Children will explore, make and do.

Innovate - Next children will apply skills and knowledge in a real-life context. They will solve real or imaginary problems through learning and gain inspiration from creative activities.

Express - Finally children will become performers, experts and informers, linking their learning back to their starting points and sharing and celebrating achievements.

Sample overview of Cornerstones topics.

Cornerstones Curriculum					
Year 1	Paws, Claws and Whiskers	The Enchanted Wood	Bright lights, Big City	Dinosaur Planet	Superheroes
Year 2	Towers, tunnels and Turrets	Muck, Mess and Mixtures	The Scented Garden	Land ahoy!	Wriggle and Crawl
Year 3	Predator	Heroes and Villains	Tremors	Scrumdiddly-umptious	Tribal Tales
Year 4	Blue Abyss	Potions	Road Trip USA	Burps, Bottoms and bile	Traders and Raiders
Year 5	Off with her head	Stargazers	Pharoahs	Allotment	Scream Machine
Year 6	Blood Heart	A child's war	Frozen Kingdom	Tomorrow's World	Revolution

D1.2.2: Our approach to literacy

Literacy focuses on the development of skills in speaking and listening, reading and writing. Children in year 1 and year 2 have a daily phonics session, which focuses on

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extending the letters and sounds taught in reception and will include variations of the vowel digraphs taught in the Foundation Stage. Children in all year groups also have a daily literacy lesson which incorporates elements of reading, writing, speaking and listening. Some activities will be adult led / directly taught, some activities will be adult guided and some activities will require the children to work independently. The literacy activities that children complete are closely matched to their Cornerstones topics, using the topic foci as a stimulus for written or spoken end products.

Reading: each child is issued with a reading book which is sent home on a daily basis. These books are reviewed by the teachers to ensure the books match each child's reading ability and level of reading comprehension. Our reading books are classified by colour bands, with free reading books available to children who are fluent readers. Every day the children have 15 - 30 minutes of dedicated ERIC (Everyone Reading In Class) time. During this time the children will read their book while the teachers and teaching assistants listen to readers. The children also have guided reading sessions, with their teacher or teaching assistant, where they will all get a chance to read, but also participate in a discussion about the book they have read, answering comprehension questions about what has happened, what may happen, why particular language or vocabulary has been used etc.

Writing: children develop their writing skills throughout their time in school, focusing on sentence structure, correct use of punctuation and grammar, use of interesting language, different text types (e.g. stories, descriptive writing, lists, letters, instructions), handwriting and presentation.

Speaking and Listening: through focused activities, class based discussions and guided work (e.g. discussions in guided reading sessions) children develop their speaking and listening skills, with our aim to ensure that our children develop confidence when speaking in front of small and larger groups of people and demonstrate focused and attentive listening skills during discussions. We also have daily 'Chat Time' (15 – 25 minutes) to support and develop the children's speaking and listening skills.

During the autumn term we will run a literacy workshop for parents to enable them to gain an insight into literacy teaching at school and explore a sample of activities and resources. We feel this helps parents to support their child's learning at home.

How parents/carers can help at home with literacy

We issue parents with the following advice in Year 1:

- 5 words will be sent home each week for you to work on with your child

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- The words will be real and alien words, to help with the preparation for the Phonics Screening Check.
- Practise reading and writing these words and using them in sentences.
- Blu-tack the words around the house and ask children to find them.
- Use the words as flash cards to see which words children can read by sight.
- Produce your own sets of the words to play games such as Memory Pairs, Snap etc.

Reading.

- Read with your child and ask them questions about the story to develop their comprehension skills.
- Visit Hampton Library and take out some books to develop their love of reading and encourage reading across different genres.
- Story-time at bedtime is a good opportunity to explore a range of texts and talk about the characters, settings, plot etc.

Read when you are out and about: signs, menus, shopping lists etc. Give reading a real purpose!

Writing.

Practise writing for a purpose; it could be a letter to a friend or relative, keeping a holiday diary, making signs and posters for home, rewriting or retelling a favourite story, writing mummy or daddy's shopping list or baking some biscuits and then writing some instructions. Children enjoy writing when there is a real purpose!

Experiment with different media and materials: write on coloured paper, with different writing implements. Experimentation can really develop a love of writing in young children.

Updated and age appropriate advice is issued to parents/carers each year, to help them to support their child's learning in literacy. This is explained and reinforced at our regular parent/carers workshops.

D1.2.3: Our approach to Mathematics

Our children have a daily Mathematics lesson which focuses on the following areas of Mathematics:

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions

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- Measurement
- Shapes
- Position and direction

We teach the children to become confident and secure with the number system and develop a good understanding of place value. They use mental and written methods of calculation when adding, subtracting, multiplying and dividing and solve problems related to these four operations. Our calculation policy sets out the written methods that will be taught at Hampton East Primary School. The children will also be encouraged to use practical resources and methods to consolidate their learning and develop a secure grasp of calculations. They explore different types of measurement, *e.g. length, height, capacity, time, weight, money etc*, again using practical methods to support their learning and give their mathematics a real purpose in the classroom environment. Work on fractions explores fractions of shapes and numbers and also focuses on real-life applications and practical problem solving. The children investigate the properties of 2D and 3D shapes and learn to describe the properties of these shapes using the correct mathematical vocabulary. Other elements of geometry are also taught, including measuring and classifying angles. The children will also use positional and directional language to discuss where objects are situated and give directions to find things. The children also collect real-life data and learn to present and analyse this in various forms and formats.

Our Mathematics lessons include a balance of adult-guided, adult-supported, child-initiated and independent activities. Some activities include mental and written mathematics; some activities include role play and play-based learning; some will include use of technology or the interactive whiteboard and many activities will include some element of practical work, with a real-life mathematical focus.

During the spring term we run a mathematics workshop for parents to enable them to gain an insight into mathematics teaching at school and explore a sample of activities and resources.

How parents/carers can help at home with Mathematics:

We issue parents with the following advice in Year 1:

Number and place value.

- Immerse children in numbers. Count with them, spot numbers when you are out and about, talk about the value of numbers.

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- Ask children to identify numbers that are more/less than given numbers and begin to order numbers.
- Send children on a number treasure hunt around the house and then sort numbers into the correct order.
- Encourage children to practise reading larger numbers, focusing on the place value of the digits within each number.

Calculations (addition, subtraction, multiplication, division)

- Encourage children to use mental methods of calculation to add and subtract numbers in their head.
- Count in 2s, 5s and 10s and start encouraging children to learn their x2, x5 and x10 times tables - there are some great songs, raps, rhymes and apps out there to help.
- Encourage children to use written methods of calculation taught in school.
- Solve calculation problems involving real-life situations - give maths a purpose.

General hints and tips.

- Make home maths practical, fun and relate it to real life.
- Encourage and enthuse children about maths.
- Ask your child's teacher if you are unsure of methods that have been taught - further information will follow later this year.

Updated and age appropriate advice is issued to parents/carers each year, to help them to support their child's learning in Mathematics. This is explained and reinforced at our regular parent/carers workshops.

D1.2.4: Our approach to Science

The majority of our Science curriculum is covered in the various topics of the Cornerstones curriculum with practical, hands-on learning being key. We also have a Science week, which focuses specifically on scientific learning and investigation.

Children are taught the skills of forming predictions and hypotheses; carrying out a 'fair test'; deriving, presenting and interpreting results and analysing patterns in the results they derive.

In Hampton College's primary phase the benefits of all-through working have been

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evident in our Science provision. The secondary phase's Science department is an Institute of Physics partner school and the East of England satellite centre for the University of York's Science learning centre. This means that in addition to hosting events for secondary aged learners and teachers, we are a centre supporting the science CPD of local primary teachers and operate outreach projects with primary aged children. We can also ensure that Key Stage Two learners can have access to full equipped Science laboratories on our neighbouring sites. As part of our Hampton Gardens School (secondary) free school new build, we are equipping a 'show lab' to host local and regional science events. As we envisage Hampton East Primary School will be a short walk from Hampton Gardens School, we anticipate our children will benefit considerably from this exceptional facility.

At Hampton College, our Science specialists are also able to come to the primary building to deliver memorable, high impact teaching demonstrations. These are often in the form of 'mobile experiments' such as the 'rocket' launch with Year 1, led by our Head of Physics from the secondary phase. We intend to replicate this type of teaching input at Hampton East.

D1.2.5: Personalised Pathways

Not all children learn and progress at the same pace. We believe in timely, intensive, early support for those who need it and in providing opportunities for stretch and challenge for the more able. Examples of a more personalised approach to learning at our current primary provision include:

- Year 1 'Red Rockets' – intensive intervention for children still functioning within EYFS at Year 1, including small group phonics and literacy support.
- Use of specialist/generalist teachers across the primary/secondary divide, to raise standards and to facilitate successful transitions. For example, Year 7 nurture cohort still experience one main teacher (primary trained) and have a gradual transition to the full secondary timetable and secondary trained subject specialist teachers deliver content at KS1/2.
- Primary children given access to secondary facilities across the trust for enhanced learning opportunities (eg use of Science labs, professional standard drama studio etc).
- More Able and Talented opportunities across the curriculum and extra-curricular provision for KS2 children, delivered by specialist coaches/ subject specialists ('Moon week' and rocket launch activity for Year 1 students, delivered by Physics specialist teacher and KS2 Spanish language lunch club delivered by MFL specialist). More able intervention activities planned for Year 5 & 6 in Mathematics and Numeracy, delivered in conjunction with subject specialists.

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- We feel that children in EYFS and KS1 benefit enormously from specialist Music teaching. In our current primary phase Music teachers complement teaching inputs by the class teacher and we would expect to replicate this model at Hampton East Primary School.

D1.2.6: All-through approaches: by conviction

In 2012 Hampton College became an all-through school. Our original involvement in Primary Education came about in conjunction with PCC in order to help meet the unprecedented demand for reception and infant places in the locality. Since then, we have developed a detailed vision around, and commitment to, all-through education and believe that the configuration has the potential to deliver a number of educational benefits, in particular in relation to providing subject specialist teaching inputs, in line with the recommendations of *Cambridge Primary Review* (2009). Although this application is for a 'stand-alone' primary school, the proximities of our secondary operations and our policy of deploying some specialist teachers across phase mean that we believe we can deliver the added value of an all-through approach. In particular, we see the advantages of all-through approaches providing a more nuanced blend of approaches and pedagogies across the primary/secondary age ranges and a blended approach to specialist and generalist teaching inputs.

Therefore, the trust's work in this area builds upon the recommendations of the *Cambridge Primary Review* (2009) and links to on-going research about the potential benefits of a more holistic approach to education 4-19.

D1.2.7: Provision for children with SEN-D

Our aim is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs, in which **all** pupils can maximise their potential, by:

- providing a focus on outcomes for children rather than hours of provision/support
- raising the aspirations of and expectations for all pupils with SEND
- enabling each pupil to partake in and contribute fully to school life
- enabling each pupil to reach his or her potential
- endeavouring to understand and meet the individual needs of each child
- working closely with parents and external agencies

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- including the views of the child and their parents in the monitoring and reviewing of provision

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEN-D.

In deciding whether to make special educational provision, the teacher and SENDCo should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. Academic progress would be cause for concern if it:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Additionally, where a pupil is not making progress with their wider development due to communication, social and/or emotional difficulties, SEND provision would be considered to enable the child or young person to make a successful transition to adult life.

Our aim will be to understand the individual needs of each child. This process will begin with monitoring for any indication of SEN-D, through:

- Detailed liaison with nursery settings, health professionals and families
- Liaison with other primary schools, as appropriate;
- Additional meetings for identified child at points of transition;
- Termly monitoring of progress by SENDCo and class teachers;
- Reviewing progress on half termly tracking;
- Parental concerns raised at Parents' meetings;
- Reading tests and other screening/testing as appropriate.

If this monitoring indicates that a child may have an unidentified SEN-D, then specialist assessment will be commissioned as appropriate to the type of need.

Once a SEND has been identified, either at Hampton East Primary School or in the student's previous setting, support will be put in place to ensure that the child in question is able to achieve. All children who are being monitored for SEN-D will have a monitoring sheet, which will provide information to all teachers about the barriers to

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their learning, and the strategies which are being used to overcome these. Where a need is identified as more complex, this monitoring sheet will feed into a Coordinated Plan which collects all relevant information about the student's needs, the support being put in place and the progress and outcomes being achieved.

Some students with SEN-D will be well provided for within the mainstream classroom through universal provision, whilst others may need to receive targeted support such as additional resources, working with a Teaching Assistant, or additional focus on phonics. Those whose needs require more complex provision will be supported through a Coordinated Plan and may also have a CAF. If further support is required, this will be requested through seeking an Education, Health and Care Plan through the Local Authority.

We will work in partnership with parents and encourage them to be an integral part of the planning for students with SEN-D. As well as our usual parental liaison strategy, parents of children with SEN-D will be offered:

- At least one annual individual review meeting, dependant on need, which focuses on the students' and parents' views on their provision;
- Regular contact with a Key Worker through informal meetings, emails and calls;
- An opportunity to take part in a Working Party of parents which will review and plan for provision for SEND across the school;
- Annual meetings for all parents and students with SEN-D in each year group to jointly discuss provision.

HAT has established links with providers of the following specialist support services in the locality:

- Autism Outreach
- Sensory Support (Hearing Impairment, Visual Impairment)
- Support from Enhanced Resource Provisions in other schools e.g. Speech and Language
- School Nurse
- CAMH
- ADHD Outreach
- OT and SALT Teams
- Specific support through Local Authority Panels.

D1.2.8: English as an Additional Language

Like many Peterborough schools, Hampton East is likely to have an intake which reflects population changes in the area and shows an increasing number of students whose first language is not English and a growing number of students of White

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European heritage. We estimate that 26 languages are spoken by students at current Trust schools, and it is likely that this will be matched in Hampton East.

When EAL students join Hampton East, they will be monitored closely and additional support provided where necessary. This will vary from relatively light touch interventions (such as support with subject specific vocabulary) to intensive English tuition and bought in mother tongue support. Peterborough LA has established an EAL Academy as a resource which can be accessed to support children across the city: we see this as a very positive development, as it provides expertise we may not necessarily have in-house in a primary school.

Traditionally EAL students have done very well at Hampton College at KS4, often outperforming the figures for the whole school. In our primary phase, all EAL children reached the expected level at the end of Year 2 in 2016. The in-school gap between EAL learners and other pupils was very small (0.2 - 0.6 APS).

D1.2.9: Looked After Children

We are likely to admit a small number of Looked After Children, who will require very structured support and encouragement. We will meet regularly with carers and supporting agencies and ensure that there is a detailed, personalised plan in place for each LAC child. We will use Pupil Premium funds to support with additional one to one tuition, provide a laptop for key stage 2 learners and pay for educational equipment, field trips and visits.

When a child is taken into care, or moves to the school as a looked after child, the Head of School will be involved in the process of meeting with parents and other agencies and liaising with the Student Services Assistant to discuss any pastoral concerns regarding the child's transition into school. The Head of School will take the educational lead for LAC Review meetings and PEP meetings and in most cases will co-ordinate the completion of a PEP or ePEP. The PEP will outline the child's achievements and areas for development and targets will be set to enable the child to make progress in any areas identified. The targets will also link to the pupil premium allocation for the child and any money identified to provide resources, intervention or other support for the child will be itemised in the PEP. The class teacher and Student Services Assistant will work very closely with the child and their parents to ensure that their wellbeing during their time in school is maintained and that they have the best possible experience whilst in school.

At Hampton College, we have admitted a number of Looked After Children who have been moved from other parts of England, reflecting the level of seriousness and trauma relating to the reasons for their removal from their birth family. One such student was in our Year 11 in 2014. We are extremely proud to have supported her

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to achieve 8 A*-C GCSEs including Maths and English, which will have a considerably positive impact upon her future life chances. 100% of our LAC students (3 students) achieved 5+ A*-C including Maths and English 2012-14.

In our current academy we had one LAC child in Year 2 in 2016, who also has an EHC. Therefore, we do not have reliable data to show primary LAC performance benchmarked to national or other learners. However, our view is that the child is being supported to make at least good progress.

D1.2.10 Partnerships with Local Schools to develop and support effective practice

The Trust currently runs its own 2FTE primary, as part of Hampton College and enjoys a productive and cordial relationship with the other two primary schools on the Hampton development (Hampton Vale and Hampton Hargate Primary Schools). The Headteachers of the schools meet regularly to discuss pedagogy and ways of working together to optimise the achievement and opportunities for children and families on Hampton. Uniquely, there has also been a convening of Headteachers and their Chairs of Governors, to meet with PCC to discuss local issues (predominately school place planning at all phases on the Hampton Development).

Hampton College Primary Phase is also an active member of PCC's primary school improvement triads. This involves hosting visits and learning walk and being a critical friend to school leaders in other schools. In the last two years, we have also been part of a local group of schools who are developing the use of 'STAT Sheffield' as an assessment and tracking model to replace National Curriculum models. We would envisage that this type of local partnership, beyond the trust, would be maintained and would help Hampton East Primary School to develop into a beacon of effective practice.

