

# Free school application form

Mainstream, studio, and  
16 to 19 schools

**Published: December 2015**

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

**HURST FARM PRIMARY ACADEMY**

## SECTION A: APPLICANTS DETAILS

Have you pre-registered this application?	Yes
Name of proposed school:	Hurst Farm Primary Academy
Have you got a letter from your RSC confirming your capacity to open this school in this wave?	Yes
Are you an existing school provider who wishes to replicate your strong education provision of the same phase and type?	Yes
Are you submitting a full application or a simplified application in accordance with the information set out in the criteria document?	Full application
Name of lead applicant:	[REDACTED]
Address of lead applicant:	Sussex Learning Trust, Broad Street, Cuckfield, West Sussex, RH17 5DP
Email address of lead applicant:	[REDACTED]
Telephone number of lead applicant:	[REDACTED]
How you would describe your	A multi-academy trust and a sponsor

group?	
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If "something else", please provide further details:	N/A
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Is your proposal a direct result of a request from one or more of the following groups: a charity, community or parent group?	No
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Have you applied before to open this school, whether under the current name or another name?	No
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If Yes and the name of the school was different, please state what the original name was:	N/A
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If Yes, when did you last apply? The options here are dates of submission of applications, not the announcement of results.	Please select
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**About the company**

We require a Section I Suitability and Declarations form for each trust member and trustee unless a Section I form has already been submitted to us in the last 365 days. For further details, please click [here](#).

Have you already established your trust in accordance with the DfE model articles of association?	Yes
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Company name:	Sussex Learning Trust
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Company address:	Broad Street, Cuckfield, West Sussex, RH17 5DP
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Company registration number:	7705100
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Date when company was incorporated:	14 July 2011
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Please provide the total number of company members (must be a minimum of 3):	3
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Please give full names of all company members:	[REDACTED]
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Please provide the total number of trustees:	11
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Please give full names of all company trustees	[REDACTED]
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Please provide the name of the proposed chair of trustees, if known:	Jonathan Christopher Ash-Edwards
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**Further details about the applicant**

Is anyone connected with this application related in any way,	No.
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including by marriage, to any other person within your group? This includes company members or trustees, and anyone who may work on the project if it is approved.	
Are you an approved academy sponsor?	Yes - the name of the sponsor is Sussex Learning Trust.
Do you already run any free schools or academies?	Yes
How many existing free schools or academies are part of your multi-academy/umbrella trust?	2
If you run open free schools or have planned free schools in the pre-opening phase, please provide name(s) of school(s):	N/A
If you are an existing single school/academy seeking to establish a new school looking to convert, please provide the rating of your most recent inspection:	NA
If you are an independent school seeking to establish a new school looking to convert, please provide the name of the inspection body and the rating of your most recent inspection:	N/A
If you are an existing single	N/A

<p>school/academy seeking to establish a new school or an independent school looking to covert, please provide your six digit reference number and a link to your most recent inspection report.</p>	
<p>If you are an existing single school/academy seeking to establish a new school or an independent school looking to covert, please provide a link to your performance data for the last 3 years:</p>	N/A
<p>How many free schools are you seeking to open in this application round?</p>	1
<p>As per the description in the introduction section of the <i>criteria</i> document, what kind of applicant is your group? Please select one.</p>	A multi academy trust (MAT) or approved academy sponsor with a strong track record that wants to replicate one of its existing schools
<p>If Other, please give description here</p>	N/A

**Links to other organisations**

<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (eg financial, philosophical or ideological) with any other organisations</p>	No
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<p>within the UK or overseas? These may include: other free school groups; existing free schools or academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	
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<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>N/A</p>
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<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This includes attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including any denomination or particular school of thought that influences your group (eg</p>	<p>N/A</p>
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Pentecostalism, Reform Judaism, etc).	
If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:	N/A
Have you received help from the New Schools Network (NSN)?	NSN Development Programme (wave 12)
In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	No
If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:	N/A



## SECTION B: OUTLINE OF THE MAINSTREAM SCHOOL

In which local authority is your preferred location?	West Sussex
What is your best estimate of the year when your school(s) might realistically be ready to open?	2019
As per the criteria document (section E), which need or demand criteria will your school meet?	A projected need for more school places in the area ("basic need"). Basic need does not apply to 16-19 schools.
What type of school are you applying for? Please select from either mainstream, 16-19 or studio schools. If your school aims to offer alternative provision or special needs education, please use the relevant application forms.	Mainstream
What phase of education will you deliver?	Primary
If other, tell us what	
Age range (including nursery, if applicable):	4 to 11
If 'other' please specify:	
Will your school have a nursery?	No
If a nursery is proposed, please state nursery pupil capacity.	
Will the school have a sixth form?	No
If a sixth form is proposed, please state sixth form pupil capacity	
What will be the maximum capacity of this free school (not including nursery)?	420

Please state which year groups the school will have in the year of opening and the PAN for each.	Reception 60
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Date proposed school will reach expected capacity in all year groups:	2025
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Will your school be co-educational or single sex?	Co-educational
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Will your school be a hybrid? For example, if you intend to provide both mainstream and alternative provision education, then your school will be a hybrid. Please select type of hybrid	Not a hybrid
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If 'other' please specify:	
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Do you intend that your proposed school will be designated as having a religious character? Please refer to the glossary of terms in the <i>How to apply to set up a new school</i> document for more information about religious character/designation.	No
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
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If you answered yes to either of the above questions, please say which faith:	Please select
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	STEM focus
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Will your proposed school include residential/boarding provision?	No
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If 'Yes', please give further details.	
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Are you planning to contract the management of your school to another organisation?	No
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Have you already identified a principal designate?	No
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If yes, please say when you propose the principal designate would start.

**Use of freedoms**

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without qualified teacher status (QTS)?	No
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Please list any other freedoms you intend to use:

## **SECTION C - VISION**

### **C1: Rationale**

#### **C1.1: Introduction**

The Sussex Learning Trust (hereinafter SLT) proposes to establish a Free School (in the South Eastern corner of Haywards Heath) in 2019 to meet the growing demand for primary school places in the area. The working name for the school will be Hurst Farm Primary Academy (hereinafter HFPA).

#### **C1.2: Summary of Rationale**

HFPA will open as a two-form entry primary school in 2019. The school will take in reception children and will grow to full capacity as new children are admitted to reception each year. It is anticipated the school will be at capacity by 2025.

The following points summarise the pressures contributing to the increased demand for Primary school places:

##### **C1.2.1. To meet basic need for our growing town**

See below from 'The proposed building and expansion of primary schools in the Crawley and Mid Sussex areas' ([www.westsussex.gov.uk](http://www.westsussex.gov.uk), October 2015)

"Master planning has begun on a new housing development to the south east of Haywards Heath known as Hurst Farm and a new primary school has been identified in the plan to serve the growing school aged population from the new housing".

West Sussex County Council have identified a need for a new primary school in the [REDACTED] area of Haywards Heath. This need is in part due to anticipated and current housing growth in the immediate area and the town and environs, combined with all schools in the Town being full with projections of increased need for school places. Therefore, it is anticipated that all of the projected housing developments in the town will increase the need for a school in our proposed location as catchment areas for all schools are 'squeezed'.

Table 1 below, (source Haywards Heath Housing Developments 2016) shows an overview of proposed, and on-going, housing developments very close to the desired site of HFPA.

Table 1	
Status	Dwellings
Allocated Haywards Heath neighbourhood plan	690
Construction underway	271
Planning submitted/granted	264
	<b>1225</b>

The table below shows the projected pressure on school places in Haywards Heath projected forward. Source: WSCC Planning School Places

Haywards Heath Locality	16/17	17/18	18/19	19/20
Difference PAN Vs Need	11	-50	-72	-93

### **C1.2.2. To meet parental demand**

The number of pupils on roll at our current Primary setting, Warden Park Primary Academy (hereinafter WPPA) has risen by 80% since 2011 and this rising interest in places, coupled with the basic need in the local area for school places has led to a significant building expansion programme financed by the LA. The Trust reputation as an education provider for which ‘good is not good enough’ means that demand for places is high.

### **C1.3.1. To add choice and diversity to the local community**

Our primary offer, with its STEM focus, would add to the choice and diversity available to the local community.

## **C2. Vision and Ethos**

### **C2.1: The Sussex Learning Trust vision for our MAT**

Sussex Learning Trust is based locally, with its two schools in Haywards Heath. It is a MAT with a good track record, with both academies having a strong reputation for delivering high quality education for all pupils and for improving standards. The primary academy, WPPA has improved standards of behaviour significantly from a position of significant weakness, including safeguarding concerns in 2010 to the current often exemplary standard. The secondary is the highest attaining school in West Sussex with 82% of students achieving the “basics” in English and Maths.

### **C.2.2: Current expansion plans**

Growth plans for the Trust remain as those at its foundation, namely, to be a MAT with approximately 6 academies within the area of Mid-Sussex. With the closure of the local Sixth Form College the Trust may be applying to establish a 16-19 free school which will mean the Trust will span nursery to 19 provision. The application to open HFPA and the 16-19 bid fit into our wider trust vision to create outstanding all-through education for our local community. At present there is one 'good' primary seeking to join the Trust in addition to the two free school proposals.

### **C2.3: Trust Vision**

The rationale of SLT is 'the provision of education for local people, by local people'. As such, we will seek to be involved in any local project that enhances provision for any phase of education in the immediate area. Our schools will be places where rigour meets kindness, consideration and respect. We have developed a model for primary education that draws significantly from the very best practice in the very best schools, primarily, London. We believe our approach is different than most, if not all schools, in Mid-Sussex, making our bid to open this Free School unique to the area.

The Sussex Learning Trust believes: -

- Education must be formational and transformational
- Irrespective of background, all children and young people deserve the very best educational provision and should therefore attend ambitious and dynamic establishments
- Children and young people must feel safe, happy and secure in order to achieve their best and maximise their talents
- Great teaching and leadership are critical to the success of any educational institution

The Trust employs leaders with successful experience of improving schools, who are currently leading schools which have shown recent significant and sustained improvements.

### **C2.2.4: How this free school will contribute to Sussex Learning Trust vision**

The SLT seeks to establish HFPA as its first Free School, bringing a new and exciting dimension to the Trust. HFPA's contribution to Sussex Learning Trust lies in the power of collaboration, specialist or expert staff moving between schools, adding to a triumvirate of sharing best practice. The CEO and assistant CEO will facilitate regular opportunities for cross school-collaboration, sharing best practice across its

current and planned schools including the 'enquiring good school' that intends to join the Trust at Easter 2018. The three primary schools will be within 1.5 miles of each other making these plans achievable.

### **C2.2.5: The Sussex Learning Trust vision for Hurst Farm Academy**

**C2.2.6** We wish to replicate the standards of school improvement at WPPA which have been on a universally applauded journey from 'special measures' to 'good' with a challenging cohort in an area of significant deprivation. During the academy's most recent inspection visit in June 2015, very senior Inspectors rated the school as 'good' and facilitated what we now believe is a fast track towards 'outstanding'. As our school has become over subscribed for the first time in its history we have the opportunity to expand our facilities and we will have the only purpose built Science & Technology facilities in a primary school in Sussex in order that we can realise our vision around STEM. We expect all of our primary schools to use this facility.

### **C2.2.7**

The HFPA pupil population is likely to differ from our current primary cohort in that there will be significantly fewer disadvantaged pupils. As the following table shows, it is projected that the main differences between the pupil populations at HFPA and WPPA will be that HFPA is likely to have a smaller proportion of pupils entitled to free school meals, fewer pupils with special educational needs and fewer pupils for whom English will be an additional language. This projection is based on the local school average and is based on information from DfE performance tables 2015.

<b><u>Pupil population</u></b>	<b>HFPA</b>	<b>WPPA</b>
Total number of pupils on roll	420	295
Girls on roll	51.5%	49%
Pupils supported by school action plus or with an EHCP	4.3%	13.5%
Pupils whose first language is not English	5%	16%
Pupils eligible for Free School Meals (FSM)	10.6%	36.3%

**C2.2.8** Due to the nature of the differences in the pupil cohorts (HFPA having a more advantaged cohort), there are no major curriculum changes required. Pupils at HFPA will benefit from the established policies and procedures currently being employed by Sussex Learning Trust.

**The provision at WPPA has improved consistently over recent years. The key aspects to this work have been:**

- Effective leadership at all levels, results in leaders taking the right actions so that teaching has improved significantly and many pupils are making rapid progress.
- Ensuring that pupils get off to a much better start than they did in the past. The quality of provision in the early years and Key Stage 1 ensures pupils are much better prepared for the next steps in their education.
- Identifying gaps in pupils' knowledge and skills and providing additional support or, in the early years, direct teaching to fill these gaps.
- Effective behaviour management means that pupils' behaviour around the school and in lessons is exemplary
- Staff committed to continuing the school's improvement journey.

**Our proposal for Hurst Farm is to replicate the rigour present at Warden Park Primary:**

**C2.2.9 HFPA will be based on our belief that 'good is not good enough'.**

The school will be relentless in its pursuit of being 'world class'. Throughout each year group and across the curriculum, including in English and mathematics, pupils will make substantial and sustained progress. They will develop excellent knowledge, understanding and skills due to outstanding teaching.

**C2.2.10 A STEM curriculum focus**

West Sussex County Council have identified "The Future of West Sussex" that includes the priority to "champion the economy". They will encourage inward investment, including creating "science parks" (see appendix C letter from [REDACTED]). Our school's STEM focus will enhance this plan by motivating and engaging more young people from an earlier age in Science related learning. In addition, we will utilise links with incoming



companies to visit our school, providing valuable and extensive links with the STEM curriculum and employment ideas and opportunities (see D1).

Pupils will have access to specialist facilities, unique to Sussex Learning Trust primary academies. The STEM curriculum will be enriched by expert partners. Examples of these partners and how the trust will be working with them are included in section D. Section D also expands more generally on how the STEM focus will manifest in practice.

### **C2.2.11 Character education and Student Leadership**

Through enrichment opportunities, Sussex Learning Trust will develop pupils who make a real difference to both the school and wider community. Character education and the teaching of responsibility and contribution to school and wider community will underpin the curriculum and promote universal values (British values) and develop positive character traits in each child. All pupils will have roles of responsibility and will be taught leadership skills. Pupil voice will be central to school improvement and evaluation.

**To reflect the pupil cohort and position of HFPA, our proposal for Hurst Farm is also to innovate and improve on our current offer with the following unique HFPA features:**

### **C2.2.12: A community hub**

As a new school in a new housing development, HFPA will contribute to the establishment of a new community. The school's sports, library, science and computing facilities will be made available for use outside of traditional school hours. Adult education and local community activities will be welcomed to take place in the school in the evenings and weekends and HFPA will be active in its engagement with parents.

### **C2.2.13: Challenge for the most able**

The cohort difference suggests there will be a larger proportion of more able pupils. At HFPA, learners of all abilities will be taught in inclusive classroom settings that are designed for the educational needs of all, including the brightest students.

These key features will be detailed more fully in section D1.