Current HAT partnership working with local schools has extended well beyond the traditional primary/ secondary liaison over Year 6 into Year 7 transitions. Collaborative working in the last four years has included:

- Hampton College operating two reception classes on the site of Hampton Hargate School
- Hampton Vale seconding a senior leader to Hampton College, to help establish our primary phase
- Hampton College supporting the development of Hampton Vale's financial control and budgeting systems
- Joint musical rehearsals and performances across all Hampton Schools (e.g. a joint choir singing together at a Christmas celebration event hosted in Hampton College's hall)

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- Hampton College providing the SSCO support for Hampton Hargate and Hampton Vale
- The Hampton Academies Trust staffing KS2 Modern Foreign Language tuition at Hampton Vale in 2014-15
- A member of Hampton College's SLT serving as a governor at Hampton Vale
- Hampton College Sixth Formers assisting in specialist subject delivery at both Vale and Hargate (e.g. Year 12 A level Geographers assist with a Year 5 'Our Earth' project at Hampton Hargate)
- Sharing site and facilities management staff with Hampton Hargate, during a period when the school was short staffed in this area

Since our successful free school bid for Hampton Gardens secondary school, we have been working with the primary schools in Cambridgeshire, which are becoming feeders into Trust secondary provision. We are developing a liaison model with these schools, which will grow to replicate our work with the other Hampton schools, with the Trust being able to offer services to these schools (e.g. specialist Music/ PE/ MFL tuition etc.), as we expand our operations. In terms of this free school application, this demonstrates the value which can be added by the trust, over and above that of providers with a purely primary based portfolio.

D1.2.11: Extra-curricular activities / enrichment time

At Hampton College Primary, we run a series of extra-curricular clubs during lunchtimes and after school. Last year our primary phase staff offered the following clubs to children up to Year 3:

- Arty Crafty Club
- Netball Club
- Philosopher's Club
- Newspaper Club
- Maths Club
- Construction Club
- Board Games Club
- Dance Club

We also had Sports Coaches in school to run the following after school clubs:

- Football Club
- Basketball Club
- Multi-skills Club

On a Friday afternoon we run enrichment activities which include drama, cookery, arts and crafts and sports activities. These activities change every half term and children in Years 1 to 4 are able to choose from the selection on offer. We also offer additional

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enrichment through themed weeks. In Sports Week, for example, the children have participated in climbing, circus skills, street dance, yoga and multiskills.

As part of the all-through school, we were able to offer the following additional extra-curricular opportunities, led by secondary colleagues:

- Spanish Club
- Maths Investigators Club
- Sports events & clubs run by Junior Sports Leaders and Sports Ambassadors from secondary phase
- Joint phase musical performances (eg a secondary ensemble joining reception children for their nativity).
- Science club

D1.3 Our Mission and Values

Our mission as a Trust is to meet the needs of our students and equip them to fulfil their potential.

The following values underpin all the Trust's activities and form the basis of the vision for Hampton East Primary School

We value people:

- Our schools will be welcoming places, at the heart of our community, valuing all people and their talents, beliefs and cultures equally;
- Students will feel safe and respected as individuals at school; they will feel happy to come to HAT schools to learn;
- All staff will feel valued, informed and involved in decision making;
- Parents and carers will feel well informed, and involved in their child's education.
- We recognise families as sources of love and care for their members, and as the basis of a society in which people care for others.

As a result we have very high levels of parental satisfaction expressed in parent/carer surveys at our current academy.

We value learning:

- HAT schools will provide for high quality teaching and learning, involving challenging and enjoyable activities; this will enable our students to think, and to produce high quality work;
- Our curriculum will cater for a wide range of ability and talent, and will provide students with a broad, general education of the highest quality. We will provide an outstanding choice of extra-curricular activities.

As a result rates of pupil progress are at least good and sometimes outstanding at all key stages at our existing academy, Hampton College.

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We value positive behaviour:

- HAT schools will have a positive ethos, which emphasises respect, responsibility and participation;
- Students will be encouraged to grow spiritually, morally, socially and culturally;
- We will place a high emphasis on maintaining positive relationships with students based on honesty and fairness;
- We will expect all members of the HAT school community to act with courtesy, respect and good manners;
- We will emphasise the pleasure in learning, and we will do our best to make sure that fun is part of the experience for all at HAT schools.

The positive relationships between staff and students were commended by OFSTED in the 2013 inspection at Hampton College. Restorative approaches and positive behaviour management techniques have been the focus of teacher professional development. In our current primary phase, we self-evaluate behaviour as Outstanding.

We value health:

- HAT schools will promote the importance of healthy living, and we will emphasise its impact on learning;
- In all areas of operation, HAT will stress the importance of healthy eating; students will be encouraged to drink water in most classes;
- All school sites are no-smoking areas at all times;
- We believe that the health and safety of students, staff and visitors are of paramount importance, and they will always be our first considerations;
- We will work with students, parents/carers and relevant external agencies to promote safe travel to and from school;
- In the interest of safety, students will receive clear messages about items that should not be brought onto HAT premises, or on school visits.

Promoting healthy lifestyles and safe choices are key features of our PSHE work at all key stages. We work closely with the Health Service and health promoting agencies. As a result, health has a high profile in school and pupils and parents know who to approach in school to be directed to health and support agencies.

We value leadership:

- HAT schools will be well governed, managed and led, having excellent relationships with other schools and agencies. Resources will be used effectively to support learning;
- Students will be offered opportunities to show responsibility, and to develop leadership skills.

We aim to develop leaders at all levels. Our children/students are encouraged to develop their leadership skills through: in-class initiatives, year/house/school councils, leading activities for younger learners and through subject leadership (e.g.

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Junior Sports Leaders). Children/students from our current academy are involved in the city's democracy programmes and the Youth Parliament.

We value our community:

- HAT schools will emphasise the opportunities and responsibilities that life in a large community can bring;
- We will make our facilities available to members of our community for learning and for leisure;
- HAT schools will enhance community life;
- Students will be made aware of the positive roles they can play in our global community;
- Students will learn to respect religious and cultural diversity.

As a result pupils take part in community activities which develop their inter-personal skills and encourage them to give back to their community. For example, every child/young person takes part in the Hampton Fun run each year, to raise funds for Macmillian Cancer Care and our local Sue Ryder Hospice.

We value our environment:

- We will provide an outstanding learning environment: stimulating, colourful and well cared for;
- Students will learn to respect their environment at a local, national and international level.

Children/ young people are encouraged to consider their environment and apply this at school and in our locality. Each phase has an active 'Green Team' and we encourage participation in local conservation projects.

We value the future:

- We will develop the next generation of citizens and leaders, willing and able to play active roles in their communities;
- We will lead out into the world young people who feel positive about themselves and demonstrate a passion for life, who respect the rights of other people and who are ready to make their mark.

Our PSHE curriculum encourages students to plan and work towards their own future study/ training and eventual employment.

D2 – measuring pupil performance effectively and setting challenging targets

D2 – measuring pupil performance effectively and setting challenging targets

As teaching professionals, we are having to adjust to 'life without levels', as National Curriculum levels are phased out. We have been keen to view this as an opportunity to assess the skills and knowledge that we think are important and in the ways we think support our children. The aim of assessment is to diagnose each child's areas for development and support and/or stretch and challenge, and for us to establish whether as a team we are supporting children to progress well.

D2.1: EYFS

Our experience of Reception cohorts in this locality has demonstrated that there can be considerable variation on entry in both each individual child's development to date and between cohorts. Therefore, we feel it is essential to establish a baseline assessment of each child/cohort, so that we can track their/our progress. We have chosen to use the Early Excellence system of baselining (EExBA), where we hope that children do not feel tested, but we are able to gather rich diagnostic data. We have used EExBA for the last two cohorts, as well as gathering our own on-entry data using Development Matters to assess the age band that our children are working within during their first six weeks in school. During the Reception year, practitioners build an E-Learning Journal for each child, tracking their attainment in each of the 17 areas using the Early Excellence Assessment Tracker (EExAT). During the Reception year, practitioners also build an E-Learning Journal for each child, tracking their attainment in each of the 17 areas using the Early Excellence tracker EExAT. This will enable the reception staff to monitor the progress of children throughout the year, before making an end of year judgement against the EYFS Profile.

D2.2: Key Stage One and Two

At our current primary provision (Hampton College) we have opted to adopt the 'STAT Sheffield' approach to determining and tracking pupil development and progress. STAT Sheffield operates a system of 'steps', which are a series of specific learning outcomes and key performance indicators in reading, writing, SPAG, and Mathematics. We have integrated the STAT Sheffield steps into our literacy, mathematics and Cornerstones curriculum, so that teachers are able to assess children regularly, through their classwork and extended projects. We have used the STAT Sheffield grids for one year already and have invested in STAT Sheffield online; a tracking system which will allow us to closely monitor individual pupils, groups and cohorts in greater detail. We will also be able to use the system as a teaching and learning tool, by drilling down into each learning outcome and pinpointing gaps in children's learning from the success criteria identified.

D2 – measuring pupil performance effectively and setting challenging targets

We had two main reasons for choosing the STAT Sheffield system. Firstly, because we felt that we could integrate the 'steps' fairly seamlessly into our programmes of study. Secondly, a number of other schools in the Peterborough area had opted for STAT Sheffield and the Headteachers wanted to work together to set up local moderation of standards. We have been working with other schools for over a year now, including one of our very local partners, Hampton Vale Primary School. This cooperation takes the form of joint work scrutiny sessions, where teachers discuss which STAT Sheffield Steps have been accomplished in a given piece of work. In the absence of the familiar Nation Curriculum levels, we feel this type of external verification is essential to ensure that the tracking of student progress is robust and accurate.

Last year our year 2 teachers also made use of assessment grids linked to the end of KS1 assessments, alongside the year 2 SATs papers, to ensure that children had a secure fit of necessary skills and understanding to attain the expected or greater depth levels.

D2.3: Pupil assessment

We believe that effective assessment is central to the teaching and learning process, and a key element in achieving our goal of supporting pupils to attain the highest standards of which they are capable. Effective assessment is that which develops pupil learning whilst being managed efficiently by teachers as an integral part of their work. At Hampton East Primary School, a combination of summative and formative assessment techniques will be used in order to ensure that all students are progressing and achieving, and to generate the data which is required to enable the school to evaluate and improve its practice.

The school will operate an assessment policy, based on the principles guidelines below:

Feedback: children make the greatest progress in their learning when teachers provide effective, clear, relevant and focused feedback. Teachers will provide relevant feedback within a fortnightly lesson cycle; this will usually be in written form, but in whatever form it will include a summary of what the pupil has achieved and at least one target for improvement. Most feedback to primary aged learners will be entirely formative and will not include a grade, level or mark. Where such a grade is given, it should be appropriate to the formal national curriculum levels or school tracking grades, so that the pupil can make the link between their produced work and their periodic reported level. All feedback will be embedded in the learning process, which allows pupils opportunities to improve their work and have it evaluated against previous targets set.

D2 – measuring pupil performance effectively and setting challenging targets

Student engagement: pupils make the greatest progress when they understand the assessment process and are involved in their own learning. At every stage in the assessment process, this process will be explained to children in language appropriate for their stage of learning, including an explanation of the criteria against which their work is being marked. The school will use interactive and dialogic marking techniques, including 'pink for think' and pupils' own responses to feedback. For major pieces of assessed work, teachers will make exemplar material, showing work at different levels, to help pupils plan and aspire to producing their best work.

Range of techniques: pupils make the greatest progress in their learning when teachers use a range of assessment techniques, particularly those that build motivation and self-esteem. Class teachers will be encouraged to employ this full range of assessment techniques as appropriate to the task being undertaken, including the facilitating self and peer assessment approaches. Pupils will be able to demonstrate their subject understanding in a number of formal and informal ways, including through written, oral, diagrammatic and physical responses.

Integrated planning: pupils make the greatest progress in their learning when teachers decide how and when to assess pupil attainment at the same time as they plan their work. Year teams will be expected to map out where assessment points fall within their courses. These opportunities for assessment will be identified and highlighted in schemes of work and lesson plans. Assessment will be a fundamental part of the way individual teachers plan their lessons, not something which is perceived as additional or external to the normal process of teaching and learning. They will be supported to do so through the creation and dissemination of appropriate strategies and materials, e.g. mark schemes, writing frames, exemplars etc.

Evaluation: pupils make the greatest progress in their learning when teachers undertake investigation to evaluate the extent to which assessment is really helping in the learning process. Teachers will take the time to observe and listen to children talking about their work. The key words that will help pupils to develop and articulate their understanding will be made explicit at each stage of learning. Year teams and individual class teachers will also develop tasks which require pupils to demonstrate their learning.

Data collection points are coordinated with the LGB, SLT and Trust meeting cycles, to ensure that student progress data is interrogated regularly and interventions planned in a timely fashion. School/Trust tracking is aided by common MIS used across the Trust (E-Portal/CMIS), which also allows parents to view progress data.

D2.4.1: Standards Targets

Our current primary phase has Reception to Year 4. We do, therefore, have expertise and KS1 data as a basis for some of our target setting. However, we do

D2 – measuring pupil performance effectively and setting challenging targets

not yet have a track record of KS2 results, which is why we have not applied as a route 2 or 4 applicant.

The following targets are made in the light of the following considerations and with the following caveats:

- Our current operations in the locality have had cohorts which are broadly in line with the national average. As Hampton East will serve a new housing estate, with a similar social mix to the existing development, we think it is reasonable to assume this will be the case at Hampton East
- KS1 targets have been benchmarked against our actual SATs results in 2015, with a cohort we view as typical (broadly national average)
- In practice actual targets will be set taking account of baseline/cohort and national data
- Our experience at Hampton College has been that we have been able to add particular value in Mathematics: this is reflected in the target setting.
- Our Key Stage 2 targets are high compared to 2016 national data. However, there has been national volatility in Year 6 results this year and our targets assume a stable curriculum, children having been prepared well over their full primary education for the assessments and assuming the rates of progress we have already secured as a trust at KS1.

D2.4.2: Hampton East Primary - Key Stage One Targets

	Reading	Mathematics	SPaG	Writing	Reading, Writing and Maths combined
% Expected Level	80 (73)	85 (73)	75	77 (66)	75 (60)
% Greater depth	28 (24)	25 (18)	15	15 (13)	12 (9)

*National figures shown in brackets

D2.4.3: Hampton East Primary - Key Stage Two Targets

	Reading	Mathematics	SPaG	Writing	Reading, Writing and Maths combined
% Expected Level	80 (66)	85 (70)	75 (72)	77 (74)	75 (53)

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% Higher Level	30 (19)	30 (17)	25 (23)	20 (15)	18 (5)
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*National figures shown in brackets

D2.5: Closing the gaps

Hampton Academies Trust is committed to improving the life chances of all its learners; as a result, the closing the gap agenda is a top priority. At Hampton College, the KS4 results show disadvantaged students on all measures are now on a par with or in excess of those of non-disadvantaged students nationally. Whilst a gap still exists within the college, this has reduced significantly over the recent years and we continue to strive to reduce this even further. In 2014 Hampton College received a letter from David Laws MP to commend the school on the rates achievement and progress of disadvantaged students at KS4, which were acknowledged as amongst the best in the East of England that year.

In our primary phase, all disadvantaged children reached the expected level at the end of Year 2 in 2016. The in-school gap between disadvantaged children and other pupils was very small (1.3 – 2.2 APS). The Trust aspiration to eradicate the achievement gap between disadvantaged children and all learners will be a high priority for Hampton East Primary School.

D2.6: Attendance

Good attendance ensures that children have every opportunity to achieve their potential and prepares them for further study and eventually the world of work. As a Trust, we have implemented strong systems to ensure good attendance at Hampton College which will be replicated at Hampton East Primary School.

In order to achieve excellent attendance at Hampton East, we will have the following measures in place:

- Ensuring that parents/care understand the impact of absence: that 90% attendance involves 20 days off school per year and that research has shown that this could mean significant underachievement at school
- Celebrating outstanding attendance through termly and annual certificates. This year, HAT celebrated the amazing attendance record of a student who has never had a day of absence in his entire school career from Reception to Year 13.
- Working closely with parents where attendance has become a cause for concern. Where attendance falls below 90%, letters will be sent home to parents to engage them in boosting this figure again. Where there is no improvement, attendance meetings will be held.

D2 – measuring pupil performance effectively and setting challenging targets

- In accordance with the most recent government guidelines, no absence will be authorized except in exceptional circumstances such as bereavement. No term time holidays will be authorized.

Attendance targets for Hampton East Primary School

2019-2020	96.5% (Reception)
2020-2021	96.75% (R & Y1)
2021-2022	97%

We believe that attendance of 96.5%, rising to 97% would represent outstanding attendance. We believe this is achievable, based upon our Reception – Y3 attendance of 95.65% at Hampton College Primary Phase in 2015-16 and our target for 2016-17 of 96.5%.

D2.7: Establishing positive pupil behaviour

‘A particularly impressive feature of the college is the excellent relationships between students and staff. This is often seen in the high levels of mature and mutually supportive collaboration that takes place in many lessons.’ Hampton College Ofsted Report 2013

The Trust’s vision and aims place people and learning as our top priorities. We believe that children flourish in safe, calm environments, where good behaviour is modelled, rewarded and reinforced, and where learning is valued. We aim to foster a caring, positive ethos and encouraging children to be respectful of others and their community and, as they move through the school, being conscious of their own responsibilities to model positive behaviours to younger children.

Strategies and initiatives to encourage positive values at Hampton East will be developed from those proven to be successful at Hampton College, which have included:

- Key Stage and whole school assemblies, which promote the values of the school
- Community and charitable participation: in 2015 all primary children at Hampton College took part in the Hampton Fun Run to raise money for MacMillan Cancer Care (a joint Hampton schools event)
- Strong emphasis on attendance (95.65% for Reception – Y3, 2015-16)
- Emphasis on mutual courtesy
- Restorative approaches used when appropriate (e.g. as the first line response in bullying issues)

D2 – measuring pupil performance effectively and setting challenging targets

The Trust will be fully signed up to local networks and protocols around Fair Access, behaviour and inclusion. Hampton College has worked productively and creatively with the PCC behaviour team, to support children who are vulnerable and/or whose behaviour has become particularly challenging, including using bespoke solutions for individual children. Working together with PCC, we have made permanent exclusion a genuine last resort and a rarity. Since opening our primary phase in 2012, we have had only one permanent exclusion. This was a very exceptional circumstance, where we were advised to take this step so that the child could access a higher level of multi-agency support.

D2.7.1: Behaviour Targets

At Hampton East Primary School we would be working towards:

- A 'no permanent exclusion' policy
- Very rare use of fixed term exclusion (applied to less than 1% of the school population)
- The management of challenging behaviour in-house – e.g. judicious use of positive behaviour support time, out of the classroom, as an intervention.

D2.8: School Improvement Cycle

HAT operates a number of rigorous school improvement processes throughout the school year. These were commended by Ofsted during Hampton College's 2013 inspection and will be implemented at Hampton East Primary School. The following are the key elements of the cycle.

D2.81: External school improvement partners

The Trust buys in the services of an external school improvement partner (SIP). The SIP will visit Hampton East Primary School each term, with a varying focus, to examine a range of outcomes and evidence bases. The SIP will also write a both termly and annual reports which are shared with the governing body, and verify the self-evaluation form produced by the senior leadership team (see below).

As a Trust we have also been involved in the piloting and then establishment of school improvement triads in Peterborough. Within each triad, Headteachers/ Heads of School act as additional SIPs for each other's schools, visiting each term with a different focus and producing a report which is shared with the other school's governors and the LA school improvement board. This arrangement requires the Trust and other local schools to act transparently and share data such as Raiseonline reports; it also allows schools to share areas of expertise and best practice. We intend that Hampton East Primary School should also join one of these triads. Following precedent set by another MAT operating locally, the two HAT schools will be involved in separate triads,

D2 – measuring pupil performance effectively and setting challenging targets

providing an additional level of peer to peer support both to, and from, each school and the Trust as a whole.

D2.8.2: Self-evaluation

Although we appreciate it is no longer an Ofsted requirement to prepare a self-evaluation form, HAT has found it extremely useful to continue to produce a similar set of documents on a termly basis in Hampton College and will implement the same process in Hampton East Primary School. These documents will include headings on outcomes for children and learners, quality of teaching, learning and assessment, personal development, behaviour and welfare, and effectiveness of leadership and management. They are used to support the senior leadership team in constantly evaluating the school's performance and ensure that the necessary steps are taken, in line with our strategic planning, to improve and develop practice across all areas of the school's operation.

D2.8.3: The role of the local governing body

The Hampton College governing body is an active and well informed group, who offer the right balance of support and challenge to the senior leadership team. We will ensure that the local governing body of Hampton East Primary School is similarly effective in its role in school improvement. The governing body will be actively involved in evaluating the development planning process, and will discuss and approve school improvement processes as the new school grows.

The governing body will also hold copies of the school's operation and strategic plans (see below), and nominated link governors will discuss these plans with middle and senior leaders before they are finalised. Every year, the governing body will set development priorities through discussion with the senior leadership team.

D2.8.4: Role of the Trust

The Trust is ultimately accountable for the standards at each of its schools. There is a carefully planned meeting cycle, which enables the Trust to monitor tracking data and discuss planned interventions with each Head of School. As well as a clear accountability structure, the Trust is also in a position to target resources and Trust expertise to ensure that issues are addressed swiftly and effectively. For example, if a particular primary year group are under expectation for Mathematics, Trust specialists can be deployed to observe and audit current practice and to work with school staff to plan and deliver interventions.

D2.8.5: Strategic planning

HAT will create two school improvement plans for Hampton East Primary School once it is established:

D2 – measuring pupil performance effectively and setting challenging targets

- One year detailed operational development plan covering the next academic year;
- Three year strategic plan to secure the longer term vision and aims of the school.

These plans will be created using a five stage cycle:

- Stage 1 How well are we doing? – analysis of current data
- Stage 2 How do we compare with similar schools? – analysis in context
- Stage 3 What should we aim to achieve over the relevant time period? – clear SMART targets
- Stage 4 What must we do to make it happen? – development planning
- Stage 5 Taking action and reviewing progress? – Act, evaluate, then start cycle again

In line with these stages, our planning will follow the schedule laid out below:

Time	Tasks
September	Review results from previous academic year
Autumn term	Review other student achievement and progress targets Evaluate previous year's plan Finalise development plan
Spring term	Six month review of plan
Summer term	Draft development and strategic plans, with targets, for the following year

D2.8.6: Quality of Teaching

We will implement a rigorous set of processes to ensure that the quality of teaching at Hampton East Primary School is appropriately monitored and consistently improves. These will include:

- A rigorous system of teacher observations which link both to whole school quality assurance processes (see above) and individual teacher appraisals. These observations will be used developmentally, to support staff members to improve their practice and ensure that development and training opportunities are tailored to staff need.

D2 – measuring pupil performance effectively and setting challenging targets

- Analysis of data using the school's MIS, which will identify any areas of weakness at teacher level and enable appropriate support and challenge to be put in place.
- An accessible database of effective practice across the Trust, which enables teachers to seek out colleagues who have a particular strength across any HAT school, and observe and work with them to improve their own practice.
- Formal peer coaching programmes, which again will operate across both HAT schools.
- Involvement in external programmes which are focused on boosting the quality of teaching, such as the Outstanding Teaching programme and the Improving Teacher programme.

D2.3: Liaising with Parents

We know that positive relationships with parents and carers are critical in ensuring good outcomes. From our experience of establishing a new school, we also know that this is even more essential to establish the initial trust and confidence that their child will be happy and well taught in the new setting. At Hampton College we engage with parents and carers in a number of ways, which will be replicated in Hampton East Primary School and include:

- staging events for parents to share information about their child's learning, transitions etc.
- having a Parent Council, who raise their own agenda items and hear directly from school leaders about developments
- A dedicated Student Services team, who act as the first port of call for most parental contact
- An ever greater use of e-contact (parental dial-in to real-time attendance and achievement data, parentmail, Twitter, SMS, school website, *Show my homework* etc.)
- Outreach to the families of vulnerable students
- Links to external services and sources of support for parents/carers

Furthermore, we believe that working in partnership with parents is crucial in order to ensure that students are able to learn most effectively. We will, therefore, engage with parents in the following ways specifically about their own child's learning:

- Teachers' periodic summative judgements will be shared with parents and a detailed annual written report is sent home in hard copy, as well as available in a specific parent area online.
- There will be a number of parents' consultation evenings, when parents have an opportunity to discuss their child's progress and attainment in a formal setting. Parents will also be able to contact class teachers and leaders on an informal basis to discuss their child throughout the year.

D2 – measuring pupil performance effectively and setting challenging targets

- We will endeavour to ensure that parents clearly understand the processes and vocabulary of assessment, so that they are able to fully engage with the processes and to discuss assessment with their child.
- Each year group has a number of after school and in-school workshops aimed at parents, to explain the curriculum and their child's learning, as well as offering parents the opportunity to take part in a lesson or activity with their child each year
- Since the inception of Hampton College's primary phase in 2012, it has enjoyed very high parent approval ratings. See below:

(% who agree or strongly agree with the statement)

- 98.8% - My child is taught well at this school
- 100% - This school is well led and managed
- 99.4% - My child is happy at school
- 98.8% - I would recommend this school to other parents/carers

These survey results are evidence that we work effectively with parents and carers, who are extremely satisfied with the school. We will apply this experience to Hampton East Primary School, ensuring that parents of our new cohorts continue to engage positively with the school to support their children's learning.

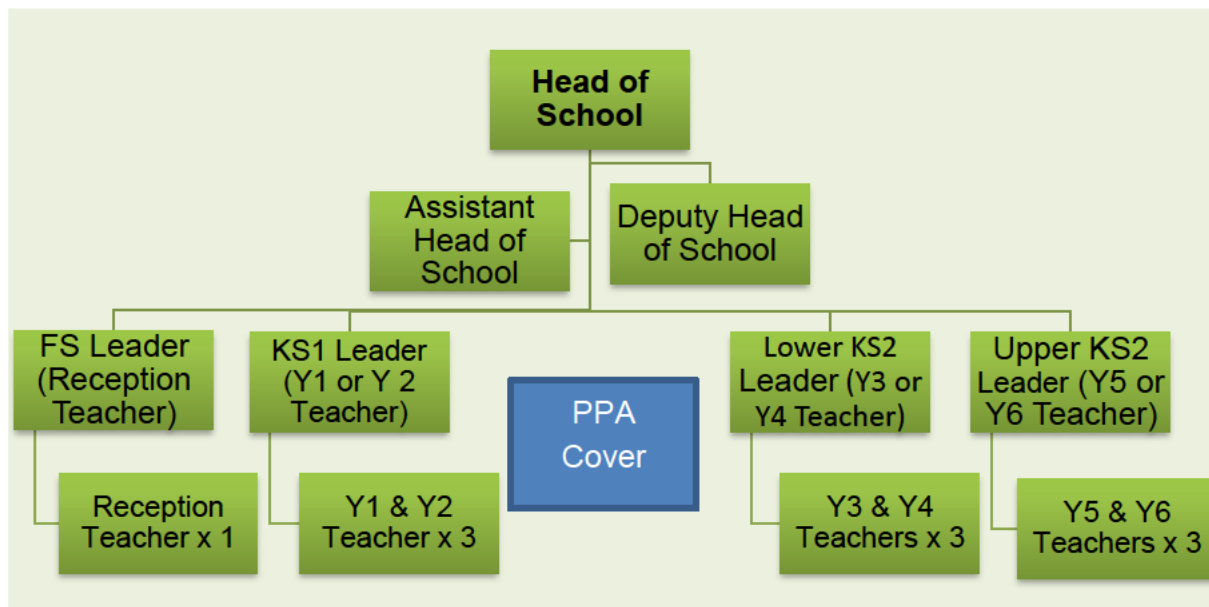
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

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

D3.1: Staffing Structure

D3.1.1: Teaching Staff Structure

The organisational structure below illustrates the proposed Teaching Staff Structure for Hampton East when the school reaches full capacity.



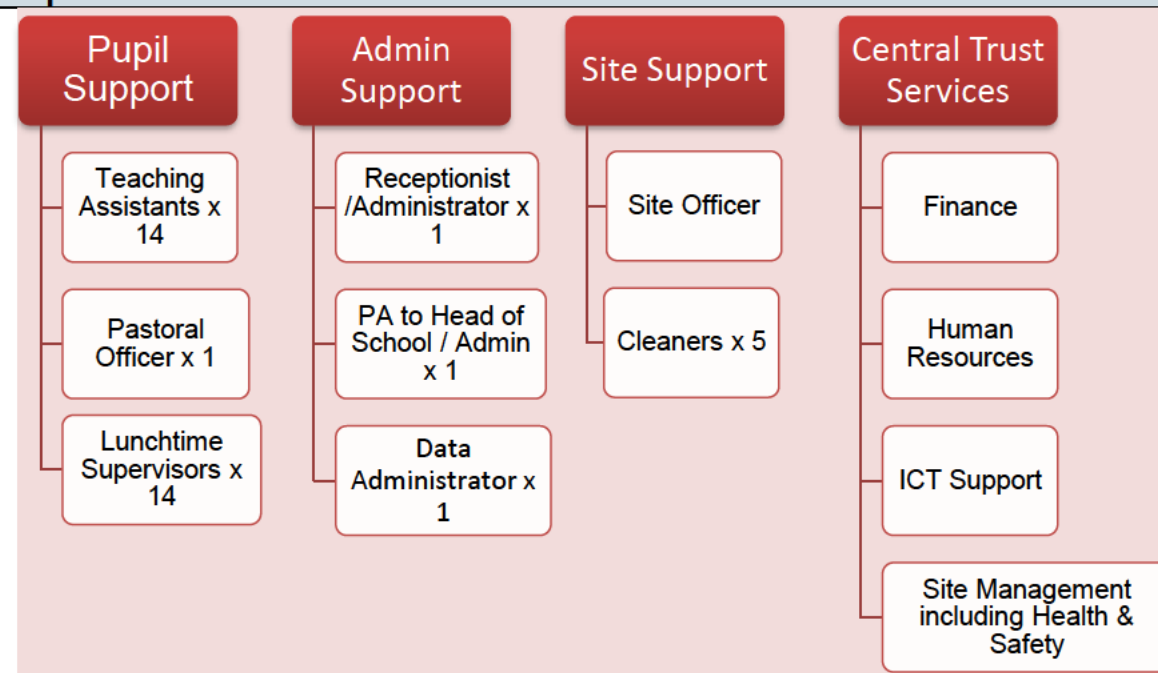
Hampton East Teaching Staff Structure 2025 (Full Capacity)

D3.1.2: Support Staff Structure

The organisational structure below illustrates the proposed Support Staff Structure for Hampton East when the school reaches full capacity.

The structure includes the services which will be provided by the Trust's central services team as well as staff who will be employed directly to work in school. We propose to apply a top-slice from the funding (excluding Pupil Premium and targeted grants) to the Hampton East budget to cover the cost of the central services provided. The services will include those detailed in the structure as well as leadership support.

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



Hampton East Support Staff Structure 2025 (Full Capacity)

D3.2: Phased Staff Build Up

D3.2.1: Overview

The Trust has experience of growing schools year by year and recruiting accordingly. At Hampton College, the secondary phase opened with Year 7 and 8 students and then added a year group each year, and the primary phase opened with just the reception year. Therefore, our staffing projections are based on experience, as well taking due regard of financial forecasting.

In year one Hampton East will have 2 full-time teachers each supported by a full-time Teaching Assistant; a full-time non-teaching Head of School and a small team of support staff based in school. In addition support will be provided by the Trust. The Executive Headteacher and the Director of Finance and Resources will be offer Leadership support and the central services team will provide Finance, Human Resource, ICT and site management support.

D3.2.2: Growth in Middle and Senior Leadership

As the school grows we will begin to implement a middle leadership structure to support each key stage and ensure effective curriculum delivery and development. We plan to replicate the middle management structure currently in place in the primary phase at Hampton College, appointing a key stage leader for Early Years, Lower Key Stage 1, Upper Key Stage 1, Lower Key Stage 2 and eventually Upper

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

Key Stage 2. These appointments will be made for the first year of delivery within each key stage and will be held by one of the classroom teachers within the key stage. We envisage that there will be developmental opportunities to lead on various aspects of the curriculum including Maths, English and ICT and as the school continues to grow we will award small TLRs for these areas. These costs have been included within the Training and Development section of the Budget plans.

At senior leadership level, the model will grow over time in a similar way. Whilst we have not yet recruited a Head of School (as we are still 3 years ahead of opening), the Trust's Executive Headteacher is in place, with an established track record of school leadership and of securing successful student outcomes. We are confident of an exceptionally strong field for the Head of School post.

The SLT structure at Hampton East will grow over time, to match the needs of the school. Where we have described the roles we will intend to have in place over the first 6 years, it is possible to combine some of these roles, while the school only has a small number of year groups. We plan to add a non-teaching Deputy Headteacher in year 3 and an Assistant Headteacher in year 6.