## SECTION D – EDUCATION PLAN, PART 1

	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	<b>60</b>	<b>120</b>	<b>180</b>	<b>240</b>	<b>300</b>	<b>360</b>	<b>420</b>

### Section D – education plan: part 2

Subject/other activity	Hours per week	Mandatory/ Voluntary	Comments
<b>EYFS (Reception)</b>			
Communication, language & literacy	5	Mandatory	The pupils work in an enabling environment so the work is cross curricular and not possible to put set hours on this.
Maths	5	Mandatory	
PSED	2	Mandatory	
Physical development	3	Mandatory	
Understanding the world	4	Mandatory	
Expressive art & design	3	Mandatory	

Key Stage One and Two			
English	8	Mandatory	
Mathematics	6	Mandatory	
Science	2	Mandatory	A thematic approach to STEM subjects will result in these subjects regularly being taught in a cross curricular fashion. See section D1 for exemplification
Computing	2	Mandatory	
Design Technology	1.5	Mandatory	
History	1	Mandatory	English skills will regularly be taught through a geographical or historical context
Geography	1	Mandatory	
Art	1.5	Mandatory	
Music	1	Mandatory	
PE	2	Mandatory	
PSHE	1.5	Mandatory	
Religious Education	1	Mandatory	
French	0.5	Mandatory	
Total	25.4 hrs learning 27hrs including breakfast		Note: Curriculum links will be made between subjects and subjects will be taught thematically, therefore not all subjects listed will be taught discreetly.

The times shown above are the Sussex Learning Trust standard primary model. However, all pupils working below the academy's minimum expectations, or who have recognised gaps in English or mathematics, will spend additional main curriculum time on these subjects. The typical additional time allocations per subject for pupils below the expected level will be:

- Early Years: up to 1 hour per week
- Key Stage 1 and 2: 1 - 2 hours per week.

This additional intervention will be led primarily by support staff who will be trained in the delivery of intervention materials. Where this is necessary, there will be some reduction in other subject time (aside from Maths and English lessons), for a limited period, to accelerate a pupil in English and/or mathematics. A solid grounding in English and mathematics is essential in order to more fully engage with an expanded subject base.

Breakfast club	2	Voluntary	Breakfast will be available to all pupils on arrival to school. There will be no cost.
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**The School Day:**

8:30 – 15:00

**Breakfast:**

8:30 – 8:50

**Learning time:**

8:50 – 10:45

11:00 – 12:10

13:00 – 15:00

**Total:** 25.4 hrs learning

27hrs including breakfast

**Enrichment activities (further details below)**

15:15 – 16:15

**Curriculum Enrichment**

The curriculum will be further enhanced through a wide range of lunchtime and after school curriculum enrichment activities. Whilst voluntary all pupils will be expected to partake in 2 hours of enrichment activity per week, including for KS2 pupils, attendance at, at least one STEM activity. As at WPPA, all teaching staff will be required to lead an activity linked to their subject specialism, examples of which are detailed below. Whilst these enrichment activities will be paid for, there will be clear guidelines in place around the administration of clubs to ensure equity of access for all pupils groups. The following table shows the range of enrichment activities that will be on offer throughout the academic year:

STEM		Sport		The Arts, music and languages	
Junior scientists	KS2	Yoga	KS2	Choir	All
Design and make (engineering)	KS2	Football	All	Singing	KS1
Junior masterchef	KS2	Athletics	KS2	Recorder	KS2
Maths wizards	KS2	Kwik Cricket	KS2	Film	All
Young enterprise	KS2	Netball	KS2	Drama	KS1/2
Lego/Construction	EY	Street Dance	All	French	EY
Airfix	KS2	Handball	KS2	French	KS1/2
Computing/IPad	All	Cross Country	KS2	Sewing	KS2
Scratch/Coding	KS2	'Dance Write'	EY	Painting	All

The school would also run a range of other clubs provided by external providers.

In addition to this, the school will form links with other schools in the locality to set up a range of masterclasses in order to best meet the needs of those highly able pupils, as well as, enrichment activities for those pupils entitled to pupil premium.

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

Sussex Learning Trust is based locally, with its two schools in Haywards Heath. It is a MAT with a good track record, with both academies having a strong reputation for delivering high quality education for all pupils and for improving standards. The primary academy, WPPA will be used as a model for HFPA and will be referred to throughout section D.

#### **Science, Technology, Engineering and Maths education**

Our proposal for Hurst Farm is to replicate the rigour present at Warden Park Primary. With this in mind we have a vision for our new school that includes fully replicating the STEM focus of our existing school, with children having access to a similar 'specialist' facility at HFPA. STEM is an acronym for Science, Technology, Engineering (Design Technology at the Primary phase) and Maths education.

Sussex Learning Trust believes that STEM is important to society in the following

ways:

- STEM initiatives drive many service and product innovations
- Aids communication and social cohesion through technology
- Encourages understanding of the natural world
- Responds to the changing nature of employment needs

The town has a successful annual Science Week for primary schools reflecting the County Council's determination to drive the STEM agenda across all schools and all ages. (Please see appendix for letter of support from the Chairman of Mid Sussex Science Week)

To further build on SLT practice investment in STEM education at HPPA will take a number of forms, such as:

- STEM curriculum, where projects using STEM practices are embedded
- One-off STEM days/weeks to encourage hands-on exploration within each of these disciplines
- After-school STEM clubs or programmes
- Use of the specialist science laboratory facilities

This will build on current practice at WPPA and will involve a coherent approach to STEM which entails a structured approach for the whole school:

- Resources which are practical to deploy
- Differentiated tasks and extension activities
- Clear links to the national curriculum and other subjects
- Integrated teacher support from secondary colleagues and industry partners
- Parental involvement
- Investment in CPD

The Sussex Learning Trust approach aims to move pupils through the following stages: Initiating and fostering interest → Maintaining and sustaining interest → Transforming interest into career choice.

This STEM focus will impact on both the mainstream curriculum (including experiences and projects) and the enrichment opportunities that are offered (see section D1 for more information).

All pupils take part in termly STEM projects. The following is an example of a Y6 project:

Water for the world – This project focuses on the two major challenges associated with the global water crisis; accessibility to water resources and safe and clean drinking water. The project intends to encourage creativity, team work and enhance the practical skills of pupils through the hands-on water filter building activity.

Summary - Working in groups of five or six, pupils have to design and build their own water filter from a list of available raw materials that can be sourced from the 'shop' or externally (for e.g. trading between groups). Each group receives one country fact sheet, which highlights some information about their countries and has instructions on how to build the filter. Different countries are given different amounts of credit to source their materials. The filters are then tested to check if they are able to filter out visible impurities in water. Once completed, labels should be added to the filters with the names of the countries and arranged together at the front of the class. Using the different models, pupils are encouraged to discuss the availability and the sharing of resources and technological skills.

By the end of Year 6, all pupils at HFPA will have visited (at least) the following local STEM attractions:

- Woods Mill Nature Reserve
- Tangmere Military Aviation Museum
- Seven Sisters Country Park
- Royal Observatory
- Natural History Museum
- The observatory Science Centre, Herstmonceux
- South Downs Planetarium
- Science Museum, London

HFPA will work with the following local STEM industry partners (as already established by WPPA through locality science projects); BSE3d, Flowserve, BAM Construction, Nuffield Health, Schlumberger, Mitsubishi and Thermofisher. STEM ambassadors from these partner companies will visit HFPA to launch curriculum projects and will be regular parts of STEM lessons. HFPA will become part of the existing Haywards Heath network of primary schools and as such will take part in the annual Mid-Sussex

Science Fair, of which WPPA were the 2016 winners.

## **Responding to changes in the pupil cohort**

### ***Challenge for the most able***

Based on projections drawn from DfE performance table data (2015), the HFPA pupil population will differ from our current primary cohort (WPPA) in that it is likely there will be significantly fewer disadvantaged pupils. As the following table shows, it is projected that the main differences between the pupil populations at HFPA and WPPA will be a smaller proportion of pupils entitled to free school meals, fewer pupils with special educational needs and fewer pupils for whom English will be an additional language at HFPA.

	HFPA	WPPA
Total number of pupils on roll	420	295
Girls on roll	51.5%	49%
Pupils supported by school action plus or with an EHCP	4.3%	13.5%
Pupils whose first language is not English	5%	16%
Pupils eligible for Free School Meals (FSM)	10.6%	36.3%

The cohort difference suggests there will be a larger proportion of more able pupils. At HFPA, learners of all abilities will be taught in inclusive classroom settings that are designed for the educational needs of all, including the brightest students. This means that teachers will develop a broad range of strategies to provide suitable opportunities and learning experiences to challenge and stretch these pupils.

Gifted and talented learners respond well to high expectations and high cognitive challenge. Sussex Learning Trust recognises that cognitive challenge and stretch is not provided by increasing a learner's workload but by enhancing the complexity of learning. To innovate further, HFPA will provide personalised learning tailored to the needs of the individual and our current primary model will be adapted to respond to the needs of this different, generally more able pupil cohort in the following ways:

### **Further depth and breadth in the curriculum**

- Learning experiences will provide breadth of learning and go beyond the



prescribed curriculum.

- Enrichment activities will include school provision or access to experts and classes outside of the school day.
- In class, more able pupils will work with either more complex tasks (i.e. which combine or apply learning objectives in less familiar contexts) or tasks which provide them with a greater degree of complexity or abstraction.
- Pupils will also be encouraged to work independently; to set their own tasks and to have a range of material and routes to work through. However, they will be 'taught' and will not be left alone to work through set activities.
- Pupils will be guided by teachers to reflect on their work, to clarify their understanding and to consider what they have achieved and their next steps.
- Gifted and talented pupils from the primary phase will be able to join KS3 classes where appropriate to enrich and extend their curriculum.

### **Differentiation**

With a focus on the most able pupils, lessons will be variously differentiated by:

- outcome (learning objective)
- task
- process (the method of teaching)
- pupil grouping
- tailoring the content of the lesson for the individual (personalised learning agenda)
- provision (access to specialists)
- choice and self-direction
- learning style.

### **Philosophy for Children within English lessons**

The aim of philosophy for children is to develop the ability to go beyond the information given and to engage with stimuli not just in terms of their literal meaning but at an analytic and conceptual level. To do this teachers will offer more than instruction in the mechanics of reading or writing and will give them the means to think critically, creatively and to solve problems then philosophy. Through philosophy, children will encounter at first hand a community of enquiry, in which they are exposed to and internalise the skills and habits of higher order thinking (Fisher 1995, 1998).

### **Bloom's taxonomy adopted in lesson planning**

Bloom's Taxonomy provides HFPA staff with an important framework to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with pupils, and providing feedback on learning. This resource is divided into different levels each with Keywords that exemplify the level and questions that focus on that same critical thinking level. Questions for Critical Thinking will be used in the classroom to develop all levels of thinking within the cognitive domain. The results will be improve attention to detail, increased comprehension and expanded problem solving skills.

These aspects of our offer are both deliverable and appropriate as there is already expertise within the existing staff at WPPA to deliver INSET and train staff at HFPA on these features of learning. See section D3 for more information.

### **A consistent approach to teaching and learning**

#### ***The best opportunities***

HFPA's traditional yet innovative curriculum will be fit for purpose for the local community. It will have a strong emphasis on the teaching of basic skills and knowledge within a purposeful, exciting, thematic-based curriculum. In conjunction with other Sussex Learning Trust schools, it will have STEM as a curriculum focus. The school's facilities and resources will reflect this. The termly 'learning journeys' will be based on interactions with experts, curriculum partners and business links to give genuine audience and purpose.

A key factor in the rise in standards at WPPA has been the improvements in teaching and learning. These improvements have been achieved through the development of the 'Primary Sussex Learning Trust way' – in essence, a set of guidelines for the main areas of the academy's work on teaching and learning; lesson planning and structures, marking and feedback, presentation and quality of lesson outcomes and planning and resourcing the learning environment. The clarity of expectation these guidelines provide has resulted, school wide, in consistently good teaching and in the majority of cases outstanding practice. These guidelines would be transferred directly to HFPA.

The development of a 'Sussex Learning Trust (Primary) Way' has demonstrated the following impact which will be transferable to HFPA:

- Increased rates of pupil progress

- Improvements in the quality and consistency of teaching so that all is good and better teaching
- Increasingly precise teaching based on clearer learning objectives and success criteria
- More time for pupils to demonstrate their learning in lessons
- Significantly improved quality, quantity and presentation evident in pupil books
- Feedback and pupil self-assessment impacting more significantly and consistently on learning
- A clearer and more accurate SLT picture of learning and teaching.
- Monitoring informs high quality and effective professional development opportunities

To ensure a consistent approach to teaching and learning across Sussex Learning Trust primary academies, we will use the following mechanisms to transfer and embed our existing practice effectively:

- Consistent employment and application of Sussex Learning Trust policies
- the careful co-ordination of staff working across the trust, to include joint moderation processes and leadership team meetings
- Consistent induction procedures
- A shared programme of INSET/CPD will be established.
- Common timetables will allow the academies to co-ordinate the work of teachers and teaching assistants across schools. This is particularly important with regard to subjects such as Science, PE, Music and MfL where specialist teachers will lead lessons or support the primary teacher teach those subjects
- Experienced primary specialists from WPPA will also model lessons/team teach at HFPA.
- Established leaders will support leadership development at HFPA.

Please see section D2 for a detailed summary of how teaching and learning will be monitored.

### **Character education and Student Leadership**

Sussex Learning Trust's Character Education curriculum is underpinned by the research carried out by the University of Birmingham and the Jubilee Centre for

Character and Values, 'A Framework for Character education in schools'. Character education is an umbrella term for all explicit and implicit educational activities that help young people develop positive personal strengths called virtues. Character education is about helping pupils grasp what is ethically important in situations and to act for the right reasons and the ultimate aim of character education within SLT is the development of the capacity to choose intelligently between alternatives. This capacity involves knowing how to choose the right course of action in difficult situations and it arises gradually out of the experience of making choices.

The **Sussex Learning Trust Character Programme** supports a 'taught' and 'caught' approach to developing children's character virtues in school:

- We look for opportunities for children to habituate good behaviours throughout the school day, and are intentional about all adults modelling the virtues themselves. We refer to this as our 'caught' approach to character.
- The Programme guides teachers to use children's stories to explore character virtues in class. The programme is designed to help teachers deepen pupils' conceptual understanding of a range of virtues. Each virtue is studied once a year, in increasing complexity as children move up through the school.
- Extended periods of time are dedicated to each virtue, ensuring a consistent whole-school focus that can then be reinforced during assemblies and whole-school celebrations. The virtues are then added to planners and school calendars.
- Application - this is the part of the Character Programme where pupils apply their understanding of character virtues to real life scenarios through a series of lessons which engage them in a sustained commitment to their community.
- These lessons are designed to take pupils through a process of planning and carrying out a project, with in-built opportunities for reflection and celebration of their work. For example, pupils in Reception organise a tea party to say 'thank you' to a person who has helped them.

Assessment is an essential part of the Character program. Following the teaching sequence linked to each virtue, teachers make an assessment about the child's attainment against age related expectations. These assessments are used to inform future planning and are passed to all relevant members of staff including the pupil's next teacher at key transition points.

## **A Community Hub**

In order that members of the community see the school as central to community life and that the school has a very high and positive profile within the community, it will ensure that:

- Staff take advantage of opportunities for community involvement which help them to improve their work with young people, provide innovative approaches to learning and address new challenges.
- Community-based activities are used to develop young people's confidence and creativity, meet individual and group needs and prepare them for their future roles in society. These projects increase young people's knowledge and understanding of skills for learning, life and work.
- Pupils participate in enterprise activities, community involvement, work placements and shadowing, sports leadership awards or similar activities. School leaders ensure that opportunities for this type of learning experience are available for all young people.
- Through careful curriculum planning, staff actively enter into partnerships which are productive in helping to provide imaginative contexts, enhanced learning experiences and opportunities for personal development. Teachers build such contributions into the curriculum to improve learning and meet identified needs on a termly basis. This will be reflected in the long-term curriculum map.