D3.2.3: Phased Staff Growth

The table below shows how our staff will grow from 2019 until the school reaches capacity:

Staff/Year	2019 / 2020	2020 / 2021	2021 / 2022	2022 / 2023	2023 / 2024	2024 / 2025	2025 / 2026
Students on Roll	60	120	180	240	300	360	420
Leadership Team							
Head of School	1	1	1	1	1	1	1
Deputy Head			1	1	1	1	1
Assistant Head						1	1
Teaching Staff							
Classroom Teachers	1	2	4	5	7	8	10
PPA Teacher	0.2	0.4	0.6	0.8	1	1	1
FS Leader	1	1	1	1	1	1	1

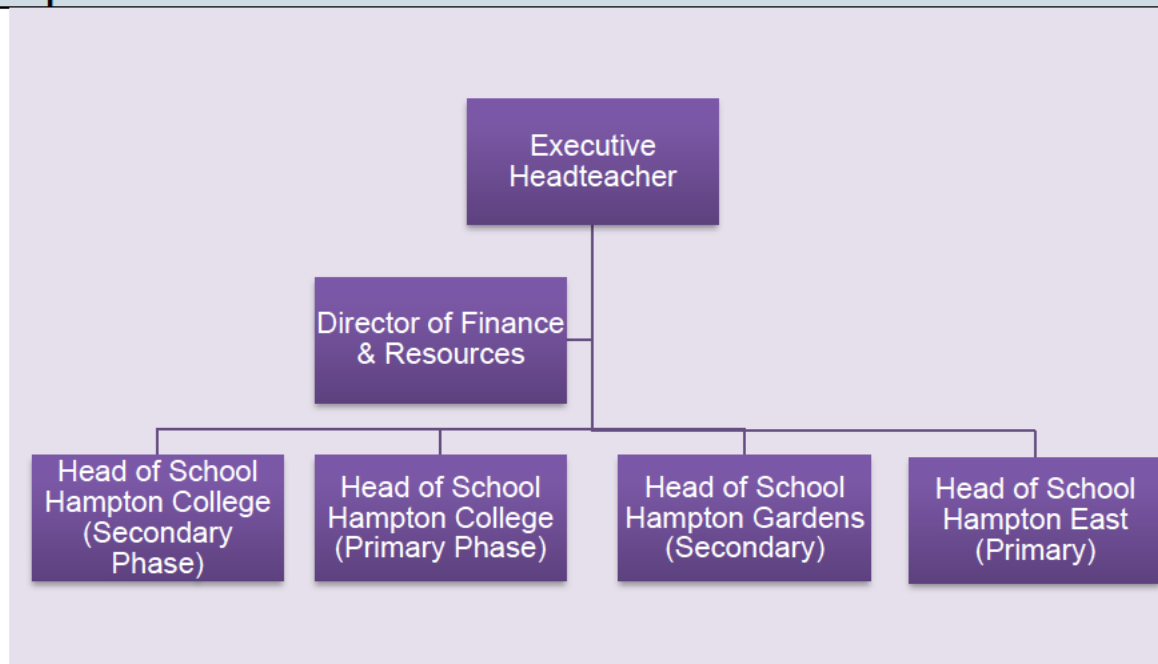
D3 – a staffing structure that will deliver the planned curriculum within the expected income levels

KS1 Leader		1	1	1	1	1	1
Lower KS2 Leader				1	1	1	1
Upper KS2 Leader						1	1
Pupil Support Staff							
Teaching Assistants	2	4	6	8	10	12	14
Lunchtime Assistants	2	4	6	8	10	12	14
Pastoral Officer			1	1	1	1	1
Admin Support Staff							
Reception/Admin	1	1	1	1	1	1	1
PA to SLT/Admin			0.5	0.5	0.5	1	1
Data Administrator					0.5	1	1
Premises Staff							
Site Officer	1	1	1	1	1	1	1
Cleaners	1	2	3	4	5	5	5
Total Staff (Headcount)	11	18	28	35	43	51	56
Total FTE Staff	7.1	11.4	18.2	22.5	27.3	32.9	36.7

D3.3: Leadership Structure

The organisational structure below illustrates the proposed Trust leadership structure once Hampton East is an established school. Hampton Gardens is due to open in September 2017 and the Head of School for Hampton Gardens along with the newly appointed Head of School (Secondary) for Hampton College are due to join the Trust in January 2017.

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



Hampton Academies Trust Proposed Leadership Structure

D3.4: Roles and Responsibilities

D3.4.1: Executive Headteacher

The Executive Headteacher is responsible for establishing and maintaining high quality provision at all HAT schools. She will line manage and support the Heads of School, and will create safe and productive learning environments where excellence, equality and high expectations are standard by deploying resources in an effective manner across the Trust. She will work with the Director of Finance and Resources to manage the Trust's budgets and ensure financial probity.

The Executive Headteacher will also be responsible for external relationships, such as those with the Local Authorities, other local schools and others at a regional and national level as appropriate. She will identify priorities for continuous improvement and provide the strategic leadership necessary to secure these.

For more information on the role of Executive Headteacher, see Annex D.

D3.4.2: Head of School

The Head of School will have significant input into the development of the strategic vision for Hampton East. They will be expected to evaluate the school's performance, identify priorities and provide vision, leadership and direction to the entire school. They will also contribute to the recruitment of staff. With the Executive Headteacher, they will be responsible for determining the curriculum, and then for its implementation and review. With the Director of Finance and Resources, they will deploy resource efficiently to ensure that the school can achieve its vision and aims.

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

Within the school, the Head of School will lead on the effective management of teaching and learning to ensure that an outstanding education is provided for all students. They will promote excellence, equality and high expectations for all staff and young people. By creating a safe and productive environment, they will engage students in learning. They will also have responsibility for building links with the community to enrich students' learning opportunities and to ensure that Hampton East is embedded within our area.

For more information on the role of Head of School, see Annex E.

D3.4.3: Director of Finance and Resources

The Director of Finance and Resources, as the trust's leading support professional, will be part of the trust's leadership team. They will work at trust level, but retain accountability for financial management at Hampton East. Financial services will be provided by the central Trust finance team and the Finance Manager, will be directly responsible for liaison with Hampton East staff to ensure that this is managed effectively. There will be some low level financial activities undertaken in school and it is envisaged that these will be in operation from the outset and be under the responsibility of the full-time administrator.

The Director of Finance and Resources will be responsible for providing professional leadership to, and ensuring the effective management of, Hampton East's support staff in order to enhance their effectiveness. They will be expected to promote the highest standards of business ethos within the administrative function of the school, strategically ensuring the most effective use of resources in support of the school's vision, strategic priorities and learning objectives. The Director of Finance and Resources will specifically be responsible for:

- Financial resources management
- Administration management
- Management information and ICT
- Human resources management
- Facility and property management
- Health and safety management.

D3.4.4: Deputy Headteacher

The Deputy Head will be a member of the SLT and as such will contribute to the development of the school's strategic vision, policy and planning for the school; they will be responsible for co-ordinating the development planning process, including the evaluation of previous plans and the production of new ones. They will assist the Head of School as required and deputise for him/her, and other members of the SLT, as

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

necessary. The Deputy Headteacher will have defined specific responsibilities within their role which will be determined dependent on experience and skills and will vary as the school grows and additional staff are recruited. These may include undertaking the role of SENDCo and Safeguarding.

D3.4.5: Assistant Headteacher

Hampton East will have one full-time Assistant Headteacher who will be a member of the SLT. As such, they will all be expected to contribute to the development of the school's policies, to promote these in discussions with staff and all other stakeholders, and to share responsibility for their implementation. As with the Deputy Headteacher, the Assistant Headteacher will also have specific areas of responsibility within their role in addition to their wider responsibilities.

D3.5: Operating with lower pupil numbers

The budget forecast for Hampton East has been produced with the advantage of both knowledge of local funding allocations and also actual expenditure of operating a growing primary provision in brand-new purpose built accommodation. In years 1 and 2 there is a healthy in-year surplus, a small contingency but realistic allocations for staffing, resources and other expenditure which will enable full curriculum delivery.

The in-year surplus budgets in early years have been possible because of the benefits of working within a Multi-Academy Trust which enables staffing to be far more efficient through the support of the central trust services which are charged as a percentage top-slice of the annual budget. The local funding formula is also beneficial in early years as the fixed lump sum for primary schools in Peterborough Local Authority is currently █████ which is over 40% of the predicted core funding in year 1. In addition, the █████ allocation of the leadership grant element of the Post-Opening Grant means that amount of predicted funding in the first two years is disproportionately high per pupil compared to future years as the amount of POG funding reduces and the funding formula allocation becomes more pupil numbers based.

The higher funding in early years enables us to remain financially viable should we not recruit the pupil numbers we are predicting. Based on the local funding formula if the number of students we recruited fell to 70% the reduction in funding would decrease by █████ (14% reduction) rather than a 30% reduction. However, given that it is our intention to open with just one year group of 60, if we did only recruit 70% of the planned intake (42), we would still need to operate two reception classes.

If we did only recruit 70% of our proposed intake we would take the following actions:

- Review the staffing structure and consider where reductions could be made without compromising the quality of provision. This could include the Head of School undertaking some teaching to allow the PPA cover role to be removed

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

in Year 1 and/or a reduction of the teaching contract for the 2nd reception teacher.

- A small reduction in the number of hours of support staff contracts including the site officer and receptionist. Additional support could be provided by the Trust as part of the central services arrangement if required.
- Revisit budget plans and reduce costs which are based on students numbers. This expenditure would include curriculum and ICT resources. There may be some savings made on the general overheads, but these are likely to be minimal.
- Consider how much training and development could be offered by or shared with the other schools in the trust rather than buying in external training/support services in the early years. This could reduce development and external support costs.
- Whilst Hampton East is not an all-through school, we intend to utilise the benefit of its close proximity to Hampton Gardens and Hampton College (all-through school) to offer support and cross-MAT liaison. This is obviously one of the benefits of a multi-academy trust, but in the early years of operation, particularly if we have any budget constraints, we can utilise this facility to its full extent. For example, If the decision was made to recruit less teaching staff in year 1 and for the Head of School to pick up a teaching load, we would need to provide extra leadership capacity and this could be provided by the Executive Headteacher or one of the senior leaders at the Primary Phase at Hampton College.

If we did only recruit 70% of our planned intake we have enough flexibility with the proposed staffing structure and budget plan to manage the reduction in numbers to produce a balanced budget without effecting the quality of our provision or compromising our vision. There would be two reception classes both staffed with qualified teaching staff (including PPA cover) and each supported by a full time Teaching Assistant.

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

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D4.1 Welcoming to all

As a school, we will not have a faith designation and will work hard to ensure that our school is inclusive and welcoming to all. Given the close proximity to our existing primary phase, we anticipate that we will have a similar mix of children and families in terms of ethnicity and religion. Currently, the overwhelming majority of child come from backgrounds where their families are not regular attenders at any kind of worship. Around 6% come from practising Muslim households. A significant minority have parents from Eastern Europe/European Union (11%) and many of whom would identify themselves as Christian.

As part of our teaching of British Values (see below) children are taught to value others and respect the differing belief of others. We encourage children to talk about and celebrate their family's beliefs and customs. We teach about and celebrate the festivals of the major world religions, such as Christmas, Eid and Diwali. Often this will take the form of an assembly or themed class work.

At Hampton College, we have developed links with the new local Church of England church, Christ the Servant King in Hampton. Each year we stage a Reception nativity play, which the church kindly hosts. This is open to all parents and children and our experience has been that this has become a real community of event, with families of other religions and those of no faith taking part and supporting the event. We would aim to have a similar event for Hampton East children.

The trust has a dialogue with the Peterborough Mosque through the Headteachers association. We adhere to all agreed city protocols in relation to accommodating Muslim students. This is more noticeable in our secondary phase, where older girls are allowed to wear a school uniform coloured hijab and jogging bottoms, rather than shorts, for PE. Other religions have been accommodated in similar ways. In our secondary phase we have also provided a lunch-time prayer room for Muslim students and our school meals provider has developed a rigorous system for ensuring each child gets a meal which complies with their cultural or religious beliefs.

Tolerance and respect for others are encapsulated in the PROUD values we have devised for our existing primary provision. See Annex F.

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

D4.2: British Values

As part of our work to prevent radicalisation and extremism we will be committed to promoting British Values at Hampton East Primary School, as we have been at other trust schools. In our current primary provision, our British Values work sits hand-in-hand with our PROUD aspirations (see Annex F) for Hampton College Primary, which are based on the Hampton Academies Trust vision and Values. British values as a theme manifests itself in assemblies, class based PSHCE work, display work around the school, our weekly PROUD themes and themed Family Days in school.

Children in all year groups have a weekly PSHCE session, which focuses on work from the Cambridgeshire scheme of work and the SEAL units. This is also supported in assemblies and our expectations which are explicitly shared with children. The SMSC aspect of our school includes assemblies, inviting visitors into school and visits out; themed weeks; working closely with our parents and the local community and class based learning opportunities. Enrichment time and Family Days also offer children the chance to work with different adults and children to those in their class and this also builds our feeling of the school community, embracing British Values, PSHCE and SMSC. For a photograph of an example of the visibility of British Values in our current primary phase see Annex F.

D4.3: Safeguarding and child protection

The Hampton Academies Trust strives to achieve the best outcomes for our children in an educational setting that is a safe and welcoming environment where all children are respected and valued. We are determined to adopt best practice in relation to safeguarding and all of our senior leaders in our schools at Deputy, Head of School and SENDCO levels undertake the full Designated Person training. This ensures that there is always someone on site with high level Safeguarding knowledge.

We therefore expect and will ensure that all staff and visitors to Hampton East Primary School will be alert to signs of abuse and neglect and will follow the Local Safeguarding Children Board (LSCB) procedures to ensure that children receive appropriate and effective support and protection. Staff training is updated annually to ensure that staff are aware of the signs of abuse and neglect and are aware of the trust/school's procedures.

Parents / carers should know that the law requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. Where possible, any concerns raised will be discussed with parents or carers and identified action will be shared. Where the school believes that a referral should be made to Children's Social Care this will also be discussed with parents and carers, except in circumstances where such discussions may place the child at increased risk of significant harm.

In accordance with local Information Sharing Protocols, Hampton East Primary will ensure that information is shared securely and sensitively. Information will only be

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

shared with other services where it is deemed necessary and proportionate to ensure that children and young people are safe and receive the right service.

Advice will be sought from Children’s Social Care when school staff have reasonable cause to suspect a child may be suffering or is likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. We appreciate that this can be distressing for families but hope that parents and carers will see that our staff will only ever act in the best interests of our children and that our main priority is to safeguard our children and ensure their wellbeing.

If a member of staff suspects that a child is at risk from abuse or neglect they will complete a ‘Logging a concern’ form, detailing their concerns and any disclosures that the child has shared. These forms are then passed to the Designated Personnel for Child Protection (Head and Deputy Heads of School) who will take appropriate action depending on the content of the form. The DP will check to see whether or not there are any previous concerns and may speak to the child, other professionals or the parents when following up a concern. Where the concern reaches the threshold for significant harm, or the DP believes the child may be at risk of significant harm, a referral will be made to Children’s Social Care. In some cases, where concerns do not meet the threshold but there are ongoing concerns about a child, it may be necessary to engage with the parent to complete an Early Help Assessment and convene a Team Around the Child to support the child and their family.

Below is the guidance given to trust staff, advising how to act in the case of a concern:

What to do if

- A student self discloses a child protection concern
- Or you have concerns surrounding a child protection issue/s
- Or any other safeguarding, welfare or child protection concern/issue.

Concerned about Student Abuse?

Emotional Abuse	Physical Abuse	Neglect	Sexual Abuse	Organised Abuse - CSE	FGM	E-Safety
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What do I do?

1. It is important that you listen and appear to have time.
2. Stay calm and show that you are taking this seriously.
3. You do not have to make any decision as to whether or not the child is telling the truth.
4. You should reassure the child and tell them that they have done the right thing in telling you, that it is not his/her fault and that it has happened to other children.
5. Never ask leading or closed questions.
6. Never judge or condemn the alleged abuse or abuser.
7. Explain the information will have to be passed on.
8. Don't promise to keep the abuse secret or make any other promise you can't keep.
9. If a child says she/he will only tell you if you promise not to pass the information on explain that this is not possible, even if this means they refuse to say anything more.
- 10 Record the conversation promptly and accurately on a logging concern sheet, date and sign it and pass it on to a Designated Person immediately.

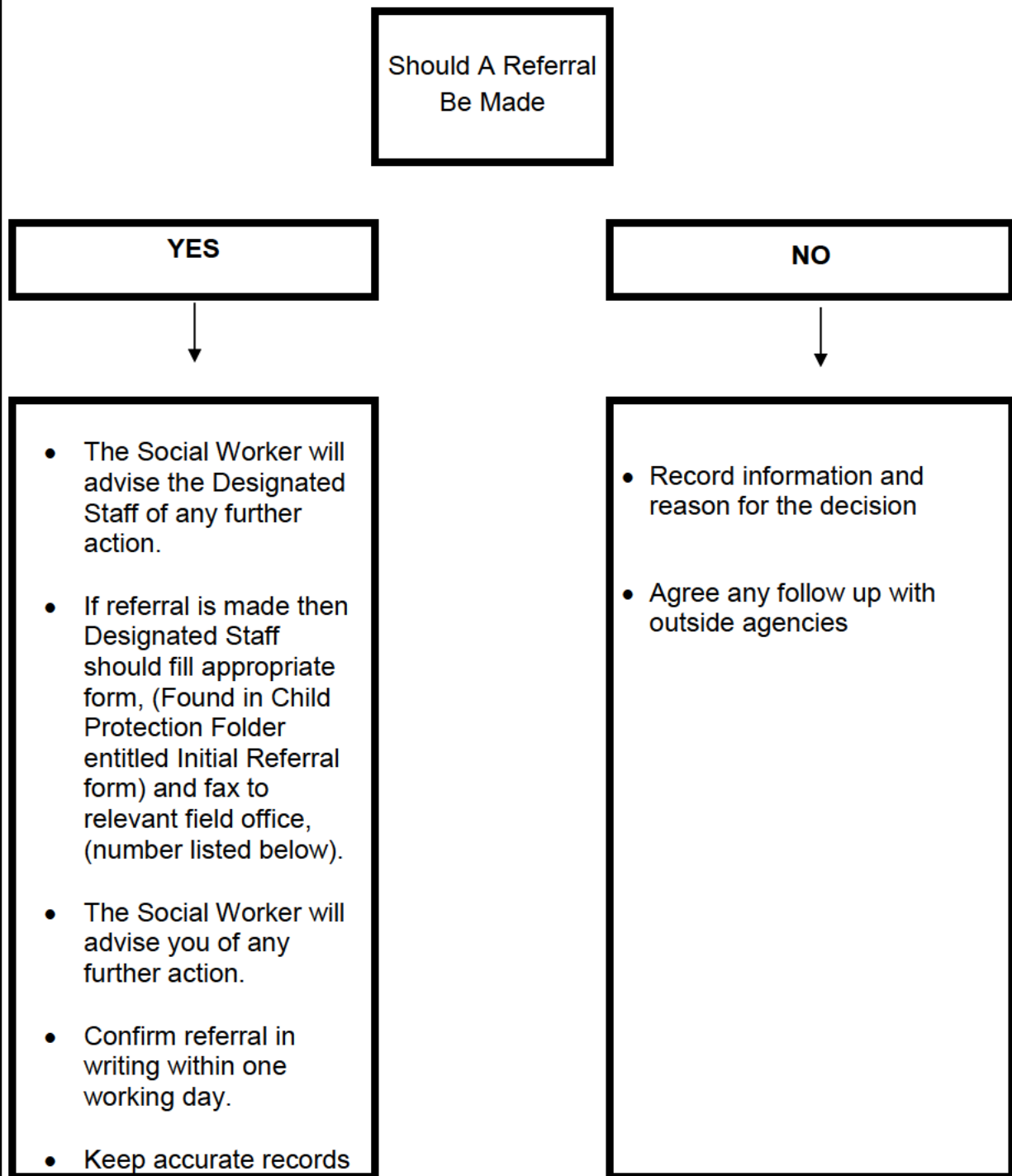
In the first instance share your concerns with the DSL or other Designated Staff. If the DSL is accused then concerns or allegations should be shared with the Headteacher.

What Happens Next

Designated Staff should confer or seek advice in order to decide whether a referral is necessary. Best practice to consult with Duty Social worker or Social Services. If allegations are made against staff it must be discussed with the LADO prior to any action.

Although it is usual for referrals to be made by designated staff, **any individual can refer their concerns to children's social care directly.**

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



D4.4: Prevent

If a concern is raised by a member of staff which relates to radicalisation or extremism, this will be dealt with in the same way as any other safeguarding concern in that the concerns will be passed to the Designated Personnel, using the Prevent version of our logging a concern form. The DP will then pass on these concerns, take appropriate

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

action and refer concerns on to Children’s Social Care, The LA Prevent lead (link the channel panel) or the police as appropriate.

The Hampton Academies Trust has a detailed PREVENT action plan, which is regularly reviewed. Areas covered by the plan include:

- Establishing a single point of contact (SPOC) for PREVENT at each HAT school
- Assessing the risk of pupils being drawn into radicalisation, terrorism and violent extremism and identifying actions to reduce the risk
- Training staff to recognise radicalisation and extremism
- Referring vulnerable pupils to Channel Panel
- Managing extremist speakers and events organised externally but held on school site (we have a detailed plan to prevent this through lettings screening)
- Managing access to extremist materials
- Challenging extremist ideas, which prevents terrorism

D4.5: Partnership with parents

We have enjoyed an exceptionally high child and parental approval rating for our existing primary provision. We regularly receive 100% agreement to the statement ‘my child is happy at school’ in parent surveys (See Annex G). Part of the reason for such positive support from parents is our approach to ensuring parents are welcomed and in providing a range of opportunities for them to see what happens at our school. Opportunities which we feel go beyond the standard offer include:

- ‘Stay and play’ sessions for pre-school children in the term before they start Reception
- All children visited in their home or at their pre-school setting before starting school
- Parents invited in during and after the school day for a range of workshops, including ‘how to support your child’s reading’ and creative workshops (eg Christmas art work)
- Parents invited to assemblies
- Senior team committed to being inclusive and encouraging in the ‘hard to reach’
- Innovative multi-agency and cross-phase family working (eg support for parenting workshops offered on our site)

D4.6: Pastoral Care

In addition to the work of the class teacher and teaching assistants, the trust has adapted the ‘student services’ model it operates in our secondary schools for the primary setting. This means that we have a dedicated child/family liaison worker, who acts as a point of contact over issues such as attendance and well-being. We also

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

have engaged a part-time family support worker, who supports and liaises with vulnerable families. In addition, we host parenting classes and parenting support. We would offer a similar level of liaison and support at Hampton East Primary School. Given the proximity of the schools, it may well be possible to share support workers and pool expertise across the schools.

D4.7: Overview

We are committed to educating all students, regardless of their starting points and abilities and assisting each individual to achieve to *beyond* the level that their starting point might normally suggest. We have established a successful inclusive school at Hampton College (all-through), evidenced by our very low permanent exclusion rates and considerable academic successes from cohorts which contain an above average proportion of students with SEND. We will support each child at Hampton East Primary School to develop as an autonomous, independent learner and to progress to secondary education will be skills and resilience to flourish.

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

E.1.1 The need for more places

Peterborough City Council (PCC) has encouraged our application and timescales and has provided a written support for our proposal as part of this bid (see Annex B). As part of our continuing partnership with PCC, this project is integral to the strategic plan for school place expansion, to meet demographic need in the Peterborough area. A plot has already been identified by the PCC and the current landowner and developer (O & H Hampton) as the site for the first primary school (see section H).

A need for more school places in the Hampton area

The proposed school will serve the new build residential housing built on Hampton East as well as the surrounding area where there is currently a shortage of school places in primary phase. Figures provided by Peterborough City Council show the sequencing of the 2,900 housing units in the Hampton East development:

- Hampton Gardens 867 dwellings, estimated completion 2025
- Hampton Water 800 dwellings, estimated completion 2027
- Hampton Beach 800 dwellings, estimated completion 2027
- Hampton Woods, 300-400 dwellings
- Hampton Hamlet, 40 dwellings

PCC Local Authority calculations for pupil yield at each phase of development are: 308 places for Gardens, 284 for Waters, 284 for Beach, 124 for Woods and 13 for Hamlet. This gives a total pupil yield/place requirement for the whole development once completed of 1013 places.

Local Authority calculations therefore suggest that, in itself, the first stages of the new housing development in the period from 2019/20 would generate sufficient demand for a 2 FE primary school in the period in which our proposed school would grow from its initial reception year to capacity.

We would expect additional demand for places to come from pupils from outside the housing development but in the nearby area, based on the shortage of school places that we describe in E1.2 and the patchy levels of attainment in other local primary schools that we describe in E1.3.

E1.1.1: The wider need for places in Peterborough itself

The Local Authority's School Organisation Plan (updated in 2015, and subject to a further update as this bid was being prepared) emphasises the need for new primary

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

and secondary school places across the wider Peterborough Local Authority area, as a result of significant population increases and a high birth rate. Pupil numbers at primary level grew by 29.1% in the period from 2006-2015 (15,067 to 19,453).

Local Authority place planning data suggests that this trend - and the attendant pressures that result from it - is likely to continue. As the School Organisation Plan notes: *“there is no evidence in previous data of cohorts reducing as they progress through the year groups. The birth rate is known to be high so the overall school population will be rising each year for the foreseeable future.”*

More detailed examination of the Local Authority’s forward projections for the required number of pupil places for the period from which the school opens suggests that there will be a shortfall of places in the period from 2019/20 for all year groups from Reception upwards and that the shortfall shown in Local Authority projections becomes greater as the school moves towards capacity.

For example, Local Authority projections of the need for school places, excluding the need for places generated by new housing developments but allowing for a 5% surplus of PAN, show that there is a shortfall of 41 reception places across the Local Authority in 2019/20, which grows to a shortage of 376 reception places by 2024/25. In 2020/21, the first year in which the proposed school would have a Year 1, there is a projected shortfall in the same data of 135 places.

Longer-term data for each subsequent year group shows a similar, if not greater, level of shortage. In 2019/20 there is a projected shortage of: 71 places in Year 1, rising to 445 places in 2024/25. Over the same period, the figures in other year groups are: Year 2, shortage of 168 rising to 424; Year 3, shortage of 225 rising to 399; Year 4, shortage of 137, rising to 351; Year 5, shortage of 183, rising to 337; Year 6, shortage of 202, rising to 301.

Peterborough City Council’s school place planning department have provided us with the following information on local demography and school place forecasts which supports our summary of required need for places in the city.

	Yrec	Y1	Y2	Y3	Y4	Y5	Y6
2015/16	3202	3162	3032	2990	2910	2820	2820
2016/17	3247	3202	3162	3047	2990	2910	2820
2017/18	3251	3247	3202	3177	3047	2990	2910
2018/19	3251	3251	3247	3217	3177	3047	2990
2019/20	3251	3251	3251	3247	3217	3177	3047
2020/21	3251	3251	3251	3251	3247	3217	3177
2021/22	3251	3251	3251	3251	3251	3247	3217
2022/23	3251	3251	3251	3251	3251	3251	3247
2023/24	3251	3251	3251	3251	3251	3251	3251
2024/25	3251	3251	3251	3251	3251	3251	3251

Table showing school places available based on the PANs of existing primary schools.

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

	Year	NHS Births / Forecast births*	PAN	Yrec	Y1	Y2	Y3	Y4	Y5	Y6
Born 2010/11	15/16	3128	3202	3014	3122	3014	2979	2775	2571	2525
Born 2011/12	16/17	3263	3247	3165	3128	3150	3033	3004	2800	2591
Born 2012/13	17/18	3211	3251	3131	3260	3159	3166	3048	3019	2821
Born 2013/14	18/19	3130	3251	3067	3225	3293	3175	3182	3063	3042
Born 2014/15	19/20	3180	3251	3129	3159	3257	3309	3191	3198	3086
Born 2015/16	20/21	3210*	3251	3177	3223	3191	3273	3326	3207	3222
Born 2016/17	21/22	3270*	3251	3225	3272	3255	3207	3290	3342	3231
Born 2017/18	22/23	3310*	3251	3273	3322	3305	3272	3223	3306	3367
Born 2018/19	23/24	3380*	3251	3414	3460	3470	3422	3408	3372	3407
Born 2019/20	24/25	3430*	3251	3464	3533	3512	3487	3439	3425	3389

Table showing the overall pupil forecast based on NHS birth and forecast birth data.

	Academic year	PAN	5% Surplus of PAN	Yrec	Y1	Y2	Y3	Y4	Y5	Y6
Born 2010/11	2015/16	3202	160	28	-120	-142	-149	-25	89	135
Born 2011/12	2016/17	3247	162	-80	-88	151	148	176	-52	66
Born 2012/13	2017/18	3251	163	-42	176	120	151	164	192	-73
Born 2013/14	2018/19	3251	163	21	136	208	121	167	179	214
Born 2014/15	2019/20	3251	163	-41	-71	168	225	137	183	202
Born 2015/16	2020/21	3251	163	-88	135	103	185	241	153	207
Born 2016/17*	2021/22	3251	163	-136	184	167	119	201	258	177
Born 2017/18*	2022/23	3251	163	-185	233	216	183	135	218	283
Born 2018/19*	2023/24	3251	163	-325	372	382	334	320	284	319
Born 2019/20*	2024/25	3251	163	-376	445	424	399	351	337	301

Table showing school place shortfall when birth data is mapped against existing school places (allowing for a 5% surplus of PAN as recommended by DfE).

E1.2 An educational need due to low standards in local schools

The city of Peterborough faces many challenges in terms of a rapidly growing need for school places and a number of social challenges within its growing population. These demographic pressures have been acutely felt in primary schools in recent years. The provisional results of the 2016 Year 6 SATs scores in Peterborough show

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

the authority (39%) as well below the national figure (52%) for pupils achieving the expected level in Mathematics, Reading and Writing. We believe that our strategy for Years 5 and 6 will mean that we can boost standards in numeracy and literacy by using subject specialist teachers from our secondary phase to support the work of our primary classroom teachers. We passionately believe that such interventions are about improving the skills the children have and, therefore, enhancing their abilities to access the curriculum and be successful in their learning throughout their school careers. However, we also anticipate that such work will have a positive impact on children’s performance in end of key stage assessments. In addition, we hope that as a result learners will be more successful in the early stages of Key Stage 3, avoiding the well documented KS2-3 achievement dip.

E1.3 A need for innovation that will lead to better outcomes for pupils

We believe that a more holistic view of educational provision from the ages of 4 to 19 has a beneficial impact upon learners. As detailed earlier in this application (see D1), the Trust’s all-through approach means that it can use specialist teachers from its neighbouring secondary schools, to enrich provision at Hampton East Primary School. This will impact not just upon Maths and English, but also means that specialists can enhance the children’s learning in Science, MFL, PE and Music. In addition, upper KS2 pupils at Hampton East Primary School will have access to a wide ranging extra-curricular programme and will have the opportunity to take part in clubs, performances, and educational visits with older learners.

As detailed in section F1(a) the [REDACTED]
[REDACTED]
[REDACTED] This type of all phase approach is standard across the highly regarded education systems of the Scandinavian countries.

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

E2 – successful engagement with parents and the local community

E2 – successful engagement with parents and the local community

E2: Community Engagement

Community engagement is challenging at this point in the process because the new school will serve housing which has not yet been built and the application pertains to the education of children, the majority of whom have not yet been born.

E2 – successful engagement with parents and the local community

However, the Trust has the advantage of operating in the immediate area bordering the new housing development. This has meant that we have been able to start our engagement activities with residents of the existing Hampton housing development. We also have strong links to families and the local community through our existing all-through academy (Hampton College).

Community engagement activities undertaken so far:

- Presentation at a community event staged by O&H Hampton (the developer of the new housing estate), which was an information sharing event about the new community on 5 July 2016. We delivered a presentation which included an update about our current free school project and our proposal to apply to open Hampton East Primary School in 2019. Refer to Annex H to see slides from the presentation.
- Preparation of publicity materials about the Trust's plans to open the new free school, see Annex I. These materials were available in hard copy for people attending the community event and have been available since this date in e-format on our Trust website. The event was attended by approximately 200 local residents and one of the local councillors for the Hampton development.
- Parentmail was used to forward the leaflet and invite comment from the parents and carers of pupils at Hampton College, Hampton Vale Primary School and Hampton Hargate Primary School. The schools have a combined reach of 2,500 families.
- The Trust has met with the headteachers of the two non-Trust primary schools on the Hampton development to share our plans for the Hampton East Primary School.
- As part of Peterborough City Council's presentation to secondary headteachers about future school place planning the local authority confirmed that it supported HATs bid to open Hampton East Primary School.
- As part of the Section 10 consultation for our current free school project (October-November 2016) we will be engaging in a number of public events and outreach activities eg. Stall in local shopping centre. At the same time we will have the information leaflet for Hampton East Primary School readily available.
- In September 2016 we have intensified our communication with stakeholders of our current academy about our plans as a Trust. This has included an assembly presentation to all children and young people at our school about both the current free school project and the intended Hampton East project. We will shortly be writing to parents and carers about the Section 10

E2 – successful engagement with parents and the local community

consultation for Hampton Gardens School and will draw their attention again to the information on our website about our plans for Hampton East.

- The Trust has invested in a state of the art website and in the co-ordinated use of a range of social media (Facebook and Twitter).
- There is already information on the Trust website about our plans for Hampton East Primary School. If we were to be successful we would use the same marketing methods that have been effective for both Hampton College and Hampton Gardens schools. For our current free school project we have been innovative in our e-marketing strategy for the school, for example we have recently posted on our facebook page footage from a drone fly-over of the construction site of Hampton Gardens School. We believe we can use the experience gained from opening Hampton Gardens School to establish a high profile for the Hampton East project.
- Similarly we have used regional media to engage with communities on our current free school project. For example the Executive Headteacher featured on the BBC Radio Cambridgeshire breakfast programme encouraging residents to engage with the consultation related to Hampton Gardens School. She has also appeared on BBC Look East with PCC explaining their innovative partnership in relation to school place planning. This experience will transpose to the Hampton East project once we are in the pre-opening phase.

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

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

<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>	<p>[REDACTED]</p>
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F1 (a) Skills and experience of your team

Our strengths and our track record as a trust

Hampton Academies Trust has been in operation since September 2014. Our current all-through academy is extensively referenced in this application. Our second school Hampton Gardens School will open as an 11-19 free school in September 2017. We would view our strengths as a trust as:

- Strong governance and currently working with the DfE's Free Schools team on growing our Trust/local governance models
- Successful liaison with DfE/Free Schools teams to date: Hampton Gardens viewed as a 'light touch' project
- Clear rationale as a locality/community based MAT
- Leaders with extensive new school and new build experience
- Strong, stable leadership, with established community relationships
- All three full Ofsted inspections at Hampton College in the last 11 years *Outstanding or Good*
- KS4 results 2011-2014 very strong (sig + in *Raiseonline*)
- 2015 dip in KS4 outcomes (progress Good and cohort sig minus in *Raiseonline* on entry)
- 2016 KS4 outcomes 60% A*-C Maths and English, Progress 8 +0.08, Attainment 8 50.8 (Grade C)
- After 4 Years as a primary provider, Hampton College Primary Phase is *Good*, oversubscribed and has a very high parental approval rating
- Primary Phase results/data show good or better progress for our inclusive intakes
- Already working with PCC and Carillion PLC on the secondary free school build. The new project for the Hampton East Primary School will be part of the 'Peterborough batch' and will involve us working with the same design/build/project management team.
- A commitment and the expertise to secure an outstanding building for the children of the new development and for out of hours community use

Trust Capacity

We have a robust transition plan in place to move to true MAT working in the next 6 months. This includes increasing trust level leadership capacity by having Heads of School in place for both Hampton College (secondary phase) and Hampton Gardens School by January 2017. We are already in the process of consulting current trust staff about leadership expansion over the next 3 years. Please refer to section F2.