HFPA will take active steps to involve appropriately DBS checked adult volunteers in contributing to the life of the school. Parents will help the school promote effective partnerships with other parents and with employers. For example, they provide career/vocational role models for young people. Parents will be invited to talk about their work, culture or lifestyle as part of the curriculum, and contribute to careers guidance. Through regular parent/carer forums and its pastoral support work, HFPA will bring together parents with specific needs and interests to work together with partner agencies. An example of this would be half-termly parent/carer forums to benefit both parents and their children, focusing on learning as well as common interests, with guest experts and speakers, including members of the local authority SEND team, educational psychologists and local community support groups and charities.

## **Appropriate transitions**

HFPA will have the following strategies in place to support pupils to be successful

when they enter and leave the school:

- Transfer information/individual profiles will be carefully considered in order to provide information to enable progression and sharing of information will consistently respect issues of confidentiality.
- Transfer information will be recorded in an agreed 'personal profile' between parents, settings, practitioners and children. Transfer information/individual profiles will provide a holistic picture of the child and will focus on literacy, numeracy and health and wellbeing.
- Dedicated HFWA transitions co-ordinators (EY leader – transition into school, AHT – transitions into school mid-year and transition to Secondary school) will ensure the transition process is managed effectively. The co-ordinator will not be the person solely responsible for transitions but might lead and manage networks, have an overview of the transition processes for the setting, create a transitions calendar and provide a key point of contact for all partners.
- HFWA staff will develop a shared understanding of pedagogy and how children learn. Collaboration will be encouraged across learning communities and working groups including parents and children, and dialogue through technology such as See Saw.
- A continued focus on CPD opportunities to develop active learning approaches and professional knowledge will be developed. It is crucial that all practitioners are able to articulate the philosophy behind the agreed pedagogy.

### **Managing Admissions**

As it is anticipated that the school is likely to be located in an area of high-volume housing development, with the potential for pupils to join the school in-year, HFWA staff will take the follows steps to manage the likely high mobility levels:

- Through the pastoral support mechanisms, relationships with parents and carers will be forged quickly and issues of immediate concern will dealt with efficiently.
- Pupils will receive information packs and prompt induction to school routines, as well as personal support in coming to terms with them.
- Information on attainment will be obtained as quickly as possible from pupils' previous schools and this, together with the outcome of assessments of new pupils on arrival, will be disseminated promptly. Staff will discuss schemes of work with new pupils to establish their familiarity with the work and what is

needed to be done to fill any gaps in knowledge.

- New pupils will be placed in appropriate teaching groups and a plan of intervention will be developed where appropriate.
- Existing pupils will be prepared for the new arrivals.

In the main, Year 6 pupils will move on to the two secondary schools in Haywards Heath; Warden Park Secondary Academy and Oathall Community College.

## **D2 – measuring pupil performance effectively and setting challenging targets**

### **A consistent approach to assessment**

Given the anticipated differences in the pupil cohorts between HFPA and WPPA, more specifically the smaller proportion of disadvantaged pupils at HFPA, targets reflect the high expectations of the academy; we have set targets which will result in attainment which will exceed national expectations. Due to the anticipated higher level of attainment on entry and smaller proportion of additional learning needs of pupils at HFPA, the pupils attainment targets constitute a higher level of attainment compared with WPPA pupils. The minimum attainment targets for reading, writing and maths for HFPA pupils at each key stage, irrespective of entry point are:

- By the end of Reception over 90% of children will be secure in the Early Learning Performance Goals (excluding children identified as having Special Educational Needs).
- By the end of year 2 90% of children will be meeting the expected standard (excluding children identified as having Special Educational Needs).
- By the end of year 2 50% of children will be working at greater depth (excluding children identified as having Special Educational Needs).
- By the end of year 6 all children will be meeting the expected standard (excluding children identified as having Special Educational Needs).
- By the end of year 6 50% of children will be working at greater depth (excluding children identified as having Special Educational Needs).
- All children will achieve 'sufficient' progress between KS1 and KS2 (this terminology will be defined by the DfE in due course but is likely to equate to 2 levels of progress). The majority of pupils will achieve greater than expected progress.
- Attendance will be consistently 98% and above

### STEM targets (attainment in science and design technology)

- By the end of year 2 all children will be meeting the expected standard (excluding children identified as having Special Educational Needs).
- By the end of year 6 all children will be meeting the expected standard (excluding children identified as having Special Educational Needs).

The targets are ambitious and will be achieved by the implementation of rigorous systems to monitor teaching and learning and rigorous efficient systems to track progress on a regular basis at progress meetings involving all parties.

A key factor in the rise in standards at WPPA has been the improvements in teaching and learning. These improvements have been achieved through the development of the 'WPPA way' – in essence, a set of guidelines for the main areas of the academy's work on teaching and learning; including assessment and target-setting. The clarity of expectation these guidelines provide has resulted, school wide, in a sustained upward trend in progress across all year groups and is demonstrated in EYFS, KS1 and KS2 attainment data, as well as, Y1 phonic check data. These assessment procedures are detailed below and will be directly transferred to HFPA.

Tracking and assessment procedures will include analysing attainment and progress of individuals, groups, & cohorts of children. In Reception we will ensure the children have been assessed within 6 weeks of arriving at the school, this assessment will act as a baseline. As in WPPA, HFPA will use the Early Excellence baseline assessment (<http://earlyexcellence.com/eexba2016/>). Further progress reviews will be held three times during the year. The progress and profiles will be shared with parents at each stage as they will contribute their knowledge of their child and next steps will be discussed with the parent to support the child's learning.

### **Individual Level (to reflect current Trust practice)**

On entry the school tracking and assessment of individuals will take place through:

- Home visits with parents and carers
- Liaison with nurseries and playgroups
- Discussing aspirations and sharing targets with children
- Data recorded & entered onto system



- Regular meetings with SENCO/Inclusion team
- The completion of a provision map which identifies required support cross referenced with attainment.
- Parents Meetings
- Children's targets will be regularly assessed by the class teacher though next steps marking and feedback
- Reporting to parents on the Characteristics of Effective Learning

### **Class Level**

Class teachers maintain benchmarking assessments following regular half-termly moderation of children's work with colleagues and assessment for learning activities and questioning.

Class teachers decide on appropriate groupings on a daily basis to best suit individual and group needs. This is then evidenced by the differentiation of activities in planning and/intervention sessions. At the end of each term class teachers carry out a review of attainment and progress against original targets set and update data systems.

### **Year and Phase Level**

Led by Year Group Leaders and Phase Leaders, teams meet on a half-termly basis to:

- Analyse and discuss the target setting and target review documentation to highlight successes and areas for improvement.
- Ensure evidence collected is reported to the Leadership Team, who will decide on deployment of resources
- Review groups and settings
- At the end of the school year, Year and/or Phase Leaders report on the whole cohort's attainment/progress.
- Throughout the term there is regular dialogue and moderation of quality of teaching via team/staff/leadership meetings, with pupil progress and concerns being a standing item on the agenda.

### **Whole School Level**

Subject leaders play an important role within the tracking process by:

- Ensuring that key processes and systems are in place for collecting and keeping data evidence
- Hypothesising and asking key questions of whole school data

- Defining trends and pupil performance on an individual and a group level
- Drawing attention to whole school successes and areas for improvement
- Comparing school performance against local and national data (RAISEonline/Dashboard)
- Planning and accounting for subject development
- Reporting back whole school findings to senior leaders

**Leadership Team undertakes to look at all data and ensure:**

- Relevant aspirational targets are set for year groups
- The provision of 'Quality First Teaching'
- That CPD and training needs address targets set out in the Academy Development Plan and the teacher's Appraisal
- The Academy Development Plan reflects whole school findings and drives further progress
- The effective deployment of school resources
- Appraisal targets are set to achieve whole school targets
- An annual report on assessment and target setting is presented to the governing body and parents and the wider community

**Trust board and executive roles:**

The following features of HFPA practice will ensure the governing body are able to fully meet their statutory duty:

- Approval of targets for pupil achievement.
- An in-depth understanding of what monitoring arrangements are in place and how outcomes are being addressed.
- Regular training to ensure that all members are up to speed.
- An annual review of RAISEonline, identification of underperforming groups of pupils and proposed action to address.
- Termly monitoring of progress towards agreed performance management objectives agreed with the headteacher.
- Reports and presentations on in-year pupil progress by the Headteacher or other members of Senior Leadership Team. Discussion should identify any underperforming pupil groups and action being taken to address this.
- Subject level pupil progress reports. Discussion should identify any underperforming pupil groups and action being taken to address this.

To ensure a consistent approach to assessment across Sussex Learning Trust primary academies, we will use the following mechanisms to transfer and embed our existing practice effectively:

- Consistent employment and application of Sussex Learning Trust assessment systems and procedures (as described above)
- the careful co-ordination of staff working across the trust, to include joint moderation processes, including **all** staff
- Consistent induction procedures for new staff
- A shared programme of INSET/CPD will be established.
- Experienced primary specialists from WPPA will also model lessons, team teach and share the most effective assessment practices.

### **Reporting to Parents and Carers**

The HFPA will produce an Annual Report for each pupil in line with its statutory requirements which describes:

- The pupil's attainment and progress in the core subjects during and at the end of the year
- The pupil's attainment in comparison to national expectations
- The pupil's attitude to learning
- The pupil's targets for English, Mathematics and their personal, social and emotional development
- The pupil's personal, social and emotional development
- The pupil's involvement in the wider and extra-curricular activities

Half termly, teachers will meet with parents and pupils to report on attitude, attainment and progress. These meetings will be supplemented by the opportunity for parents to make "out of hours" appointments with teachers if they have areas of concern which require further discussion. If parents continue to have cause for concern, the Leadership Team will be available to address issues related to pupil performance.

Teachers will make innovative use of technology to communicate with parents, using a cloud-based computer program – 'Seesaw' (<http://web.seesaw.me>) to share pupil's successes and achievements: This will allow parents to view examples of their child's learning in real time. Extensive use will be made of HFPA's website and virtual

learning environment to provide exemplification materials for parents to allow them to support their children at home. HFPA’s home school learning policy will detail the expectations of homework clearly and specifically and guidance on homework and specific tasks will be available on the website, including additional STEM enrichment tasks.

**Consistently high standards of learning and teaching - A shared teaching and learning monitoring program**

Monitoring will take many forms and will involve the whole school community. It is vitally important that everyone has the chance to comment on the academy’s strengths and weaknesses and results are shared openly to allow collective academy improvement decisions to be made. The monitoring that happens each term is detailed in the Monitoring and Evaluative Framework, which is shared at the start of each year and term. It is the responsibility of all staff to familiarise themselves with this document and prepare accordingly.

Weekly monitoring at HFPA will follow the same schedule as WPPA and will be carried out by senior leaders, team leaders and subject leaders:

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>a.m.</b>	Planning Scrutiny	Drop-ins/ Learning Walk	Drop-ins/ Learning Walk	Drop-ins/ Learning Walk	Drop-ins/ Learning Walk
<b>p.m.</b>	Drop-ins/ Learning Walk	Drop-ins	Drop-ins/ Learning Walk	Pupil Interviews	Drop-ins/ Learning Walk
<b>After school</b>		Book scrutiny		Environment	

**1. Teaching and Learning Observations.**

Time will be provided for staff to observe lessons across subjects; with particular emphasis on the core curriculum. These observations will vary in length, and will include unannounced ‘drop-ins’. Where lesson observations are undertaken, verbal and written feedback is given to the staff involved and to the Senior Leadership Team. Governors will also receive regular summaries of the quality of teaching and learning, through the termly headteacher’s report and the academy’s self-evaluation document.

## **2. Planning scrutiny**

Planning is saved on the school's network and monitored by the SLT on a regular basis. Long term planning and unit planning is assessed for coverage of the National Curriculum/SLT skills curriculum. When assessing the quality of short term planning the planning scrutiny proforma is used to give feedback. General feedback may be given in staff meetings.

## **3. Work Scrutiny**

SLT and middle leaders will scrutinise children's books from each class on a regular basis. The scrutiny of pupil's work proforma is used to give feedback. General feedback may be given in staff meetings.

Teachers will also use their professionalism to evaluate the effectiveness of their planning on children's learning, on a daily basis. This assessment for learning should be indicated on plans, by highlighting learning objectives (green – achieved by the majority, orange – partially achieved and red – needs to be revisited).

## **4. Environment Monitoring**

While visiting classrooms and moving around the school, staff, directors, parents, children and visitors can give regular verbal feedback on the school environment. More formal, written feedback will also be given during teaching observations.

## **5. Pupil Interviews**

Pupils will regularly be asked to give their feedback on their learning, as well as areas of academy development. Their feedback will be used to evaluate the effectiveness of actions taken and to inform future action. Their responses will be gathered on the pupil interview proformas.

All elements of the academy's monitoring procedures will be used to improve practice and provision. All teaching staff will engage in developing a 360° view of their development. Our approach to professional development is underpinned by a belief that we should continually celebrate success, yet strive to improve.

## **Consistent behaviour management**

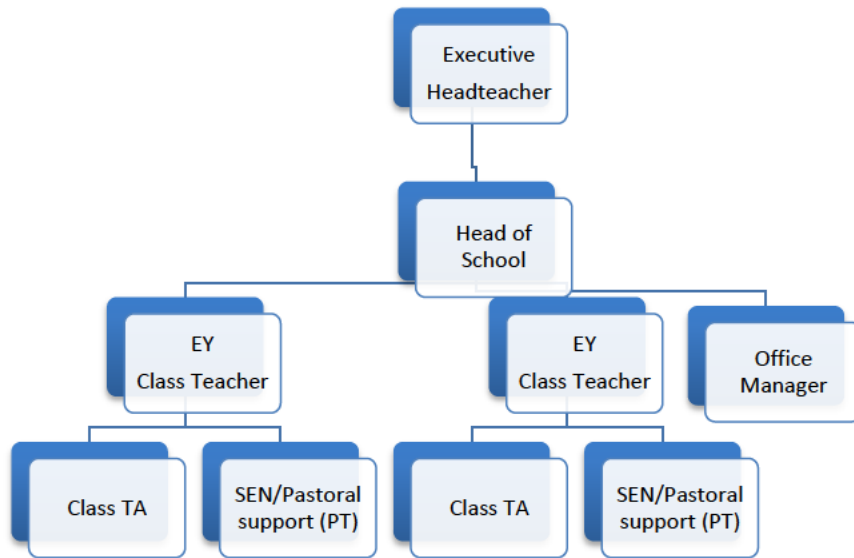
WPPA's current behaviour management policy is effective and robust and founded on clarity and consistency, with a clear set of rewards and sanctions and is understood and supported by the whole school community. It has resulted in an improvement in behaviour for learning, with occurrences of disruption to learning being extremely rare. The policy has also resulted in a significant reduction in the number of incidents outside of the classroom. Ofsted judged standards of behaviour to be 'good' in June 2015 and the school judges standards to have risen since. For these reasons, this policy will directly transfer to HFPA, although it will need to be evaluated once operational to ensure it meets the needs of the community and is clear to all stakeholders.

The target for HFPA is for there to be no fixed term or permanent exclusions.