Managing the Pre-Opening phase

The [REDACTED] will work for the Hampton Academies Trust full time from January 2017. This means that [REDACTED] has the capacity to lead all aspects

F1 (a) Skills and experience of your team

of the project in the pre-opening phase. [REDACTED] has extensive experience of school leadership and new build project management including the current free school project of Hampton Gardens. [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED] will be supported by an able and experienced team. [REDACTED]
[REDACTED] is also moving over to work at Trust level full time.

[REDACTED]
[REDACTED] are already working closely with the free schools team on the current project and have a close working relationship with Peterborough City Council and Carillion PLC who are likely to be key partners in the Hampton East Primary School project.

In addition to the Trust proven track record in secondary education it has been a primary provider since 2012. [REDACTED]

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

We feel that we have the right team in place to deliver the ambitious vision that we have outlined in this application. We are fortunate in having exceptionally talented and dedicated members and trustees who have pledged to be generous with their time in the pre-opening phase, as they have been with the current free school project. Between them they have a wealth of experience in areas such as safeguarding, educational information technology, accountancy and project management in a number of settings.

F1 (b) Skills gap analysis

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Legal	Pre-Opening Team & Trustees	<p>HAT currently has a retained legal service from an individual who supported us through successful academisation in 2014. As part of this we bought in training around multi-academy governance. We have retained the legal services on a retainer arrangement and we will once again use these to provide legal advice and services as well as additional training and advice for trustees and governors as required.</p>
Multi-academy Trust Governance	Pre-Opening Team & Trustees	<p>Since our successful free school application in 2015 we have given serious consideration to the evolution of our multi-academy trust governance structures. However, we still feel that we have a way to go in this area. Activities undertaken to support the development of our governance model have/will include:</p> <ul style="list-style-type: none"> • Visits to other MAT's in the region • Executive Headteacher is following the SSAT Executive Headteacher programme which includes support in the development of MAT governance structures. • The Chair of the Trust has been broadening his governance expertise in a number of ways including serving on the Peterborough School Improvement board, Chair of the Governor Leadership group of the city and was requested to join the IEB of another Peterborough school

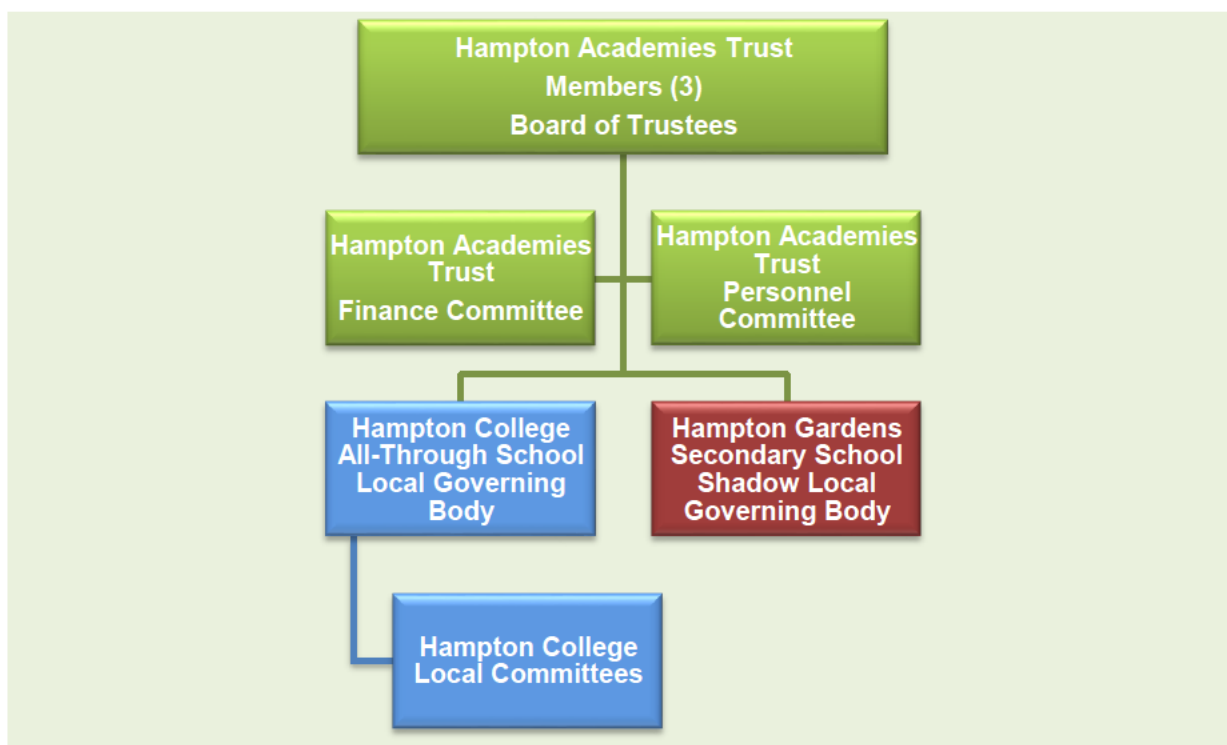
Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
		as chair of finance, this school has recently moved to 'Good'.
Establishing outstanding primary education	Pre-Opening Team & Trustees	<p>We are proud of the education Hampton College's Primary Phase provides to children in the area. We currently self-evaluate this provision as good with outstanding features. As part of our ambitious vision for Hampton East Primary School we have taken the following steps to ensure that the pre-opening phase focuses on establishing outstanding provision from the school's inception:</p> <ul style="list-style-type: none"> • Engaged the services of an outstanding headteacher as an educational consultant to support the pre-opening team • Maintain our strong links with the primary education team at the faculty of education at Cambridge University • Liaison with local outstanding primary schools.

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

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

F2.1 Structure of the Trust

The diagram below shows the current structure of HAT's governance:

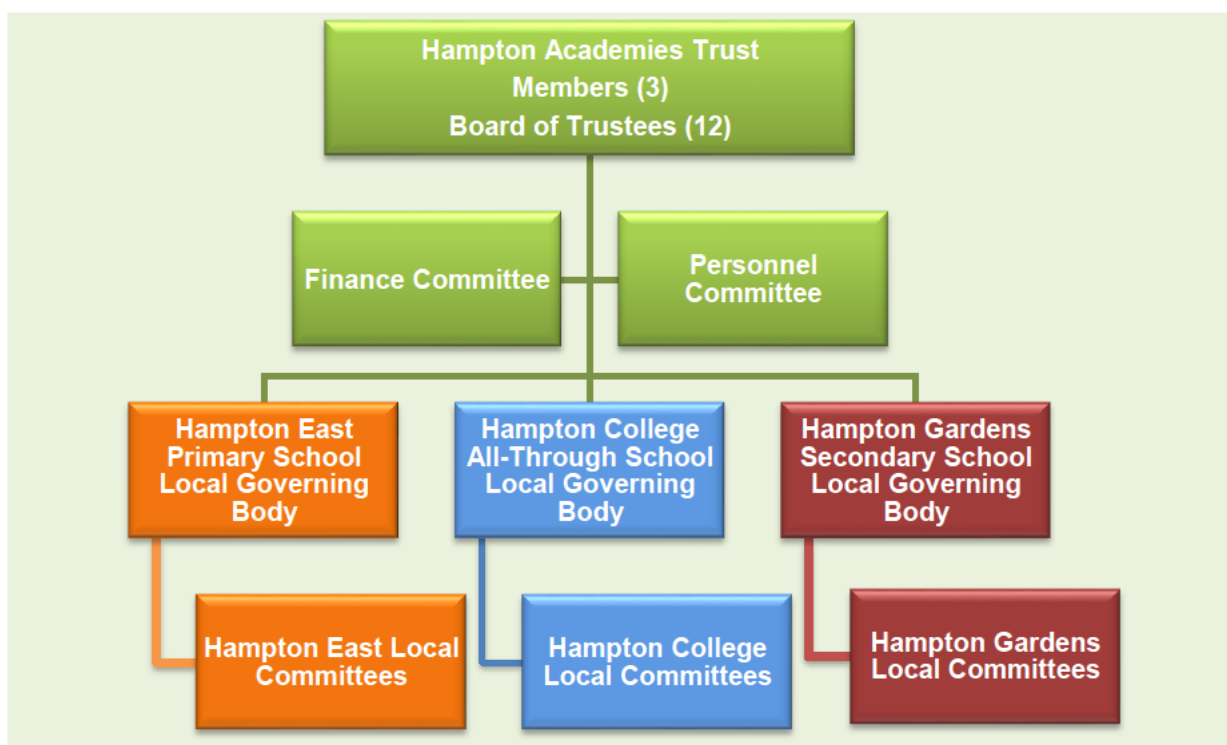


Hampton Academies Trust Current Governance Structure

The Trust is currently in a period of transition as it grows from a MAT of just one school, to preparing for the opening of our first Free School, Hampton Gardens which is planned to open in September 2017. The structure currently consists of the Board of Trustees (which includes the Trust's 3 members) the Local Governing Body (LGB) of Hampton College and the shadow LGB of Hampton Gardens. The shadow LGB is chaired by one of the Trust Members and its membership are currently all trustees. Once the school is open and operates as a LGB, we will recruit additional members which will include parents and staff.

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

The diagram below shows how the structure of the Trust would change and expand in order to effectively govern Hampton East and the other schools within the Trust:



Hampton Academies Trust Governance Structure (Fully Established)

It is our intention to setup a Steering Committee for Hampton East to have oversight of the project before a shadow LGB is established in the year prior to opening (2018) and subsequently a LGB is established when the school opens in 2019.

The Finance Committee and Personnel Committee are functions which will be retained at Trust level with some responsibilities delegated to LGB committees where appropriate. Each LGB shall have a number of committees which will include a minimum of Curriculum/Standards Committee and Finance Committee (to deal with school level financial responsibilities as delegated through Terms of Reference).

F2.2 Roles and Responsibilities

The Trust has established clear lines of Responsibility and Authority for layer of the trust structure and for staff leading each school. Please refer to the HAT Responsibility and Authority matrix in Annex J.

F2.3 Members

The Members are the guardians of the Trust’s vision. They play a strategic role in running the trust and have ultimate responsibility for the performance and operation of the trust’s schools. Their primary responsibility is the appointment and, where necessary, removal of trustees (directors). The Trust currently has three Members, but as the Trust grows it

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

is our intention to increase this number to 5 (by 2018) to ensure they are able to undertake their responsibilities and operate effectively.

F2.4 Board of Trustees

As stated above, we are currently in a transitional period of Trust-wide governance arrangements and have not currently separated all of the functions of the Board of Trustees and the LGB for Hampton College. By 2017, when Hampton Gardens opens, these roles will have completely separated.

The Trust currently had 12 trustees and they are all governors of Hampton College and/or Hampton Gardens LGB. As part of our transition arrangements we have recruited additional governors to the Hampton Gardens LGB.

Broadly, our Board of Trustees will provide oversight for the workings of the governing bodies of each school. In addition to ensuring that each LGB fulfils its individual responsibilities, the Board will monitor the operation of the Trust as whole, with a particular focus on the organisation and management of shared service. They will be responsible, with Trust-level staff members such as the Executive Headteacher, for determining the strategic direction and priorities for the Trust.

F2.5 Local Governing Body

The scheme of delegation between the Board of Trustees and the Hampton East LGB will be developed during the pre-opening period.

Broadly, the LGB will be responsible for oversight of the performance and operation of Hampton East. With the Executive Headteacher, the governors will be responsible for ensuring that the Trust's strategic priorities are translated into an ambitious, appropriate set of targets for the short, medium and long terms. They will hold the Executive Headteacher and Head of School to account for the extent to which these targets are met. Governors will be involved in the school's recruitment process, and where necessary in any disciplinary process. The LGB will regularly scrutinise performance data and analyse any areas of particular strength or concern.

The whole LGB will meet once per term. Governors will also form committees, to which the LGB will delegate appropriate powers.

The LGB for Hampton East will be so constituted that it contains a balance of skills, expertise and experience which enables governors to provide support and challenge to the school's leadership team. The LGB will include a combination of Trust Directors, Trust appointed governors and elected governors. It will have up to 15 members at any one time.

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

F2.6 Committees

In addition to the Finance and Personnel Committees which sit at Trust level, the LGB will have a number of committees with responsibility for specific areas within the school. These are likely to include committees with responsibility for Curriculum/Standards, Finance (local level), Premises and General Purposes.

As we develop our governance structure, we will determine exact schemes of delegation to each of these committees. Each committee will meet once per term, in line with the school's reporting cycles.

F2.7 School Leadership

Our school leadership structure is laid out in detail in section D3. The Executive Headteacher will be held to account for her leadership and performance managed by the Board of Directors. She will in turn performance manage the Head of School.

F2.8 Managing Conflicts of Interest

We will operate robust systems of reporting, monitoring and mitigating potential conflicts of interest. All Members, Trustees and governors will be required to register their interests when appointed or elected to that position, and will be required to keep this register up to date throughout their tenure.

The Trust has a clear policy for dealing with all related party transactions and all transactions are subject to scrutiny as part of the internal and external audit process.

Where an issue arises around which there is a potential conflict of interest, the peers of the individual in question will be made aware of this fact. They will then decide on the appropriate course of action to take, and must all agree that the right action has been taken before proceedings around the issue can continue. Examples of appropriate action include:

The individual having no right to vote on the relevant issue.

The individual having no right to contribute to discussions of the relevant issue.

The individual being required to leave the room during discussions of the relevant issue.

We have always successfully managed any potential conflicts of interest at Hampton College, and intend to transfer this successful practice to the new school.

F2.9 Existing Conflicts of Interest

There are no existing conflicts of interest which might affect the governance of Hampton East.

Section G – budget planning and affordability

G1 – budget planning and affordability

G1.1 Current financial performance

The Trust currently operates one all-through school, Hampton College, which was opened in a brand new building as a new school in 2005 with 180 students. The school has grown a year group at a time and we welcomed our first cohort of Sixth Form students in 2009. In 2012, the school became all-through with the opening of a new primary phase, opening with Reception students and again growing one year group at a time.

Our first free school, Hampton Gardens is due to open in September 2017 and like Hampton College, it will grow a year group at a time opening with just year 7 and increasing to a roll of 1500 students aged 11-18.

The Trust has faced several financial challenges, not least managing a growing school and the financial demands of operating in under-occupied accommodation with lagged funding each year. However, we have implemented robust strategic and operational financial management procedures, and have effectively managed our budgets and annual accounts to ensure a balanced budget and accounts year on year. The Trust has never reported a deficit budget or year-end out-turn, despite the financial pressures.

To ensure transparency, the Trust's financial reporting includes identifying separate budgets and accounting for the secondary and primary phases of Hampton College and Hampton Gardens (currently limited to the Project Development Grant) which ensures that both are effectively managed within their allocated funding and that neither phase nor school subsidises the other. The same rationale will be applied to the financial management of Hampton East to maintain similar high levels of transparency and to ensure that funding is used for the benefit of those students to whom it is allocated in each school.

G1.2 Financial Expertise

Our [REDACTED] and is supported by an experienced Finance Manager and finance team who will provide a central finance service to support all schools in the Trust. [REDACTED] experience is outlined in section F1, and her C.V is included as an appendix.

G1.3 Budget Overview

The budget plans in the accompanying spreadsheet were developed based on our knowledge and experience of establishing a new school in the same development area in which Hampton East will be located. They have been developed alongside our educational plans to ensure that everything laid out throughout the rest of this application is deliverable.

G1 – budget planning and affordability

We have benchmarked our costs closely against those of Hampton College (Primary Phase), which is also located in a new build and which will provide a similar educational offer.

There has been greater caution applied to the budgeting for years 1-3 in terms of the level of contingency (3% of budget, which decreases to 1.5% in Year 5) and in year surplus (Year 1 and 2) to allow for some uncertainties particularly in terms of funding allocations. In particular the loss of the Post-Opening Grant when the school is fully occupied needs to be taken into account and the financial planning allows for the loss of this funding stream and ensures that the school will be financially viable in the long-term.

G1.4 Staffing

The staffing costs given here reflect the staffing structure outlined in D3; we are therefore confident that this staffing structure is deliverable within our budget.

All non-teaching staff salaries are based on those within the Trust. We have been successful in recruiting to all of these positions at these salary levels in our area, so know that we can attract high quality staff at these salary levels.

HAT will adhere to the STPCD and apply the appropriate pay ranges for Qualified Main, Upper Pay and Leadership scales. Teaching staff salaries are set at an average level which reflects the pay structure for each level. In practice, we are likely to recruit for a balance of skills and experience in each year, and therefore salary costs will vary between staff members so using an average of Main Scale 6 will allow for this variation in actual costs.

National insurance and pension levels have been set appropriately for each position according to role and salary. We are aware however that there is likely to be an increase in Teachers' Pension contributions (although this is unconfirmed at this time) and that we will need to update our budget model to reflect this increase.

G1.5 Central Shared Services

The Trust plans to provide core central services to Hampton East including Finance, HR, ICT, Site Management and Leadership support. This is a new model for the Trust as it grows from a single operational school (Hampton College) into a fully functioning MAT with the opening of our new secondary free school, Hampton Gardens in September 2017.

The benefits of providing a shared services include:

- Ability to provide high quality, appropriately qualified and experienced staff which may not be affordable within a small or single school structure.

G1 – budget planning and affordability

- Cost efficiencies through single staffing structures (eg. One Finance Manager and team of assistances rather than one finance manager per school), processes and procedures (eg. Single accounting software).
- Economies of scale and cost savings through central procurement and shared resourcing.
- Leadership support, mentoring and coaching for senior and middle leaders.