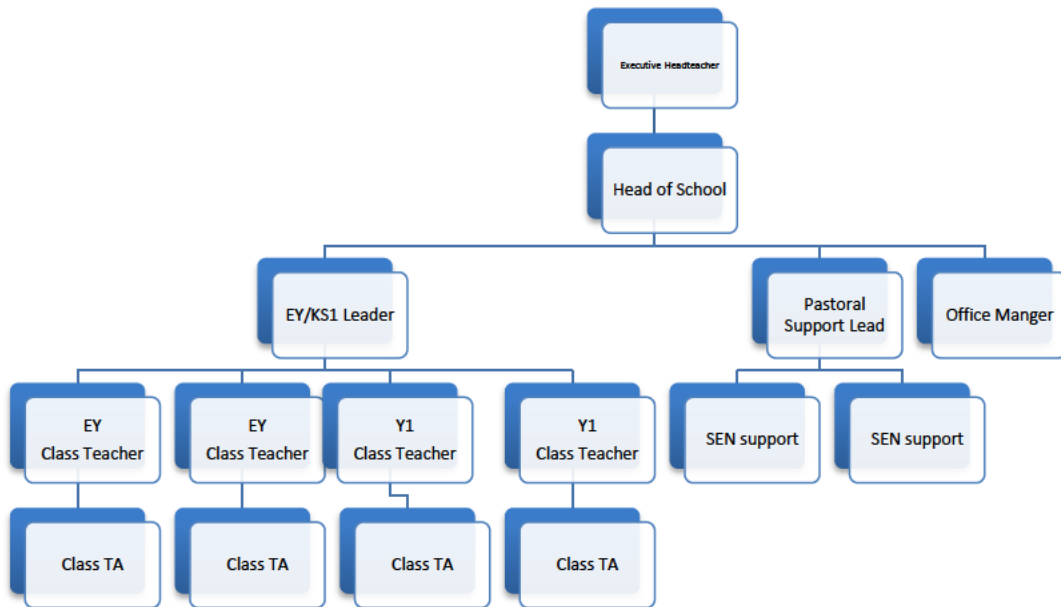
**D3 – a staffing structure that will deliver the planned curriculum within the expected income levels**

	2019	2020	2021	2022	2023	2024	2025
<b>SLT</b>							
Exec HT	0.4	0.4	0.4	0.4	0.4	0.4	0.4
Head of school	1	1	1	1	1	1	1
AHT				1	1	1	1
Inclusion Manager/ SENCo	Head of school	Head of school	0.4	0.6	0.8	1	1
<b>Middle Leaders</b>							
EY/KS1 Lead	Head of school	1	1	1	1	1	1
KS2 Lead				AHT	1	1	1
<b>Teaching</b>							
EY Class teacher	2	2	2	2	2	2	2
Y1 Class teacher	1	2	2	2	2	2	2
Y2 Class teacher			2	2	2	2	2
Y3 Class teacher				2	2	2	2
Y4 Class teacher					2	2	2
Y5 Class teacher						2	2
Y6 Class teacher							2
Specialist (PPA Cover)			0.6	1.6	1.6	3	3
<b>Pupil Support</b>							
Class TA	2	4	6	8	10	12	14
SEN TA	1	2	2	3	3	3	4
Pastoral Support Mentor	0.4	0.6	1	1	2	2	3
<b>Administrative</b>							
Office Manager	1	1	1	1	1	1	1
Administrative assistant			0.5	0.5	1	1	1

2019

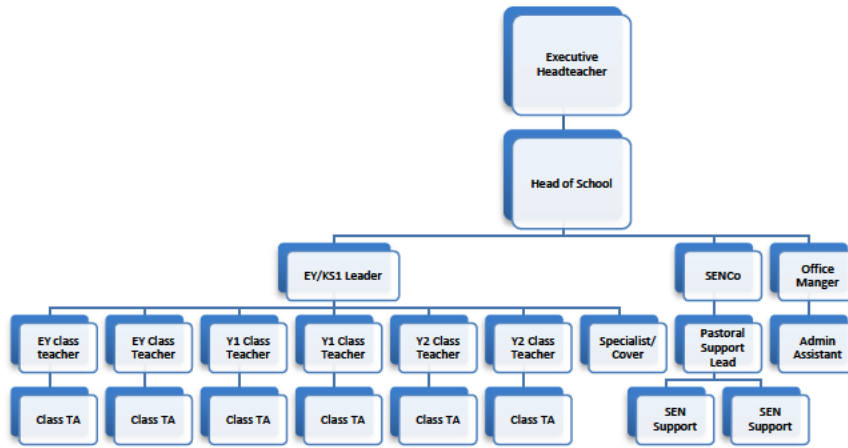


2020

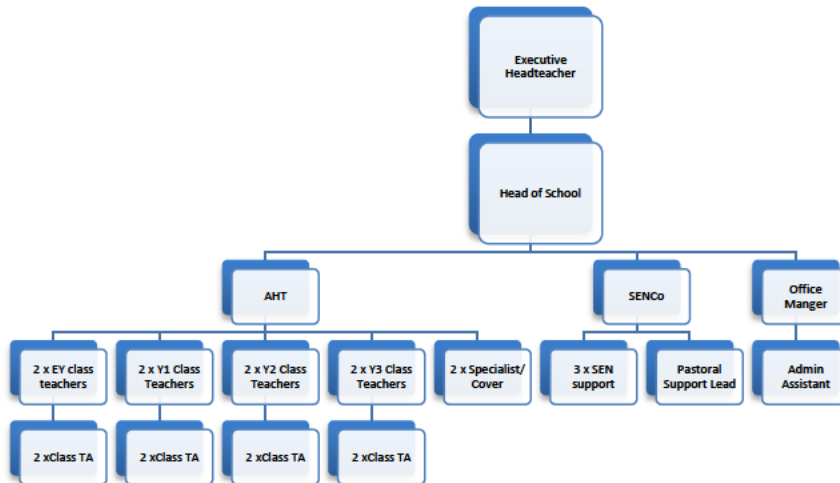




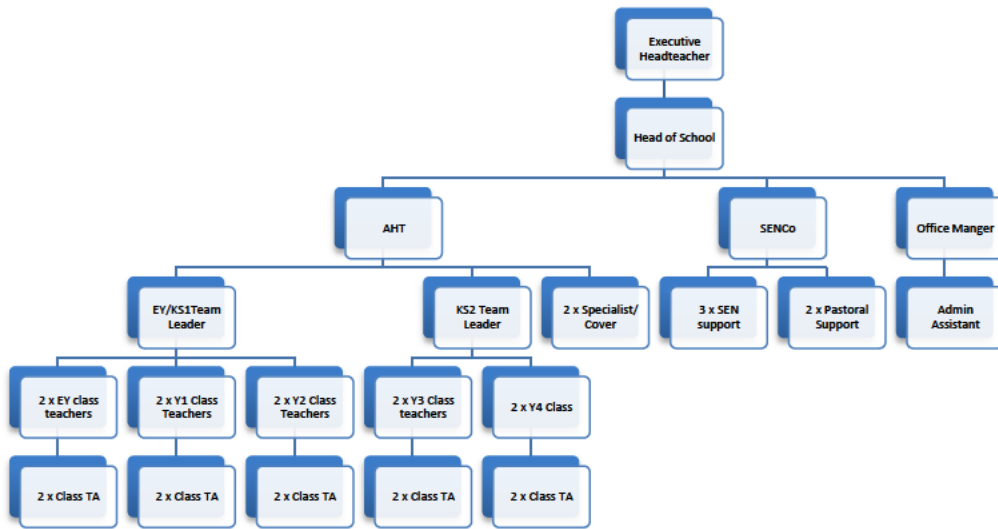
2021



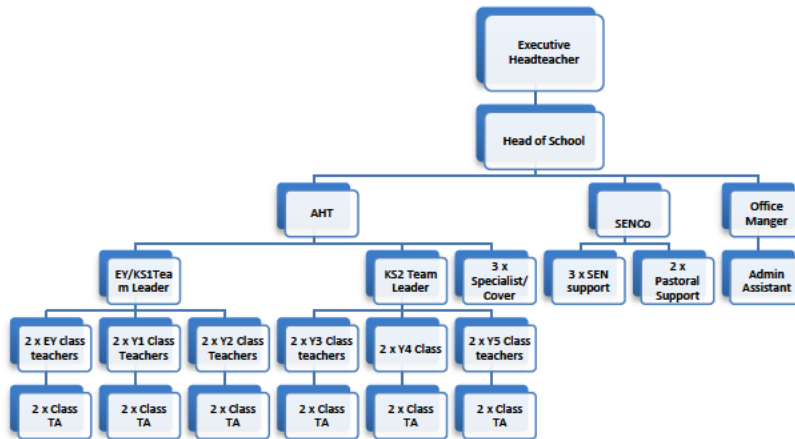
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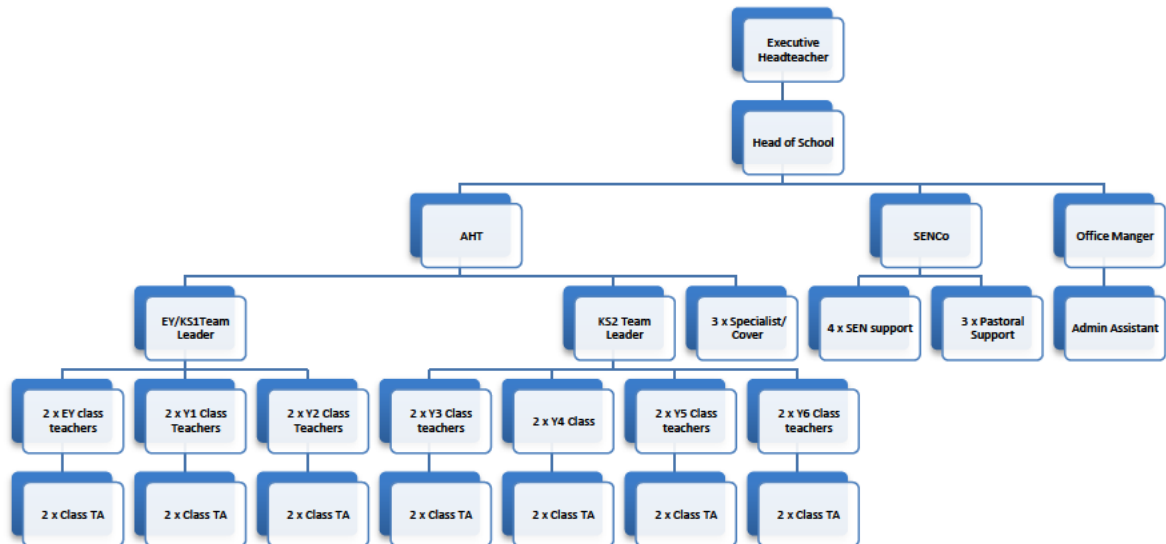


2023



2024





The staffing structure proposed for HSPA is in line with staffing at WPPA in terms of the balance between class-based practitioners, and those who can provide dynamic leadership at both middle and senior levels. It builds capacity, allows skills to grow from within the organisation, and ensures that 'cover' is delivered through a combination of specialist teachers and experienced senior staff.

As our proposal is largely dependent on housing developments, it is possible that HSPA may face the challenge of a varied combination of pupil ages. Due to a rapid increase in the number of pupils on role and a high level of pupil mobility, WPPA (formerly Heyworth) has managed (and continues to manage) the challenges of having to organise some pupils in mixed-age classes whilst still ensuring an increase in educational standards. Where necessary, this experience and knowledge will be applied to such considerations at HSPA.

### Contingency Plans

Due to the Trust's presence in the local area and the fact that it is anticipated that there will be three primary schools as part of the trust, all within 1.5 miles, means that any necessary variations in the staff structure due to the number of pupils on roll at HSPA being lower than expected could be accommodated. Where necessary, staff could be rearranged, reducing the staff costs at HSPA and fulfilling roles at one of the trust schools.

## **Leadership responsibilities**

The executive head will:

- Provide overall strategic leadership and, with the Head of school and Leadership Team, lead, develop and support the strategic direction, vision, values and priorities of the school
- With Governors (individual and collective), provide the leadership and management which enables the academy to give every pupil high quality education and which promotes the highest possible standards of achievement and well being
- Secure the long-term success of the schools within the Trust by maximising potential through the skills and resources held within the schools
- Build system-wide leadership capacity at all levels through actively developing strategic governance, staffing structures and roles and responsibilities

The executive headteacher role will be shared across the trust initially, employed 0.4 at HFPA and 0.6 at WPPA. As the school's grow, the leadership structure will be continually considered by the Trustees to ensure such structures at "fit for purpose".

The Head of School is accountable to the Executive Head and overall to Sussex Learning Trust through the governance structure for ensuring the educational success of the Academy within the overall framework of the Corporate Plan, the Academy Improvement Plan, relevant legislation, best practice and available resources. The head of school will have responsibility for the academic and pastoral welfare of each pupil at each key stage. They will be responsible for the progress and outcomes of the pupils in the school as well as creating and embedding a stage appropriate ethos.

For the first two years after opening, the head of school will be responsible for Inclusion, SEND co-ordination and for teaching and learning in EY and KS1 for the first year. Following their appointment, the AHT will lead on teaching and learning across KS2 (Y3 at that time) in the academic years 2022/23 until the appointment of a key stage leader in 2023.

## **Current Expertise**

Where appropriate, HFPA will be able to draw on the skills and experience of outstanding staff within Sussex learning Trust, as well as WPPA staff for training and

mentoring opportunities. Common timetables will allow the academies to co-ordinate the work of teachers and teaching assistants across schools. Staff from WPPA will be released to lead professional development activities as required, associated costs will be covered by the WPPA budget. With regard to subjects such as Science, PE, Music and French, specialist teachers will lead lessons or support the primary teacher to teach those subjects. This secondary expertise is not reflected in the staffing structures referenced above as the costs will be covered by the secondary academy's budget – whereby a proportion of the timetable of key staff is assigned to primary outreach.

WPPA employs a team of highly skilled and experienced staff, covering leadership and management, policy development including responding to new educational legislation, and curriculum development with a particularly strong focus on STEM. The school trains Schools Direct teacher trainees from The University of Sussex, as well as taking on many NQTs and has an excellent record of teacher training and staff development. The school will continue to work in strong partnership with The University of Sussex and would wish to cultivate continuing partnerships in developing and training the teachers of tomorrow. Schools Direct students will be trained at WPPA, with the possibility of being located at HFPA, alongside outstanding practitioners, either recruited or from WPPA, all ready with the knowledge of outstanding practice.

In addition we have a huge range of skills and experience – financial, buildings development, legislative and personnel management within Sussex Learning Trust but also amongst the governing body, which clearly are essential to the development of a new school.

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

HFPA will be committed to securing high standards of attainment for all pupils from all ethnic backgrounds, and of different socio-economic statuses, abilities and interests, ensuring that pupils are treated with respect and supported to achieve their full potential. HFPA practice and provision will reflect the Sussex Learning Trust policy currently being employed at WPPA.

Pupil progress at HFPA will be evaluated by analysing assessment results to keep track of the relative performance of different groups and to tackle underperformance by any particular group or the reintegration of excluded or self-excluded pupils. Through the implementation of effective behaviour management strategies, safeguarding and child protection policies, HFPA will have effective approaches in place to deal with incidents of prejudice, discrimination, bullying and harassment. Monitoring of whether pupils from particular groups are more likely to be excluded or disciplined than others will be accompanied by appropriate behaviour and discipline policies in place to deal with this, and through its school council, senior pupil team and student evaluation groups, pupils will be involved in evaluating the success of implementing these policies.

The School Admissions Code emphasises the importance of admission arrangements that promote community cohesion and social equity. As the admission authority, Sussex Learning Trust will act in accordance with this code. HFPA is committed to presenting itself in a way would not deter parents from particular communities.

### **Broad and Balanced Curriculum**

At HFPA, the PSHE programme of study will bring together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It supports all five outcomes of the ECM agenda and provides a context to fulfil our responsibilities to:

- Promote the physical, social and emotional well-being of pupils.
- Provide sex and relationships education (The school's SRE Policy will further detail how this responsibility will be met).
- Promote community cohesion.
- Achieve the aims of the whole curriculum.

The PSHE curriculum will provide HFPA with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL), futures and careers education, as well as, global connection education. Through PSHE, we endeavour to foster the

notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of; honesty, kindness, trust, responsibility, friendship, self-control, empathy, respect and tolerance.

Through enrichment opportunities, Sussex Learning Trust will develop pupils who make a real difference to both the school and wider community. Character education and the teaching of responsibility and contribution to school and wider community will underpin the curriculum and promote universal values (British values) and develop positive character traits in each child. On joining HFPA, all pupils will have roles of responsibility and will be taught leadership skills. Social, moral, spiritual and cultural development will be enriched through opportunities to support others, through volunteering opportunities and links with local community groups.

### **Sex and Relationships Education**

At HFPA, effective sex and relationship education will be essential in allowing pupils to make responsible and well informed decisions about their lives. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence onto the next stage of their education and lives. Parents will be fully informed about the SRE programmes of study and will have access to the teaching materials prior to lessons being taught. Parents will be able to withdraw their child(ren) from these classes if they wish, although this should only be done once the parents have given written notice to the headteacher.

### **Religious Education**

At HFPA we will develop the children's knowledge and understanding of all major world religions, and address the fundamental questions in life. Children will reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We will help the children learn from religions as well as about religions.

The aims of religious education at HFPA are to help children:

- Develop an awareness of spiritual and moral issues in life experiences.
- Develop an understanding of what it means to be committed to a religious tradition.

- Be able to reflect on and respond to their own experiences.
- Develop an understanding of religious traditions and to appreciate cultural differences.
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- Have respect for other peoples' views and to celebrate the diversity in society.

The HFPA school curriculum for religious education will meet all legal requirements, which stipulate that religious education is compulsory for all children, including those in the reception class who are less than five years old. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum will be based on the West Sussex LA Agreed Syllabus and it meets all the requirements set out in that document. The RE syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian and that it should, at the same time, take account of the teachings and practices of other major religions. Parents will be able to withdraw their child(ren) from religious education classes if they wish, although this should only be done once the parents have given written notice to the headteacher.

### **British Values**

HFPA will uphold and explicitly teach pupils about British Values. These values will be taught explicitly through Personal, Social, Health and Emotional (PSHE), Sex and Relationships Education (SRE) and Religious Education (RE). We will also teach British Values through planning and delivering a broad and balanced [curriculum](#).

HFPA will take opportunities to actively promote British Values through daily collective worship and whole school systems and structures such as electing and running a successful school council and senior student body, as well as, using pupil feedback to evaluate the school's effectiveness. Curriculum planning and delivery will include real opportunities for exploring and debating how these values are evident in and impact upon the contexts being taught.

Also at HFPA, these values will be reinforced regularly and in the following ways:

- *Democracy* will be a fundamentally important value at our school. Pupils will



have the opportunity to have their voices heard through our school council and senior pupil team. The elections of [members](#) of these groups will be based on pupil votes.

- *The Rule of Law:* The importance of laws and rules, whether they are those that govern the class, the school or the country, will be consistently reinforced throughout regular school days. Our system for behaviour will be aligned to an agreed set of codes and when children are rewarded or sanctioned this will always be set against the agreed school behaviour code. Pupils will be taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the police, fire service etc. will be regular parts of our calendar and help reinforce this message. To encourage and promote good behaviour, attitude and work at HFPA, there will be a reward system which is consistently followed throughout the school. Staff will be committed to praising children's efforts. HFPA staff will praise the children informally, individually, during group work, in front of the whole class and the whole school.
- *Individual Liberty:* Pupils will [actively be encouraged](#) to make choices at HFPA, knowing that they are in a safe and supportive environment. As a school we will provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils will be encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs.
- *Mutual Respect:* The HFPA [school](#) ethos and behaviour management policy will be based around core values; respect, passion, honesty/trust, responsibility and aspiration. These values will determine how we live as a community. Collective Worship will be based on 'HFPA values' which are central to how we expect everyone to go about their life at our school.
- *Tolerance of Those of Different Faiths and Beliefs:* Collective Worship and discussions involving prejudices and prejudice-based bullying will be followed and supported by learning in RE and PSHE. We will use opportunities such as the national and global events to study and learn about life and culture in other countries.

## **Prevent Duty**

As part of HFPA's ongoing safeguarding and child protection duties we are fully behind the government's Prevent Strategy. From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty for Schools. At HFPA, we will build pupils' resilience to radicalisation by promoting fundamental British values and enabling our pupils to challenge extremist views. Information on how we will promote British values follows. The statutory guidance refers to the importance of 'Prevent awareness training' to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. All our staff will receive the appropriate training and senior leaders will complete the full training on Preventing Violent Extremism (PVE). These measures will result in:

- A shared understanding of what is meant by the terms radicalisation and extremism.
- All staff being aware of the safeguarding procedures and how to share concerns about radicalisation and extremism.
- A whole school approach to the support of pupils who may be vulnerable to violent extremist radicalization.
- Pupils being comfortable to share any concerns they have about behaviour or information in the online space with colleagues at the school.
- A safe learning environment being created across the school, which avoids the display of inappropriate materials.

## **Equal Opportunities**

At HFPA, staff will set consistently high expectations for all pupils. Each individual will be ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils will be equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding will be taught in ways that suit pupils' current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

## **Community Cohesion and Collaboration**

HFPA will ensure pupils from different communities, faiths and backgrounds work together, learn about each other's customs, beliefs and ideas and respect each other's views by providing:

- Opportunities across the curriculum to promote shared values and help pupils to value differences and to challenge prejudice, discrimination and stereotyping. As well as the opportunities in citizenship described above, there are opportunities across the curriculum and in the programmes of study for Religious Education (RE) and Personal, Social and Health Education (PSHE).
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits, for example to places of worship, and meetings with members of different communities.
- Assemblies which involve members of the local and wider community and promote the engagement of learners and shared understanding, as well as a school's ethos and values.
- Encouragement for learners to value diversity and develop a better understanding of UK society, for example by challenging assumptions and creating an open climate to address sensitive and controversial issues. This will link to HFPA's speaking and listening curriculum which will develop the pupils' ability to debate, reason, challenge and respectfully disagree with each other.

Sussex Learning Trust believes collaborative working can enrich education and cultural development and will help build up lasting relationships between members of school communities from different ethnic backgrounds and the wider community. We signal our willingness at HFPA to look at how we can develop better links between all schools, whether they have a religious character or not and will play an active part in the existing network of schools in Haywards Heath area – SALT (schools all learning together), which contains schools of varying denominations.

Sussex Learning Trust recognises the importance of opportunities for all school pupils to take part in joint activities with pupils from other schools. The linked school days across the Trust's primary schools provides the benefit of 'Sport Leaders' and Duke of Edinburgh students within the secondary school attending the primary

school to help provide coaching and mentoring to younger pupils, for example, to develop aspiration and confidence with the gifted and talented students so that they are stretched to the maximum of their potential.

HFPA will take part in the half termly opportunities which currently exist for pupils to take part in curriculum based projects and competition with our locality schools (SALT) as we believe such activities support the wider development of individual young people, promote greater understanding of the views and beliefs of others and support community cohesion.

To further encourage pupils from different communities, faiths and backgrounds to work together HFPA will develop partnership programs with parents and the local and wider community which will include:

- Working together with community representatives, for example through mentoring schemes and bringing community representatives into school to work with the pupils or to support learning by leading assemblies.
- Local engagement through links with community groups and organisations, such as local faith and community groups, enabling them to play a role in HFPA and encouraging pupils to make a positive contribution in the local area.
- Ensuring that the pupil voice is heard and able to effect change: by involvement of pupils in the governance and organisation of the school through our school councils, senior pupil teams and pupil evaluation groups, in a way that facilitates their participation and ability to make a difference in school, in their local community and beyond.
- Maintaining strong links and multi-agency working between HFPA and other local agencies, such as the police, different religious groups and social care and health professionals.
- Developing links with work placed learning providers and other employers to improve our curriculum offer.
- Placements for pupils in voluntary community based activities.
- Engagement with parents through curriculum evenings, teaching and learning activities such as parent and child courses, and family liaison work, tailored to suit the needs and requirements of the school and parents. For example, reaching parents who may need additional support through other local bodies and community points of contact.

# SECTION E – EVIDENCE OF NEED

## E1: Evidence of Need

### 1 Rationale for a new school due to housing growth

#### **Overview**

West Sussex County Council have identified a need for a new primary school in the [REDACTED]. ( [REDACTED] ) This need is in part due to anticipated and current housing growth in the immediate area and the town and environs, combined with all schools in the Town being full with projections of increased need for school places. Therefore it is anticipated that all of the projected housing developments in the town will increase the need for a school in our proposed location as catchment areas for all schools are ‘squeezed’. It is anticipated that Section 106 monies from education could be in excess of £3.4 million (see appendix E2 letter from [REDACTED]). [REDACTED]

[REDACTED] The land is owned by Mid Sussex District Council who are supportive of it being used for this purpose. The site acquisition costs are likely to be minimal given its place in the neighbourhood plan as only to be used for education.

There has been a history of undersupply of primary places in Haywards Heath with predicted need being surpassed by actual demand resulting in bulge classes and short notice expansion decisions.

#### **The Immediate Vicinity & the next 5 years**

Table 1 below, (source Haywards Heath Housing Developments 2016) shows an overview of proposed, and on-going, housing developments very close to the desired site of HFPA.

Table 1	
Status	Dwellings
Allocated Haywards Heath neighbourhood plan	690
Construction underway	271
Planning submitted/granted	264

It is accepted that economic and commercial conditions will determine the exact timings of these, and all developments, however the District Council's expectations and indications suggest these will come to fruition with 5 years of 2016. Because the new school is not proposed to open until 2019 the scheme is well positioned to meet need dynamically and in a timely fashion. Equally, our case for the need of a new school is not simply predicated on proposed housing in the immediate vicinity – see later section.

[REDACTED]

[REDACTED]

## Sites identified as being developed within 1-5 years

Site ref on map	Name/location	Developer	Status	Dwellings
246	Hurst Farm	No developer appointed. Land in ownership of Mid Sussex District Council	Allocated in Haywards Heath Neighbourhood Plan	350
57	Gamblemead	██████████ ██████████	Planning permission granted	100
239	Land south of Rocky Lane	██████████ ██████████	Construction underway	96
485	Land south of Rocky Lane	██████████ ██████████	Planning permission granted	134
745	Land north of Rocky Lane	██████████ ██████████	Planning permission granted	30
LDC	Land east of Greenhill Way (in Lewes District Council's administrative area)	████████████████████	Construction underway	175
94 & 496	Land south of Rocky Lane and west of Weald Rise	██████████ ██████████	Allocated in Haywards Heath Neighbourhood Plan	340
			<b>TOTAL</b>	<b>1225</b>

Note: sites 109 and 334 on the map have been recently completed and total approx. 100 dwellings

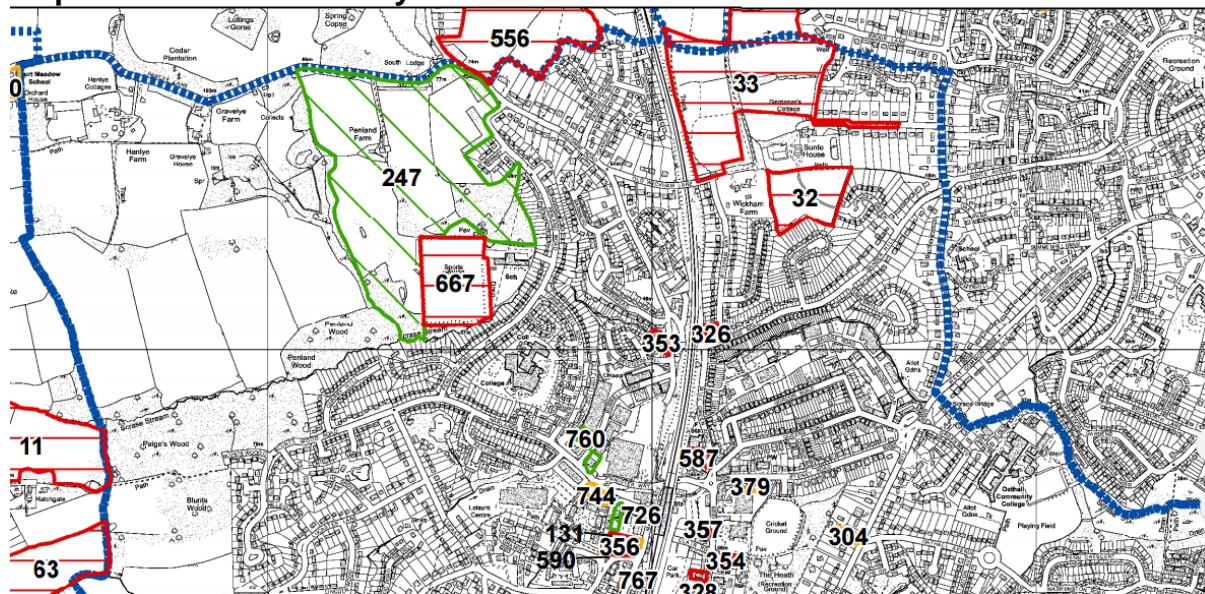
### The wider town developments and pressure of school places in the town

Assuming the conservative estimate derived from West Sussex research that each 1000 homes yields one form of intake across all age groups the above supports the need for a single form of intake school purely from the immediate vicinity of the proposed site. However, developments proposed in the north, west and east of the Town will put un-deliverable pressure for school places in existing schools.



Housing commitments elsewhere in Haywards Heath & Lindfield for which no additional school capacity is planned and which will require a realignment of catchment areas thereby being accommodated at HFGA.