We plan to deliver all of our shared services through a centrally employed team but may procure additional services or expertise as appropriate for the Trust. These will include payroll services, legal support and auditing/accountancy services. Externally procured services will be managed by the central services team who in turn will be accountable to the Director of Finance and Resources.

The Trust will apply a 5% top-slice from the core GAG income for Hampton East to cover the cost of the central services provided. This will be particularly beneficial to the school in early years when there is usually a disproportionately high cost to setup new systems and processes. In addition the school will be provided with high quality, appropriately qualified staff from day one, which would not be affordable with the limited staffing structure that a two FE primary school could fund.

G1.6 Monitoring Central Shared Services

The Trust has robust monitoring systems already in place in regards to Hampton College. In the pre-opening phase the Governors Finance and General Purposes Committee for Hampton College will also monitor financial planning and procurement for Hampton Gardens, which will include services shared across the Trust. We envisage the key shared services during pre-opening as being finance, HR, ICT and premises, and we already have in place robust quality assurance and auditing systems to ensure best value and have appraisal systems which ensure that staff deliver the best offer for the Trust.

Once Hampton East is established, the quality of shared central services will be monitored by the Board of Trustees, who will have oversight across all HAT schools. See section F2 for information on how the Board will be constituted.

G1.7 Value for Money

Our model for shared central services will provide value for money in the following ways:

Our financial management structure will ensure that all Trust schools have a robust financial management strategy which makes best use of resources and takes advantage of opportunities to achieve economies of scale.

G1 – budget planning and affordability

By centralising specialist support services, we will ensure that we not only achieve best value and economies of scale, but also that we provide consistent and high quality services which would be unaffordable for a single school.

Annex A



Department for Education

Eastbrook

Shaftesbury Road

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

22 September 2016

Dear [REDACTED],

APPLICATIONS FOR FREE SCHOOLS

We have spoken about your plans to [open one or more free schools](#). Thank you for your ongoing interest in the free schools programme.

As I do not think at this time you are currently an approved academy sponsor or multi academy trust (MAT) *with two or more open schools*, I cannot enable you to complete a shorter free school application form. The DfE guidance document published in December 2015 – “Background information and glossary” – in particular page 7, reads as follows:

“If the RSC can see that you have capacity for the free schools for which you want to apply, he or she will provide written confirmation. Please include it (and any other useful correspondence) with your application and complete the shorter information. If you already have such an email, you do not need another one.”

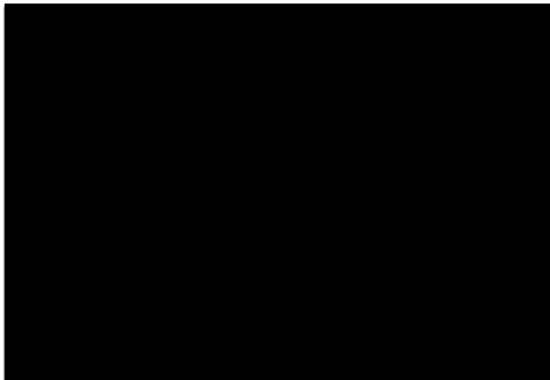
However, I still wanted to write you a note to confirm that I welcome the ongoing contribution and hard-work of your group. I know you do plan to grow into a successful MAT, which of course I support wholeheartedly.

I wish you the best of luck with your free school application. Please speak to [REDACTED] (from my team) if you have any further questions or comments.

Yours sincerely,

[REDACTED]

Annex B



26 September 2016

Dear 

Re: Hampton East Primary School Free School Bid

This letter is to express our full support to Hampton Academies Trust (HAT) in your free school bid for the Hampton East Primary School.

Hampton College has been a leading education provider in Peterborough since 2005 and in 2014 we supported the Hampton Academies Trust free school bid to operate the new Hampton Gardens Secondary School which opens to students in September 2017. We are very confident that your Primary School bid will not only build on the Trust's successes at Hampton College Secondary and Primary phases but will also build on the vision of your successful free school bid for the Hampton Gardens Secondary School.

Peterborough is a city undergoing rapid population growth and is one of the fastest growing cities in the UK. The Hampton East development comprises almost 3,000 dwellings as part of a S106 Agreement between O & H Hampton Ltd and Peterborough City Council. Hampton East is divided into 5 estates :

- Hampton Gardens = 867 dwellings
- Hampton Waters = 800 dwellings
- Hampton Beach = 800 dwellings
- Hampton Woods = 300 – 400 dwellings
- Hampton Hamlet = 40 dwellings

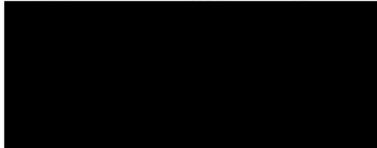
Persimmon have been granted planning permission (15/00722/REM) for the Hampton Gardens development and are expected to start on site later this year.

Please see the plan at Appendix 1 which shows the Hampton East development with the primary schools and secondary school annotated. It should be noted that the S106 Agreement also allows for a 2nd primary school on the development but we don't anticipate this opening until the early 2020's.

As an authority we already have a positive working partnership with the trust on the current free school project and look forward to working with HAT and the Education Funding Agency to create a new primary school under the government's free school programme. Please do not hesitate to let us know what support we could provide.

We wish you every success.

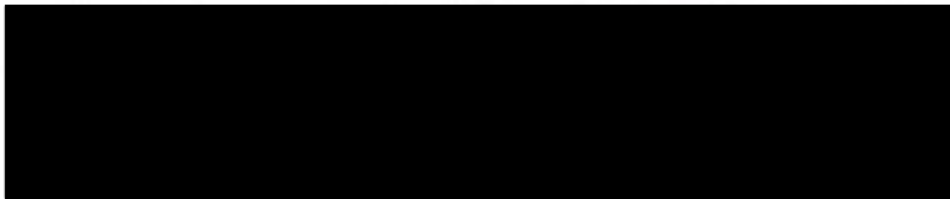
Yours sincerely



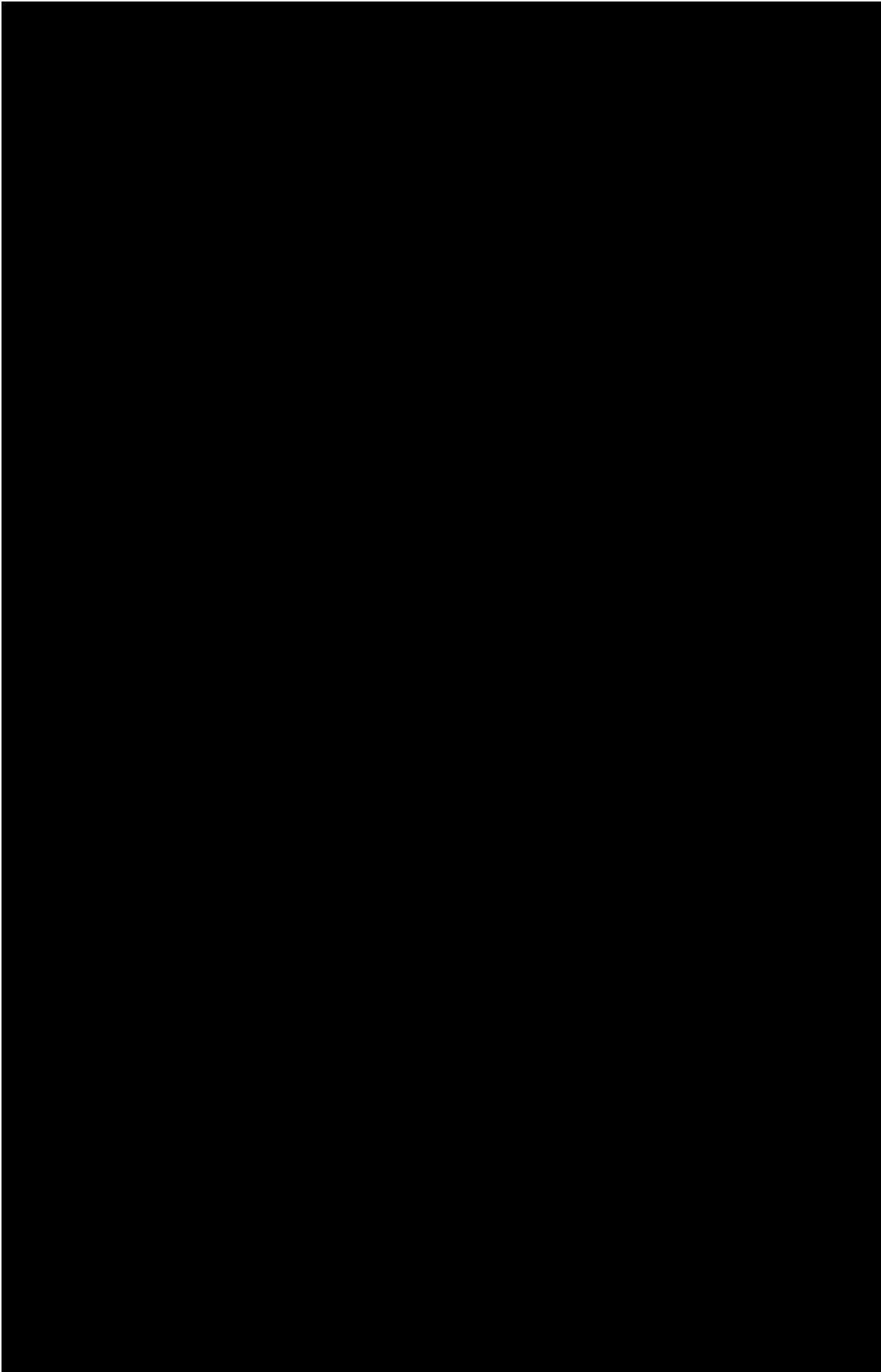
Appendices

- Appendix 1 – Hampton Gardens Plan

Cc:



Annex B – Appendix 1



Annex C – Trust Student Outcome Data

Hampton College end of Key Stage Results 2012-2016

KS1 - 2015 Year 2 SATs

School	L1+	L2C+	L2B+	L2A+	L3+
Reading	100%	90%	80%	63%	32%
Writing	98%	92%	65%	48%	15%
Mathematics	100%	90%	82%	62%	25%

KS1 - 2016 Year 2 SATs

School	Expected +	Greater Depth
Reading	78.3%	25%
Writing	75%	11.7%
Mathematics	86.7%	21.7%

The Trust does not currently have any end of Key Stage 2 results: first results in 2018.

KS4 – GCSE results: Hampton College

Year	5+ A*- C including Maths and English
2012	68%
2013	74%
2014	74%
2015	49% (cohort sig minus in Raiseonline, Progress Good, 51% including second entry)
	% Maths & English, Attainment 8, Progress 8
2016	60% Maths and English, Attainment 8 50.8 (grade C) Progress 8 +0.08

KS5 – A Level/ Level 3 results: Hampton College

Year	Av point score per entry	Av point score per student
2012	184.9 (D+)	789.7
2013	187 (D+) A level	833.2
2013	223.4 (DIST) Vocational score	635.0
2014	199.0 (C-) A level	828.3
2014	225.4 (DIST) Vocational score	680.0
2015	202.6 (C-) A level	838.4
2015	239.4 (DIST*) Vocational score	757.1
2016*	202 (C-) A level	792
2016*	242 (DIST*) Vocational score	898

*unvalidated data

Annex D

Job Description

POST TITLE: Executive Headteacher

MAIN PURPOSE: The core purpose of the Executive Headteacher is to provide effective leadership and management across the trust, ensuring the successful operation of and outcomes at all HAT schools.

RESPONSIBLE TO: HAT Members and Trustees

The Executive Headteacher will:

- Ensure high quality provision is established and maintained at all HAT schools.
- Line manage and support the Heads of School at Secondary and Primary Phases in all HAT schools
- Work effectively with members, directors and local governors at all HAT schools
- Be accountable for the safe and productive learning environments at all HAT schools, including oversight of student behaviour and (very rare) permanent exclusions
- Responsibly manage the Trust's budgets, ensure financial probity and be ultimately accountable for financial management across the trust
- Deploy resources in an effective manner across the trust to support excellent outcomes.
- Be accountable for student outcomes, including achievement and progress, at all HAT schools
- Evaluate the Trust's performance, identify priorities for continuous improvement and provide strategic leadership to secure these.
- Be accountable for the OFSTED judgements across all Trust schools
- Promote excellence, equality and high expectations for all pupils and staff.
- liaise with local authorities and others at a regional level, to represent the trust and ensure the trust's outcomes contribute to regional educational improvement (eg through *Leading Edge* work or to acting as a Local/National Leader of Education)
- Ensure that HAT schools engage positively with the wider community, including non-HAT Primary Schools

MAIN RESPONSIBILITIES

Strategic Development and Leadership

1. Work with the Heads of School, Directors, local Governing Bodies and other relevant stakeholders to create a shared vision and strategic plan to develop all HAT schools in line with the trust's core aims and values.
2. Be responsible for the overall trust Improvement Plan, using appropriate data to understand the strengths and weaknesses across the trust's schools.
3. Combine the outcomes of regular overall trust self-review with external evaluations in order to develop the work and effectiveness of the trust.
4. Analyse and plan for the future needs of the Hampton Academies Trust as it develops.

5. Maximise the educational opportunities arising from the unique local context of the trust.
6. Provide strategic leadership in a manner that inspires, challenges, motivates and empowers others to deliver the vision for the Trust.

Curriculum

1. Ensure that across all HAT schools the curriculum is regularly reviewed, ensuring its breadth, balance, relevance and effectiveness for all pupils.

Teaching and Learning

1. Secure and sustain excellent standards of teaching and learning across the trust.
2. Review monitoring data and evaluate the quality of teaching and learning across the trust.
3. Determine and implement any appropriate mechanisms to achieve continuous improvements in teaching and learning, thereby supporting improved pupil attainment and progress at all HAT schools.

Financial and Resource Management

1. Manage and be accountable for all school budgets across the trust
2. In conjunction with the Director of Finance and Resources, to ensure all EFA funding and legal frameworks are adhered to in respect of the schools' budgets
3. Ensure that members, directors and local governors are fully informed and trained in respect of the trust's financial responsibilities
4. Ensure all necessary audits and returns happen in a timely fashion and that financial management is exemplary.
5. Deploy HAT school's resources effectively to best support the success of the schools/ students.

Staff Management

1. Lead on strategic recruitment across the trust.
2. Develop effective relationships and communication which underpin a professional learning community that enables everyone working across HAT to achieve and thrive.
3. Foster an open, fair, equitable culture and manage conflict.
4. Develop, empower and sustain individuals and teams.
5. Collaborate and network with others within and beyond the trust.
6. Give and receive effective feedback and act to improve personal performance.

Managing Pupil Matters

1. Retain responsibility for (very rare) Permanent Exclusions across all trust schools
2. Ensure that across HAT schools an environment which promotes equality, respect and diversity is cultivated.
3. Ensure the highest standards of student conduct in all HAT schools, by ensuring effective behaviour management systems are in place and by regularly monitoring student conduct data at all HAT schools
4. Ensure Heads of School engage with parents/carers to help children and young people succeed and thrive through being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.

5. Ensure you and HAT staff listen, question and respond to what is being communicated by children, young people and those caring for them.
6. Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of children and young people.
7. Ensure that across the trust effective mechanisms to monitor and track pupil progress are developed and implemented, which continuously strive for improved pupil attainment and progress.
8. Work successfully on a multi-agency basis.
9. To be child protection trained and act as one of the designated members of staff across the trust

Community

1. Foster a culture of collaborative working both within the trust and amongst the local community.
2. Ensure that the trust contributes to school system improvement at a regional level, through activities such as Leading Edge and HAT staff supporting other professionals. As the trust leader, developing a regional profile (eg as a Local/National Leader of Education or similar)
3. Forge further links with other schools in the region, facilitating positive and mutually beneficial relationships.
4. Build and maintain effective relationships with parents, carers, partners, stakeholders at all HAT schools and the local community, seeking and reflecting on feedback.
5. Recognise the role that HAT schools have in enhancing the well-being of all children and young people and in developing services to meet the needs of the community, e.g. Before/After School Clubs.

Accountability

1. Executive Headteacher will be accountable to the HAT members, directors and local governors at each HAT school
2. Lead the preparation for Ofsted inspections at all HAT schools and be accountable for the OFSTED judgements across the trust.
3. Play an active role in local school improvement work, such as the Peterborough Triads/ School Improvement Board and be accountable to the Local Authorities whose students attend HAT schools (Peterborough City Council and Cambridgeshire County Council)

Annex E

Job Description

POST TITLE: Head of School (Primary)

MAIN PURPOSE: The core purpose of the Head of School is to provide effective leadership and management for Hampton East Primary School.

RESPONSIBLE TO: Executive Headteacher

The Head of School will:

- Effectively manage teaching and learning to secure outstanding provision.
- Promote excellence, equality and high expectations to all pupils.
- Provide vision, leadership and direction to the school.
- Evaluate performance, identify priorities for continuous improvement and provide strategic leadership to secure these.
- Deploy resources in an effective manner to support excellent outcomes.
- Develop position relationships and engagement of the wider community, including other local Hampton Primary Schools.
- Create a safe and productive learning environment which is engaging and fulfilling for all pupils.
- Work effectively with the Trust's Executive Headteacher, Trust and Local Governing Body.