Map extract – north of Haywards Heath



Sites identified as being developed within 1-5 years

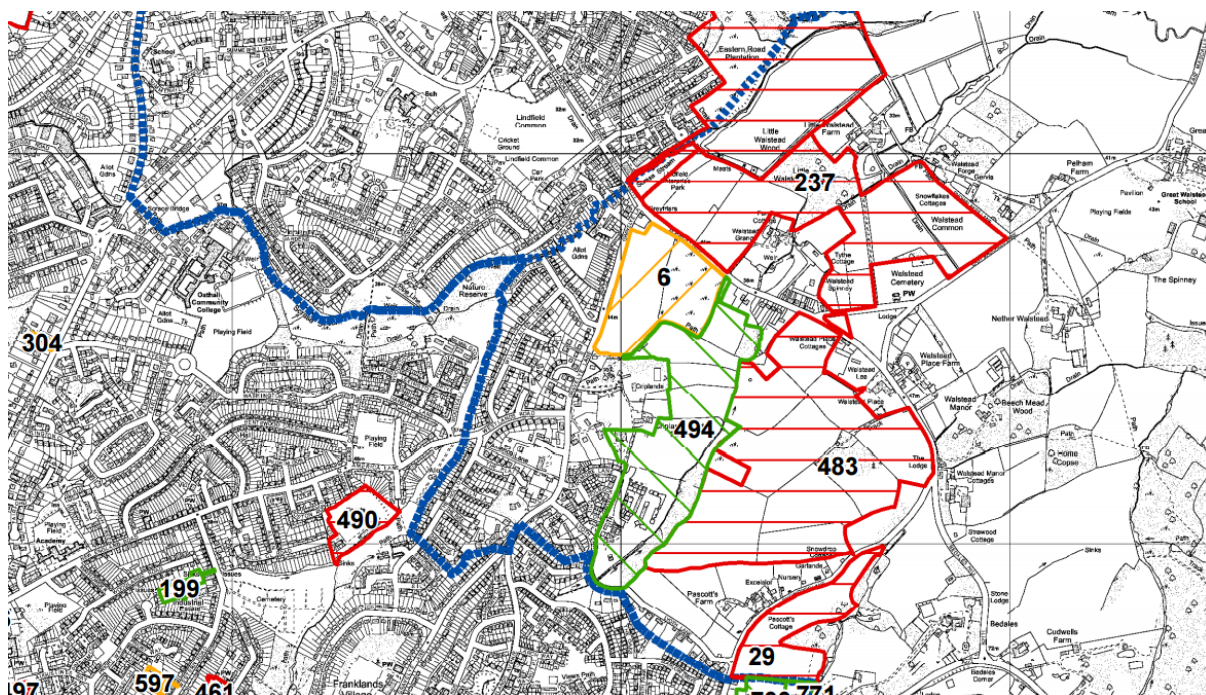
Site ref on map	Name/location	Developer	Status	Dwellings
247	Penland Farm	██████████	Planning permission granted	210

Sites identified as non-developable but where planning permission has now been granted

Site ref on map	Name/location	Developer	Status	Dwellings
33 (eastern half of site only)	Birchen Fields	██████████ ██████████	Planning permission granted	40



## Map extract – Lindfield



### Sites identified as being developed within 1-5 years

Site ref on map	Name/location	Developer	Status	Dwellings
494	Land east of Gravelye Lane	██████████	Construction underway	158

### Sites identified as being developed within 6+ years (but may come forward sooner)

Site ref on map	Name/location	Developer	Status	Dwellings
6	Land east of Gravelye Lane	██████████	Public inquiry pending	130

### Sites identified as non-developable but where a planning decision is pending

Site ref on map	Name/location	Developer	Status	Dwellings
237 (western half of site only)	Scamps Hill	██████████	Public inquiry pending	200

Source: Strategic Housing Land Availability Assessment, Mid Sussex District Council, 2016

Table 2 below shows the projected pressure on school places in Haywards Heath projected forward. Source: WSCC Planning School Places

	<b>Haywards Heath Locality</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>PAN</b>
3051	Balcombe CE	20	21	22	22	20
2221	Blackthorns	30	27	26	24	30
3052	Bolney	16	15	15	16	16
3372	Bolnore	60	71	78	85	60
2205	Handcross	30	41	43	46	30
2212	Harlands	60	55	51	47	60
3350	Holy Trinity Cuckfield	60	65	69	73	60
2257	Lindfield	90	104	111	119	90
2223	Northlands Wood	47	45	42	40	45
3055	St.Augustines	14	20	21	23	15
3353	St.Giles Horsted Keynes	15	17	15	13	22
3355	St.Josephs RC	60	60	59	58	60
3061	St.Marks Staplefield	15	16	16	17	12
3050	St.Peters Ardingly	17	20	20	21	20
3352	St.Wilfrids CE	60	60	60	59	60
3057	Twineham	14	13	13	12	13
2001	WPPA	60	76	86	97	60
2209	Warninglid	4	6	6	7	10
	<b>Total</b>	672	733	755	776	683
	Difference PAN Vs Need	11	-50	-72	-93	

It is our considered opinion and assertion is that as pressure for school places increases across the town, so it is that a new school will be required.

## **E2 Successful engagement with parents and the local community**

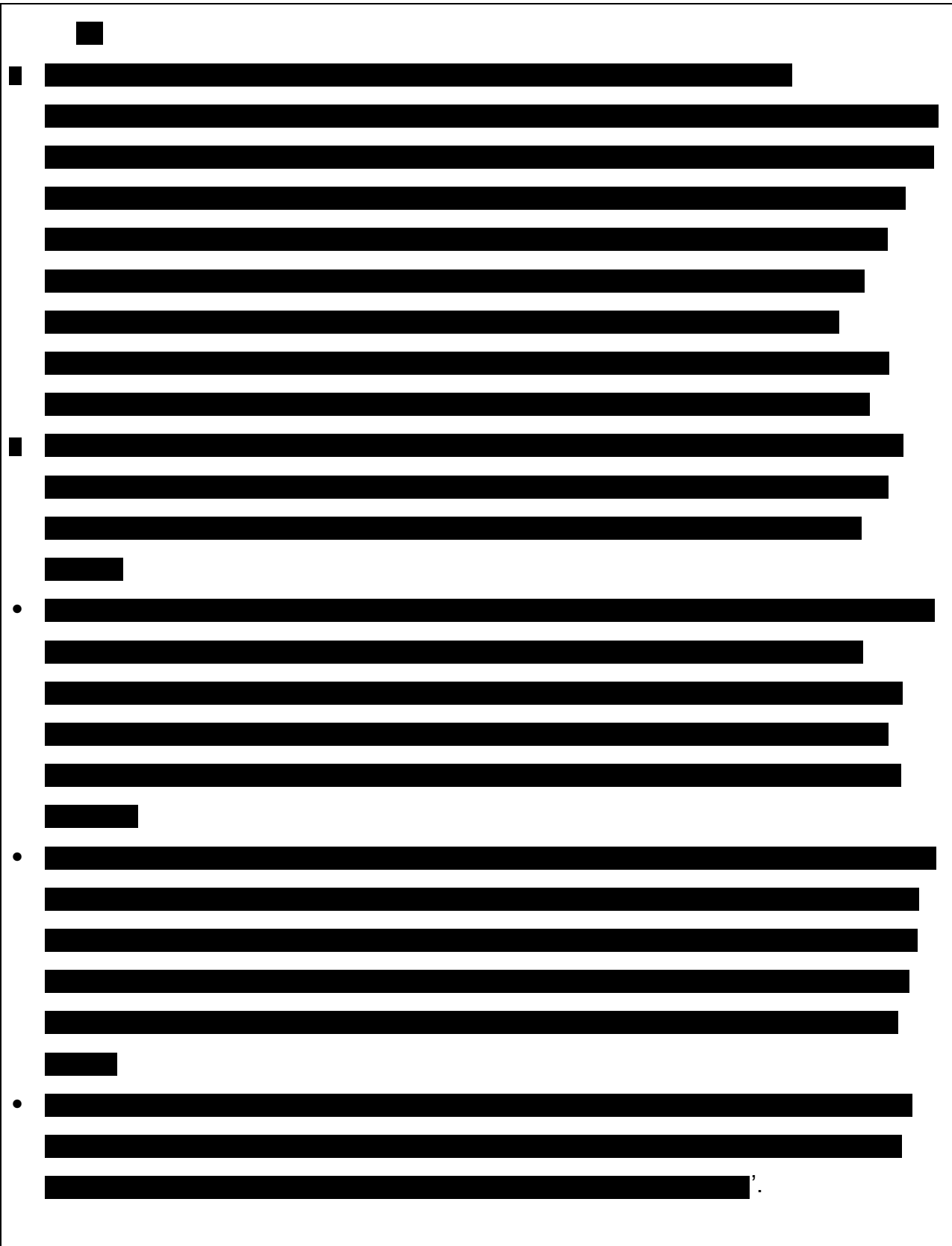
The Trust enjoys an excellent reputation for maintaining a very good secondary school which is the most over-subscribed in West Sussex with first choice applicants for places and a primary that has been transformed from the local 'sink school' to itself being oversubscribed with an OFSTED 'good' rating. We know our local 'stock' is very high and we are determined to retain this.

Given that the majority of the community our school will serve is **not in existence for a year or two** we are concentrating our efforts in communicating with the wider Haywards Heath community. Of course, many of these parents are sending their children to existing schools and therefore, have limited 'investment' in plans for a new one. However, received or in progress at present:-

- Local press coverage, see appendix.
- Market research questionnaire has gone live to our existing stakeholders. Within 24 hours we had 33 responses asking to be kept in touch with developments. One asking if they could put their name down now!
  - This is being widened via local media including press coverage in the Mid Sussex Times (which elicited over 1000 respondents for another proposed bid for a post 16 college) and we expect a greater response as house building commences.
  - The Trust is developing a website for Hurst Farm Primary Academy which will 'go live' in January 2017 (see screen shots in appendix). Because we are essentially planning to replicate our current provision we can show case to parents our 'offer' via this media.
  - [REDACTED] written a letter of support on our proposal (see appendix E2).
  - [REDACTED]
- We are attending developer consultation events for the locality occurring in the Autumn term. All prospective developers are aware of our interest in their site and how we might work to mutual benefit.
  - One of the largest house builders in the area, [REDACTED] have written a letter in support of "our plans". [REDACTED] alone anticipate building 1,000 + houses in the immediate vicinity.

#### F1 (a) Skills and experience of your team

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



**F1 (b) Skills gap analysis**

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

- complete the table below; and

· refer to the background information and glossary document, and the assessment criteria booklet for what should be included in this section.

Skills/experience missing	Where is the gap? ie pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Opening a free school	pre-opening	Link with experienced Trust brokered by NSN or RSC. September 2016 and forward

**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**

Trust structure:

- 5 Members
- 11 Trustees
- LGBs for each Academy

Will include:-

- [REDACTED]
- [REDACTED]
- Consulting engineer – capital build expert
- [REDACTED]
- [REDACTED]
- HR Director for a multi-national company
- CEO, both ACEO's will be ex-officio

The Trust has an impressive reputation for maintaining an excellent secondary school and, more importantly, turning around the worst school in the district so that OFSTED now recognise it as 'good.' It is now approaching a self evaluation as 'outstanding'. The 'core' of the Governing body (now Trustees) at the helm of this impressive change of fortune are still in place and will give confidence that the Trust has outstanding Governance led by a [REDACTED].

[Redacted text block]

The Trust has an ethos that ‘good is not good enough’ and this determination will be critical in establishing the successful school we intend for the area.

**See Appendix for Governance Structures**

Name	Where they live (town/city)	Member of core group	Role(s) (pre-opening team, member, trustee, principal designate, local governor once school is open)	Summary of relevant expertise Please refer to the relevant section of the assessment criteria booklet to check what detail you need to give	Available Time (hours per week)
[Redacted]	Brighton	[Redacted]	[Redacted]	[Redacted]	15
[Redacted]	Burgess Hill	[Redacted]	[Redacted]	[Redacted]	10
[Redacted]	Haywards Heath	[Redacted]	[Redacted]	[Redacted]	3

[REDACTED]	Brighton	[REDACTED]	[REDACTED]	[REDACTED]	10
[REDACTED]	Haywards Heath	[REDACTED]	[REDACTED]	[REDACTED]	3
Headteacher to be appointed		Yes	Pre-opening team, Head Designate		full time



## SECTION H: LOCATION AND PREMISES

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a>, if possible.</p>	<p>In consultation with West Sussex County Council (as LEA) and Mid Sussex District Council (as landowner),  ██  ██  ██  ██</p>
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<p>Are you aware of a Section 6A (Education Act 2011), free school presumption competition being run or proposed by the local authority for a school of the same phase in this area?</p>	<p>No</p>
--	-----------

<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	
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<p>Your calculated building space using the EFA formula. See section H in the free schools criteria booklet.</p>	<p>EFA formula</p>
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<p>Any comments on your calculated building space:</p>	
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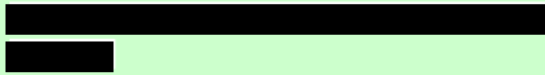
### Preferred site

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	<p>RH17 7QX</p>
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<p>In which local authority is your preferred location? - this information is brought through from section B</p>	<p>West Sussex</p>
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<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>East Sussex</p>
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	Identified in the neighbourhood plan
Please confirm the tenure:	
If other, please explain further:	
Please include information on purchase or lease price if known:	
Who owns the site?	Mid Sussex District Council
Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	Yes
Name and contact details of owner:	Head of Corporate Resources Mid Sussex District Council Oaklands Road Haywards Heath West Sussex RH16 1SS <a href="mailto:property@midsussex.gov.uk">property@midsussex.gov.uk</a>
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Yes
What kind of site is it?	Cleared site requiring new build
What is the current use?	Unused land.

If government building or 'other' - please describe:	Unprotected woodland/common land
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Why have you chosen this site? What makes it suitable for your free school?	<div style="background-color: black; width: 100%; height: 15px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100%; height: 15px; margin-bottom: 2px;"></div>
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Land
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If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible, including: the development and developer, timing and programme of build, number of housing units, status of planning application and any links to planning applications/decision notices, extent of funding coming from the developer plus confirmation of the local authority's position in relation to your free school using this site.	Please see Section E and appendix  The LA is fully supportive (see appendix letter from Dir. Children's Services)
--	---

**Second choice site**

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Who owns the site?	Please select
Please include information on purchase or lease price if known:	
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	

Why have you chosen this site? What makes it suitable for your free school?	
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
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If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible, including: the development and developer, timing and programme of build, number of housing units, status of planning application and any links to planning applications/decision notices, extent of funding coming from the developer plus confirmation of the local authority's position in relation to your free school using this site.	
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### Third choice site

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local	Please select
---	---------------

authority, please say which:	
Please tell us how you found the site:	
Please confirm the tenure:	Please select
If other, please explain further:	
Please include information on purchase or lease price if known:	
Who owns the site?	Please select
Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freescchools@education.gsi.gov.uk if available:	Please select
Name and contact details of owner:	
Name and contact details of agent or local authority representative where available:	
If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
What kind of site is it?	Please select
What is the current use?	Please select
If government building or 'other' - please describe:	
Why have you chosen this site? What makes it suitable for your free school?	

<p>If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:</p>	
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<p>Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:</p>	
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<p>If the named site is part of a housing development or the school is attracting Section 106 contributions, please give as much detail as possible, including: the development and developer, timing and programme of build, number of housing units, status of planning application and any links to planning applications/decision notices, extent of funding coming from the developer plus confirmation of the local authority's position in relation to your free school using this site.</p>	
---	--

**For independent school convertors**

<p>Please say whether you will be increasing PAN when becoming a free school:</p>	<p>Please select</p>
---	----------------------

<p>if yes, from what to what?</p>	
-----------------------------------	--

<p>Please confirm the size of your existing site:</p>	
---	--

<p>Please confirm the size of your existing buildings:</p>	
--	--

<p>Please confirm the tenure of your site/buildings including details of any loans or mortgages:</p>	
--	--

## Appendix D

21<sup>st</sup> September 2016

[REDACTED]  
[REDACTED]  
**Sussex Learning Trust**  
Broad Street  
Cuckfield  
West Sussex RH17 5DP

Dear [REDACTED]

### Hurst Farm Primary Academy

I'm writing to support the Sussex Learning Trust bid to form a new school at Hurst Farm which will focus the curriculum towards STEM (Science Technology Engineering & Maths) subjects. I believe that as both a trustee of SLT and Chairman of Mid Sussex Science Week, I am in a unique position to be able to comment on how desperately needed such a school is in Mid Sussex.

I started Mid Sussex Science Week in 2014 to address the dearth of children heading towards a career in science and engineering. Local STEM companies regularly comment to me on the shortage of new talent coming their way. I have noted how children, particularly girls, arriving at secondary school were already disengaged from STEM subjects. There is no doubt in my mind that a primary school with a focus on STEM will address this structural problem with a long term solution that can only be positive towards maintaining and improving the Mid Sussex economy.

The Prime Minister in speaking about science has commented on the "very high priority I attach to both teaching and research". I concur and believe the proposal at Hurst Farm would provide a significant boost to this agenda, as well as helping to overcome the barriers which stop many young girls from pursuing a STEM career.

Yours sincerely

[REDACTED]

[REDACTED]

## Appendix E

Ei – Letter of support from [REDACTED]  
[REDACTED]

Dear [REDACTED]

I note your wish to submit a Free School application to meet increased pupil demand in Haywards Heath and I can confirm that this is an area that WSCC has identified as needing additional school places.

I am pleased to confirm that West Sussex County Council has identified the area referred to above as a strategic location where additional pupil places are required, and so we are keen to work with Multi Academy Trusts who are interested in sponsoring Free Schools to meet the demand in this area. As you will be aware, the process of sponsoring a Free School is managed through the Regional Schools Commissioners Office and the Department for Education, and the County Council is therefore not in a position to determine applications to establish new Free Schools, although we certainly want to work closely with any successful applicants.

If you want further details about expected demand in this area or any other in West Sussex, can I suggest you liaise closely with [REDACTED]  
[REDACTED]  
[REDACTED]

Yours  
sincerely

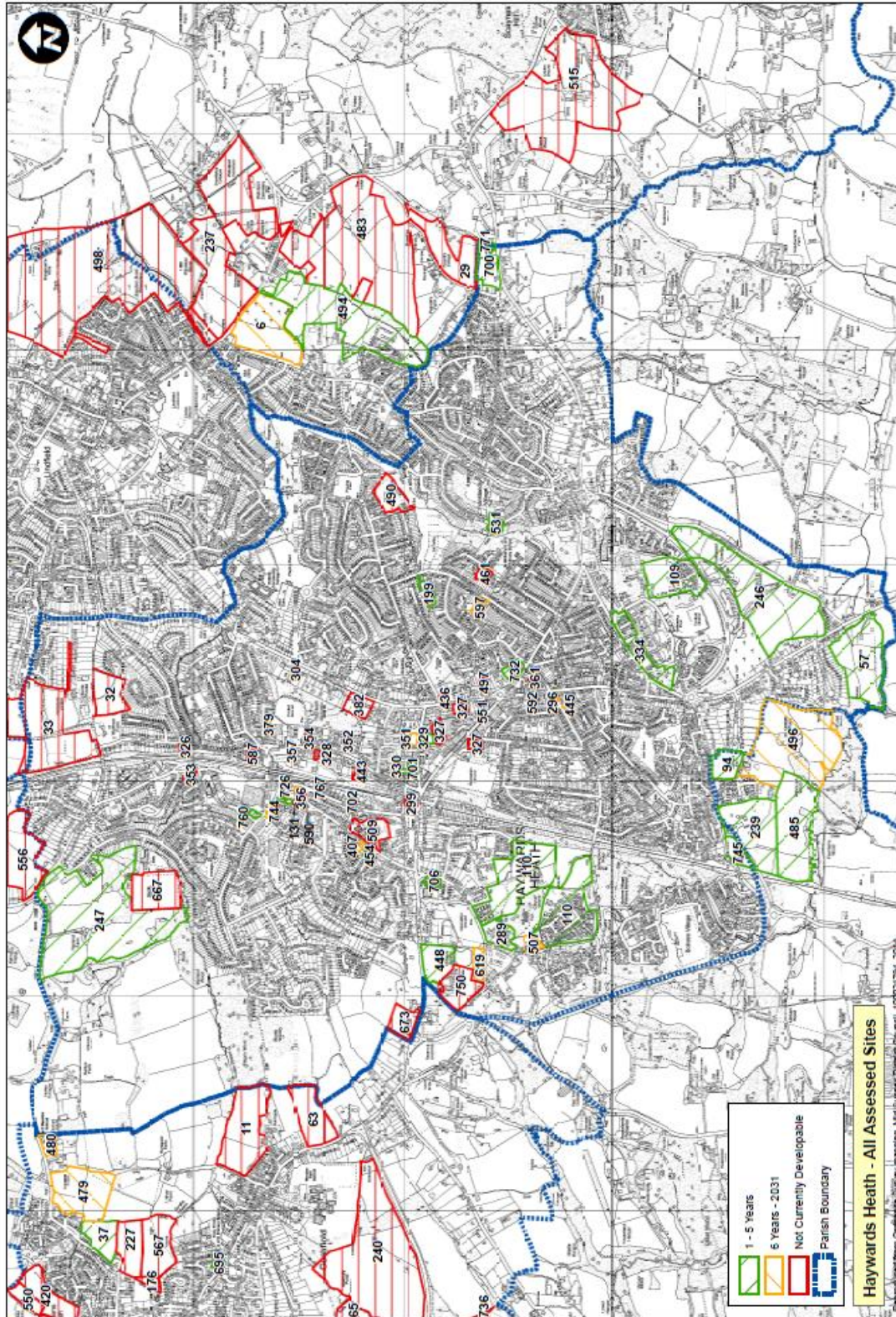
[REDACTED]

[REDACTED]

[REDACTED]



# Eii Map of Haywards Heath and environs showing likely Housing Developments



## Appendix E2

### Section E2

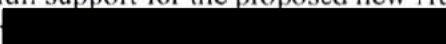
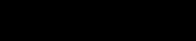
#### Letters of support

*Fairfax*

  
Warden Park  
Broad Street  
Cuckfield  
West Sussex  
RH17 5DP

19 September 2016

Dear 

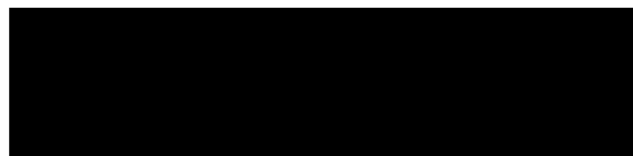
We are taking this opportunity to confirm to you our full support for the proposed new Hurst Farm Primary School in Haywards Heath. We act for   
 both who are looking to deliver new residential developments in the town.

A new primary education facility is desperately needed and this will become critical when the town takes inevitable further residential development.

On the following page we have calculated that there are potentially over 1,100 new housing units planned to be built in the town in the short to medium term. These will generate in the region of £3m in S106 Primary Education contributions alone which we firmly believe should be used to help fund the new school.

Please rest assured that you can count on our continued support and please do not hesitate to contact us should you wish to discuss.

Site Address	Developer / Promoter	Planning Status	Number of units	Estimate of Primary School Contributions	Estimate of Secondary School Contributions
Land off old Rocky Lane		Outline permission (ref: DM/15/5107)	30	£63,077	£81,752
Land south of Rocky Lane (Phase 2)		Outline permission (ref: DM/16/1312). Reserved matters now submitted (ref: DM/16/2180)	134	£334,856	£434,074
Land at Rookery Farm		Allocated Site – Policy HH11 in Local Plan & Policy H2 in Neighbourhood Plan	333	£839,938	£903,982
Land at Gamblemead		Outline permission (ref: DM/15/3448)	99	£267,573	£346,884
Hurst Farm		Allocated Site – Policy H1 in Neighbourhood Plan	350	£909,945	£1,179,720
Land at Greenhill Way		Allocated Site – Spatial Policy 5 (62 units already permitted)	175	£407,605	£528,380
		<b>TOTAL</b>	<b>1,121 dwellings</b>	<b>£2,822,994</b>	<b>£3,474,792</b>



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

  
NISTOR 15 1

[REDACTED]

## Letters of support, Councillors

Dear [REDACTED]

I am writing to you as a [REDACTED] and a long time resident of Haywards Heath.

The expansion of Haywards Heath, the neighbouring parishes and the planned development of an additional 1,200 plus new homes in the planning system for the south and south east of Haywards Heath will place huge pressure on our educational provision. We also have the added pressure of East Sussex County Council building more homes near to our borders and require further primary places urgently.

Following community consultation and support we have included a new primary school in our master development plan for the Hurst Farm area which has been adopted in the Haywards Heath Neighbourhood Plan.

The proposed free school, I understand, would have a STEM focus which will support the local economy and businesses. At the same time the semi rural location will ensure children and young people have an opportunity to gain experience of a natural environment and develop outdoor skills at an early age.

I believe the site we have chosen is a fantastic location which will lead to our community to gain a better understanding of the environment in which we live, whilst maintaining a site of natural scientific interest and beauty.

I believe the Sussex Learning Trust would make good use of this semi rural environment as they has a strong STEM track record and a good local reputation for providing high quality education in their schools.

[REDACTED]  
[REDACTED]

---

Dear [REDACTED]

I very much support the proposal in principal and look forward to details being provided/discussed in due course.

Developers for the Hurst Farm area are holding a public consultation on the proposals which will help inform the formal position of both the District and Town Council as the proposals take shape. Good luck with your proposals.

Regards

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Dear [REDACTED]

Thank you for your email. The short answer, and long, is that I am happy to support your organisation's bid in principle. I am, obviously, particularly impressed with the work you have done with WPPA.

Best  
Regards

[REDACTED]

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

---

[REDACTED]

One of our aims, as you know, is to attract inward investment into the area of high value jobs to help, in some small way, to redress the profile of Haywards Heath as a 'commuter town' with no community or heart. However, at the same time, we need to provide the highly trained and skilled young workforce required and, as such, would fully support your plans.

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



## Section E2

Letter of support from [REDACTED]

Dear [REDACTED]

RE: PROPOSAL FOR HURST FARM PRIMARY

Thank you for taking the time to brief me on your thoughts and proposals for the Hurst Farm Primary Academy project that The Sussex Learning trust are investing in. In particular, as a local business owner I wanted to voice my support for your plans and aspirations for the development and the opportunity for growth of a new curriculum focusing on 'STEM' (Science Technology Engineering & Maths).

Our business, together with many other local businesses in the area, operate in the field of science, engineering and manufacturing. As you are aware, the need for new apprentices in this field is strong. Evidence shows it is vital to engage children at an early age to inspire them and plant the seed in their mind that they could have an exciting career within STEM professions. Currently the opportunity for engaging primary and secondary schools with local business and STEM related activities is limited.

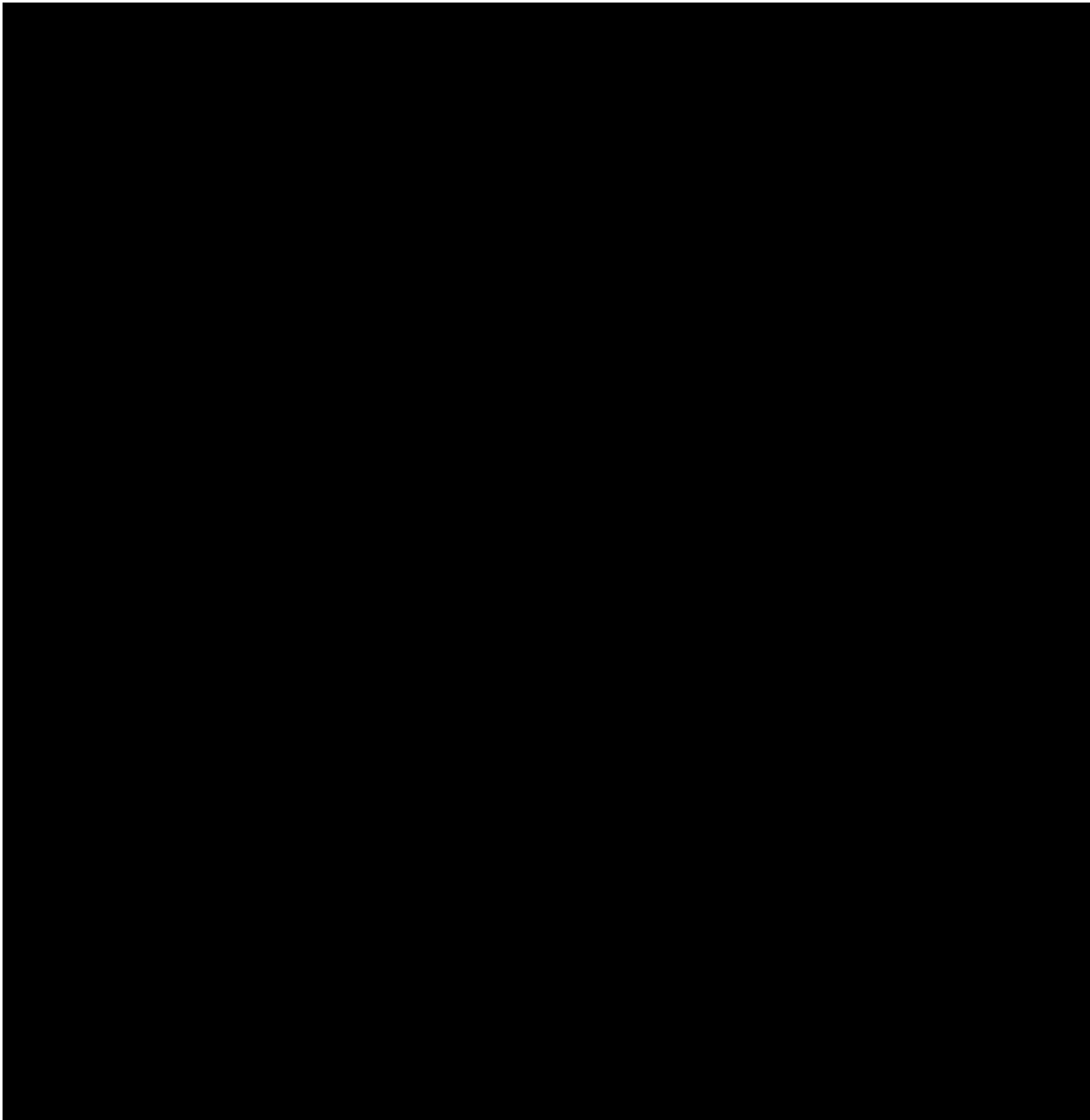
The Sussex Learning Trust has supported the community to make significant progress over recent years by committing resource and participating in a science week that I run with a district counsellor and the valued input of the University of Brighton. This has been a tremendously successful event allowing all of the local primary school's visits from local businesses to inspire, captivate and educate children on the importance of STEM in everyday work and life. The success was reinforced this year with the award for 'best project' being awarded to Warden Park Primary Academy by the STEM Ambassadors of Sussex, members of the district council and the local Mayor. The prize was to display their work and attend the Big Bang event at the South of England showground where Schools, Universities and Colleges all have the opportunity to showcase their work. I witnessed first-hand how this hard work has inspired the next generation.

The Sussex Learning Trusts plans to support a new school with the facility to further develop the STEM curriculum is essential to progression in the local area not only for our children's education and wellbeing but for the needs of local businesses in a growing community.