MAIN RESPONSIBILITIES

Strategic Development and Leadership

1. Work with the Executive Headteacher, Trust and Local Governing Body and other relevant stakeholders to create a shared vision and strategic plan to develop the School in line with the School's core aims and values.
2. Be responsible for the School Improvement Plan, using appropriate data to understand the strengths and weaknesses of the school.
3. Combine the outcomes of regular school self-review with external evaluations in order to develop the school.
4. Analyse and plan for the future needs of the schools as it develops.
5. Maximise the educational opportunities arising from the unique context of the school as it develops.
6. Provide strategic leadership in a manner that inspires, challenges, motivates and empowers others to develop the vision for the school.

Curriculum

1. Determine, implement and review a broad curriculum, ensuring its breadth, balance, relevance and effectiveness for all pupils.

Teaching and Learning

1. Be responsible for ensuring the outstanding quality of teaching and learning and pupils' achievements within a successful learning culture.

2. Secure and sustain excellent standards of teaching and learning throughout the school.
3. Demonstrate the principles and practice of effective teaching and learning and contribute to active delivery in the classroom where necessary.
4. Monitor and evaluate the quality of teaching and learning.
5. Determine and implement any appropriate mechanisms to achieve continuous improvements in teaching and learning, thereby supporting improved pupil attainment and progress.

Financial and Resource Management

1. In liaison with the Director of Finance and Resources, manage a devolved budget.
2. Deploy resources effectively to best support the school.

Staff Management

1. Develop effective relationships and communication which underpin a professional learning community that enables everyone in school to achieve.
2. Foster an open, fair, equitable culture and manage conflict.
3. Develop, empower and sustain individuals and teams.
4. Collaborate and network with others within and beyond the school.
5. Alongside the HR Officer and other relevant colleagues, actively participate in recruitment and selection and other staffing matters as appropriate.
6. Give and receive effective feedback and act to improve personal performance.

Managing Pupil Matters

1. Cultivate an environment which promotes equality, respect and diversity.
2. Engage parents, carers and families to help children and young people succeed and thrive through being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic well-being.
3. Ensure you and your staff listen, question and respond to what is being communicated by children, your people and those caring for them.
4. Demonstrate knowledge of the physical, intellectual, linguistic, social and emotional growth and development of babies, children and young people.
5. Develop and implement effective mechanisms to monitor and track pupil progress, continuously striving for improved pupil attainment and progress.
6. Work successfully on a multi-agency basis.
7. Act as the Child Protection Office for the school.
8. Act as the SENDCo for the school.

Community

1. Foster a culture of collaborative working both within the School and amongst the local community.
2. Build and maintain effective relationships with parents, carers, partners, stakeholders and the local community, seeking and reflecting on feedback.
3. Forge further links with other Primary schools in the Hampton area, facilitating positive and mutually beneficial relationships.
4. Recognise the role of the School to enhance the well-being of all children and develop services to meet the needs of the community, eg. Before/After School Clubs.

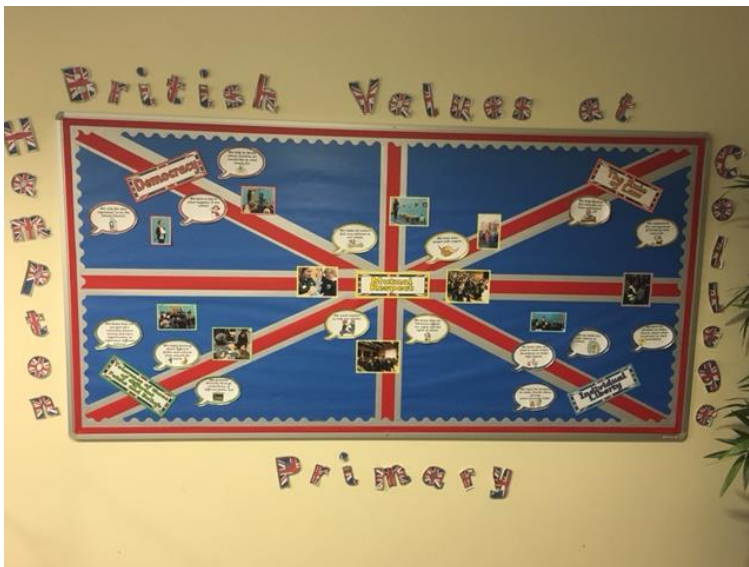
Accountability

1. The Head of School will be accountable to the Executive Headteacher.
2. Lead the preparation of Ofsted inspections in School.

Annex F - Images which illustrate the school's work in the areas of tolerance and British Values.



Our current PROUD values used with primary age children.



An example of the visibility of British Values in our current primary phase.

Annex G – Parental Surveys Spring 2016

Parental approval surveys from the Trust's current primary provision at Hampton College.

Primary phase parents' evening - March / April 2016	My child is happy at school	My child feels safe at school	My child makes good progress at this school	My child is well looked after at this school	My child is taught well at this school	My child receives appropriate homework for their age	The school makes sure its pupils are well-behaved	The school deals effectively with bullying	This school is well led and managed	The school responds well to concerns raised	I receive valuable information from the school about my child's progress	Would you recommend this school to another parent
Strongly Agree	146	150	133	145	137	116	122	96	135	130	129	146
Agree	23	20	34	25	30	42	45	46	34	36	40	22
Disagree	1	0	3	0	2	4	1	4	0	1	1	2
Strongly Disagree	0	0	0	0	0	1	0	0	0	0	0	0
TOTAL	170	170	170	170	169	163	168	146	169	167	170	170
Strongly Agree	85.9%	88.2%	78.2%	85.3%	81.1%	71.2%	72.6%	65.8%	79.9%	77.8%	75.9%	85.9%
Agree	13.5%	11.8%	20.0%	14.7%	17.8%	25.8%	26.8%	31.5%	20.1%	21.6%	23.5%	12.9%
Disagree	0.6%	0.0%	1.8%	0.0%	1.2%	2.5%	0.6%	2.7%	0.0%	0.6%	0.6%	1.2%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Strongly Agree/Agree	99.4%	100.0%	98.2%	100.0%	98.8%	96.9%	99.4%	97.3%	100.0%	99.4%	99.4%	98.8%

Annex H - Slides from the Trust's presentation at a Hampton community event, July 2016.

Trust Bid for new Primary School

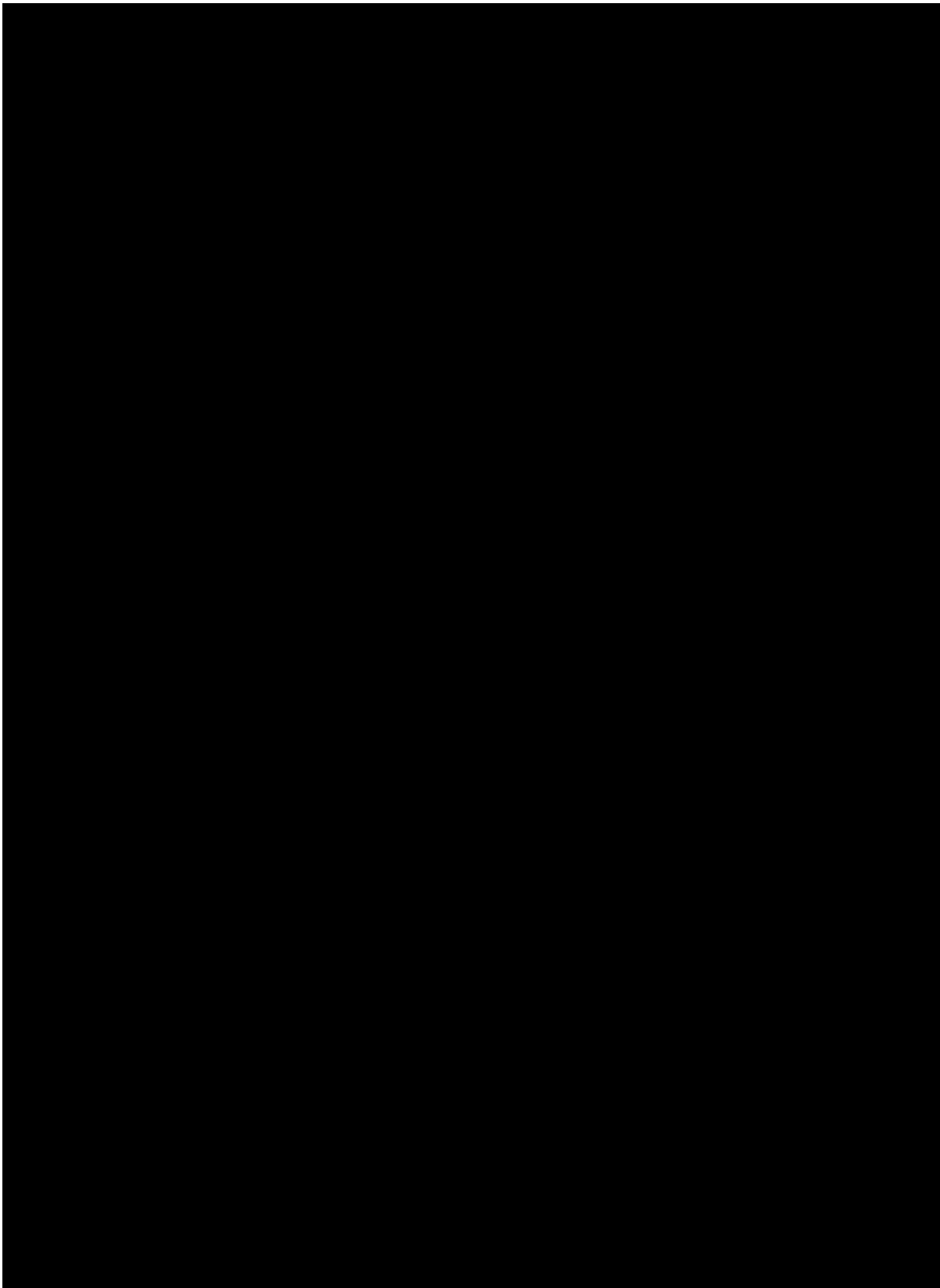
- Stakeholders are at the very beginning of the process of planning for primary school provision for the new housing. Nothing is yet certain but we would like to share the Trust's current thinking.
- HAT is in the process of preparing a Free School bid to open the new primary school in Hampton East. For the purpose of the bid we would be working towards opening in September 2019. In reality this will depend on a number of other factors.
- If the bid is successful we would hope that the school will open to Reception children only and grow a year group at a time.
- The school would be able to accommodate two forms of entry.

Community Support for the Bid

- The Trust's aim is to ensure that there are sufficient school places for primary age children in the locality
- The current 3 primary schools on Hampton are all full.
- If you would like to support the Trust's proposal please visit the Trust website www.hamptonacademiestrust.org.uk



Annex I - Information leaflet for all community stakeholders



Hampton East Primary School

As parents and carers are aware, there has been real pressure on school places on the Hampton development for some years. Hampton College added its own Primary Phase in 2012 to help meet the demand and provide additional school places. This year all three existing Hampton primary schools are full.

The Hampton Academies Trust is now planning ahead and wishes to provide additional school places for children living in the new housing, which is now starting to go up to the east of the A15. To do this, we are preparing another free school bid, if we are successful, we plan to open the school to Reception children for **September 2019**.

We are already on schedule with the construction of Hampton Gardens School (due to open September 2017), a new secondary, which will work in close partnership with Hampton College.

Who are the Hampton Academies Trust?

The Trust grew from Hampton College's leadership and governance team. The Trust currently runs Hampton College's secondary and primary phases and is preparing to open Hampton Gardens School. We are a Multi Academy Trust, but as our name suggests, we have a locality focus and intend to remain as a small family of local schools.

What is the vision for the new primary school at Hampton East?

The new primary school would have many features in common with Hampton College's Primary Phase, but would also have its own distinct identity. **Key aims of the school would be:**

- To establish a caring, welcoming, child-centred ethos
- To offer outstanding Early Years and Primary education, by delivering a creative curriculum and by individualising learning support
- To use the Trust's all-through expertise and staffing to provide a blend of generalist and specialist teaching inputs at the school
- To use trust staff and the proximity of other HAT primary and secondary sites to offer a wider than usual range of curricular and extra-curricular opportunities (e.g. enhanced Music provision)

Who would be able to attend the new school?

The school would be intended for children/families living on the new part of Hampton to the East of the A15. However, in the early years of operation, it will also provide needed additional capacity in the Hampton area.

What would happen when this new school is full?

The new school should provide enough places for the medium term. Eventually another primary school will be built on the new part of the development, possibly in the mid 2020s.

Your Interest and support

As many of you will remember from when we put in a bid for Hampton Gardens school, our application is strengthened if we can demonstrate community support. Even if your own children are not likely to attend the school, we would be delighted if you could sign up to express support. In effect you would be supporting us taking a proactive stance to ensure that there are sufficient school places on Hampton in the future and that we have new provision as good as the schools we already have in Hampton. How you can register interest/support:

- Visit our website and click to support
- Forward this information to friends with very small children and/or those interested in moving to the new part of the development

www.hamptonacademiestrust.org.uk

Annex J

Hampton Academies Trust Responsibilities and Authorities

Governance Level	Membership	Meetings	Responsibilities/Authorities	Reporting	References
Members	<ul style="list-style-type: none"> 3 Members 	AGM	<ul style="list-style-type: none"> To appoint/remove Directors To sign off the financial statements and annual report To change the articles 	N/A	N/A
Board of Directors	<ul style="list-style-type: none"> Up to 12 Directors to include Executive Headteacher and a minimum of 2 Parents and Chairs of Local GBs NB: Heads of School will be required to attend meetings but will not be Directors 	6 Half-termly meetings	<ul style="list-style-type: none"> To ensure quality of educational provision including the standard of Teaching and Learning To challenge and monitor performance including Student Outcomes To manage finances and property To exercise reasonable skills and care in carrying out their duties To ensure compliance with charity and company law To ensure operation in accordance with the Funding Agreement To undertake the performance management of the Executive Headteacher To scrutinise Behaviour and Safety and levels of Attendance and Exclusions at the academies. To ensure compliance with statutory requirements including Safeguarding and Health and Safety. 	Reports to Members at AGM on progress for the year and to present financial statements and annual report	Standing Orders

Governance Level	Membership	Meetings	Responsibilities/Authorities	Reporting	References
Finance Committee	<ul style="list-style-type: none"> Up to 6 Directors 	6 Half-termly meetings	<ul style="list-style-type: none"> To provide financial oversight and ensure financial probity To be responsible for setting a balanced budget and compliance with statutory accounting requirements, reporting and returns 	Reports to the Board of Directors through approved Minutes	Terms of Reference
Audit Committee	<ul style="list-style-type: none"> Up to 6 Directors 	AGM & 1 mid-year meeting	<ul style="list-style-type: none"> To provide oversight of internal controls 	Reports to the Board of Directors through approved Minutes	Terms of Reference
Personnel Committee	<ul style="list-style-type: none"> Up to 6 Directors 	6 Half-termly	<ul style="list-style-type: none"> To provide oversight of all Trust recruitment, policy and statutory compliance 	Reports to the Board of Directors through approved Minutes	Terms of Reference
Local Governing Bodies	<ul style="list-style-type: none"> Head of School Up to 9 Appointed Governors 2 Parent Governors 1 Staff Governor 	6 Half-termly	<ul style="list-style-type: none"> To support the realisation of the vision of HAT To provide a monitoring role in connection with the Academy To monitor and be accountable for the academy's budget 	Reports to the Board of Directors through approved Minutes	Scheme of Delegation Terms of Reference

Governance Level	Membership	Meetings	Responsibilities/Authorities	Reporting	References
			<ul style="list-style-type: none"> To monitor and be accountable for standards of Teaching and Learning To monitor and be accountable for performance including Student Outcomes To govern Behaviour, Safety and levels of attendance and exclusions To ensure that all statutory duties including Safeguarding are appropriately undertaken To act as a critical friend to the Head of School To represent the views of the community 		

Communication

Meeting	Communication	Provided by	Provided to
Board of Directors	Summary of meeting	Head of School	Local Governing Bodies
Finance Committee	Minutes of Meeting	Finance Committee Chair	Board of Directors
Audit Committee	Minutes of Meeting	Audit Committee Chair	Board of Directors
Personnel Committee	Minutes of Meeting	Personnel Committee Chair	Board of Directors
Local Governing Bodies	Minutes of Meeting	Head of School	Board of Directors

Specific Trust Roles

Role	Responsibilities	Reporting	Requirements
Accounting Officer	<ul style="list-style-type: none"> • Appropriate oversight of financial transactions • Regularity and propriety • Prudent and economical administration • Value for money through efficient, effective and economic use of resources • Preparation of the statement of governance in the annual report 	<ul style="list-style-type: none"> • Personally responsible to the Board of Directors and through it to the Secretary of State and Parliament • Reports to Members through annual report 	Executive Headteacher
Principal Finance Officer	<ul style="list-style-type: none"> • To prepare the annual accounts • To prepare and monitor the budget • To provide technical advice • To liaise with auditors 	<ul style="list-style-type: none"> • Reports to the Board through written reports and meeting attendance 	Director of Finance & Resources
Responsible Officer	<ul style="list-style-type: none"> • To undertake a programme of work to address the risks, inform the statement of internal control and provide assurance to the external auditors and Board of Directors 	<ul style="list-style-type: none"> • Reports to the Audit Committee through written reports and meeting attendance 	External auditors