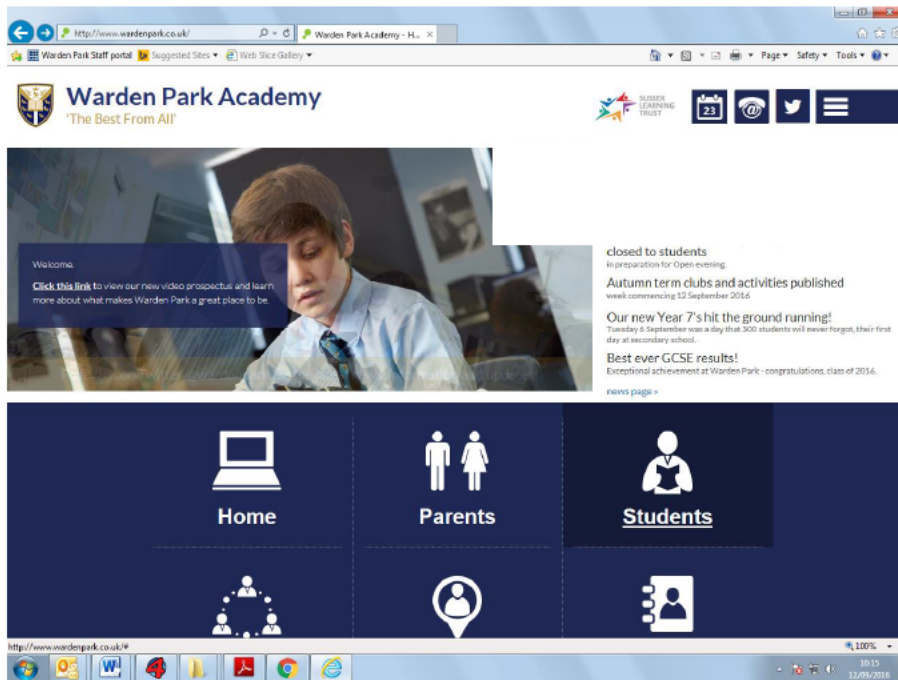
## Web site screen shots



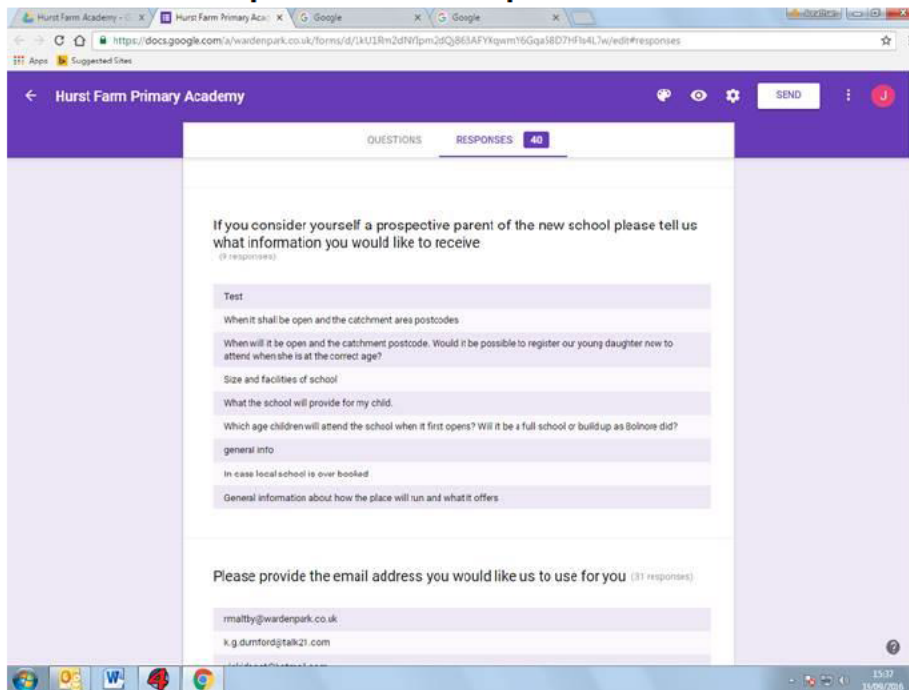




## Link from the Academy Website



## Screen shot of questionnaire responses



## Appendix

### Section F

#### Sponsor capacity letter from [REDACTED]

Dear [REDACTED]

In September, I sent a growth survey to the majority of sponsors. I would like to thank you for completing it and sharing your future plans. We have met with lots of sponsors and discussed their plans, and this intelligence has fed into the process of sponsor capacity assessment.

I have carefully considered the information you submitted and confirm **I am content, in principle, (but subject to individual project approval) for you to grow** by the following projects within each category in 2015/16, including pipeline (recognising that the academies may not open until later):

Converter project	Sponsored project	Bid for new provision	Total
1	1	1	3

**I am keen for you to do more work in the region than you have forecast and have increased your capacity to reflect this.**

I am looking for sponsors to consider moving into new areas, where we may need additional capacity and would ask you to think about how your Trust might set up new clusters of schools and support the local community as part of your strategic development.

Each project you submit for approval will be considered on its own merits and the current performance of your Trust.

**I would like you to consider bidding to establish new provision** and you will shortly be receiving an invitation to an event here in Croydon offering support in 'Setting up a Free School'. New Schools Network will be providing input and you can hear first-hand from a sponsor about their experience; I hope you will be able to join us.

**I look forward to working with you over the coming year and to approving your next project.**

Regards,

[REDACTED]

[REDACTED]

## Section F

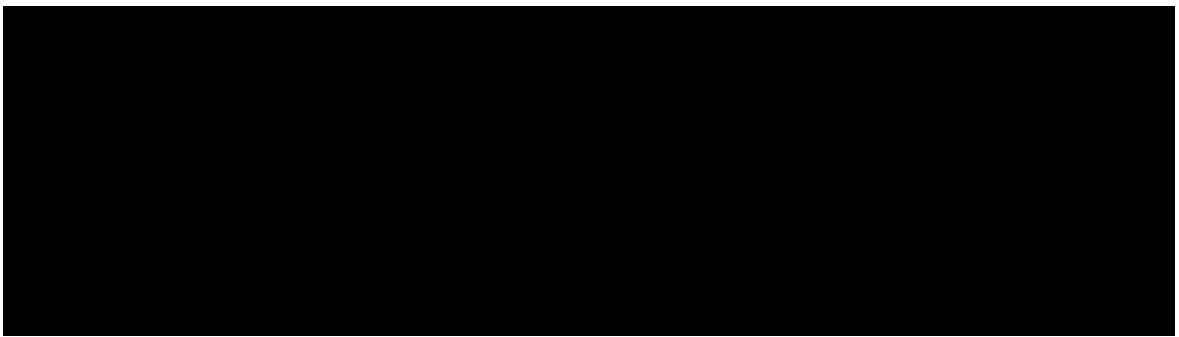

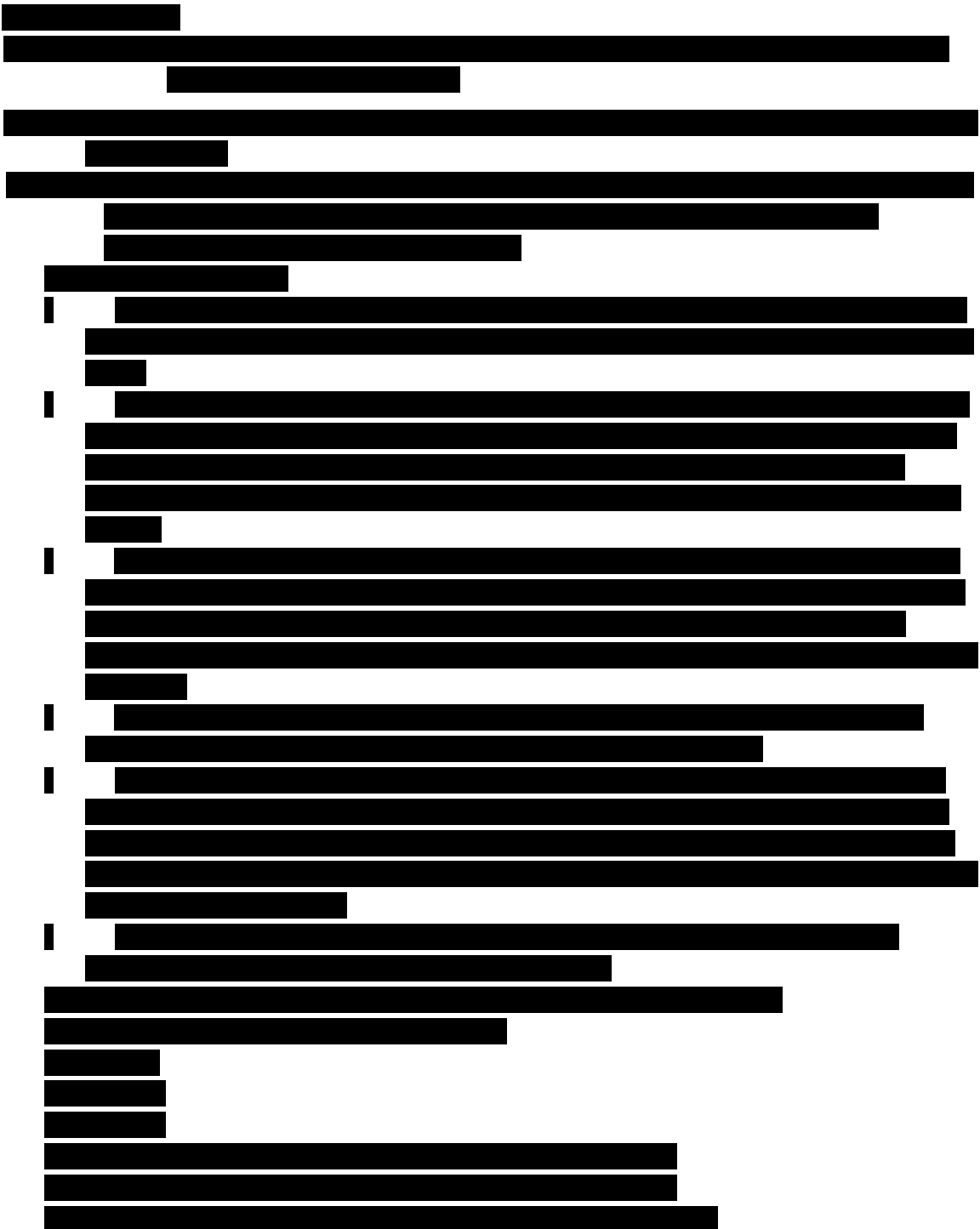


CV template																
1	Name [REDACTED]															
2	Area of expertise (ie education or finance) [REDACTED]															
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> <li>name of school/organisation</li> <li>position and responsibilities held</li> <li>length of time in position</li> </ul> <p>This should cover the last four years. If not, please include additional roles</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>															
5 a	<p><b>For education only:</b> if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> <li>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>school's best 8 value added scores for the years you were in post, if applicable</li> </ul> <table border="1"> <thead> <tr> <th></th> <th>2013 <b>not in post</b> until Jan 14</th> <th>2014</th> <th>2015</th> <th>2016 predicted</th> </tr> </thead> <tbody> <tr> <td>5 A*-C inc</td> <td>64%</td> <td>68%</td> <td>74%</td> <td>80%</td> </tr> <tr> <td>Best 8 VA</td> <td>984.2</td> <td>1011.9</td> <td>1012.4</td> <td>1016</td> </tr> </tbody> </table>		2013 <b>not in post</b> until Jan 14	2014	2015	2016 predicted	5 A*-C inc	64%	68%	74%	80%	Best 8 VA	984.2	1011.9	1012.4	1016
	2013 <b>not in post</b> until Jan 14	2014	2015	2016 predicted												
5 A*-C inc	64%	68%	74%	80%												
Best 8 VA	984.2	1011.9	1012.4	1016												
6	<p>Brief comments on why your previous experience is relevant to the new school</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>															
7	<p><b>Optional:</b> brief comments on how the role you played helped to raise standards in any or all of your three</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>															

	previous roles.	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
8	Reference names(s) and contact details	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>

**Person In charge pre-opening**

CV template											
1	[REDACTED]										
2	[REDACTED]										
3	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>										
5a	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p> <table border="1" data-bbox="264 1892 1433 2027"> <tr> <td data-bbox="264 1892 651 1960"></td> <td data-bbox="651 1892 911 1960">[REDACTED]</td> <td data-bbox="911 1892 1171 1960">[REDACTED]</td> <td data-bbox="1171 1892 1433 1960">[REDACTED]</td> </tr> <tr> <td data-bbox="264 1960 651 2027">[REDACTED]</td> <td data-bbox="651 1960 911 2027">[REDACTED]</td> <td data-bbox="911 1960 1171 2027">[REDACTED]</td> <td data-bbox="1171 1960 1433 2027">[REDACTED]</td> </tr> </table>				[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	[REDACTED]	[REDACTED]	[REDACTED]								
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]								

	
6	
7	

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

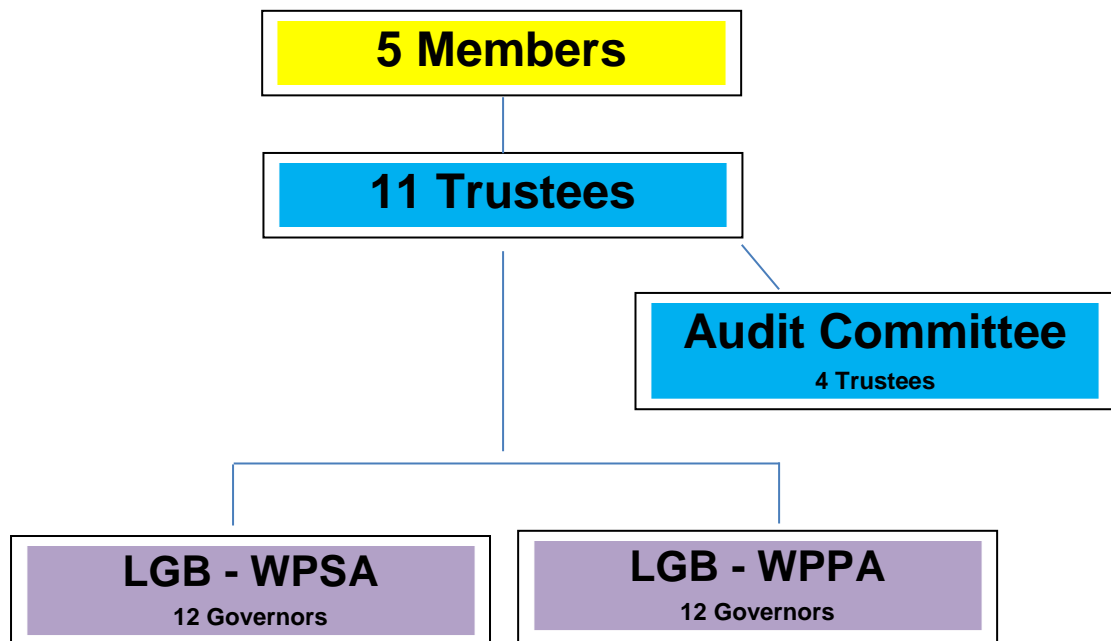
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## Committee structure

September 2016

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The following committee structure is proposed for Sussex Learning Trust in accordance with the draft Articles of Association and Scheme of Delegation.



### Meetings

The Trustees and LGBs shall operate without a committee structure (apart from the Audit Committee of the Trustees) and have collective responsibility at each meeting for all functions.

### Trustees

The Trustees shall appoint a Lead Trustee for Resources who shall have lead non-executive responsibility for the resources and finance functions of the Trustees and liaise with the Trust officers on these matters between formal meetings of the Trustees.

This role would be equivalent to the previous Chair of the Resources Committee.



### Shadow Chairs of LGBs

The Trustees shall appoint Shadow Chairs for each Free School application who will be involved in the application process and, if bids are approved by the DfE, become the Chair of the new LGB which will establish the school/college.

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### Roles and responsibilities

An indicative split of roles and responsibilities is outlined below, for illustrative purposes only.

	<b>Member</b>	<b>Trustee</b>	<b>LGB</b>
Strategy		(a) Set the strategic direction of the Trust (b) Trust policies	(a) Set the strategic direction of the academy (b) Academy policies
Governance	(a) Safeguard the objectives of the Trust (b) Ensure the Trust is run in accordance with the Articles (c) Appointment of Trustees	(a) Governance of the Trust as a whole (b) Agree the Scheme of Delegation (c) Appoint Governors (2 per LGB) (d) Appoint CEO	(a) Governance of the academy (b) Appoint Governors (5 per LGB) (c) Majority of members on Headteacher appointment panel

		(e) Appoint Headteachers	
Finance and Resources	(a) Ensure the Trust complies with the funding agreement	(a) Oversight of finance (b) Formal approval of academy budgets (on LGB recommendation) (c) Appoint Audit Committee (d) Trust Central levy (e) Pay policy (f) Central services	(a) Agree academy budget for Trustee approval (b) Budget monitoring (c) Enter contracts up to delegated authority
Standards		(a) Oversee academy targets (b) Monitor academy performance (c) School to school support	(a) Academy curriculum (b) Monitoring of standards, performance data and pupil premium (c) Academy development plan
Safeguarding & Pastoral		(a) Oversight of statutory compliance	(a) Agree and monitor safeguarding policy (b) Monitor pastoral systems (c) Behaviour policy (d) Discipline Panels (e) Admissions policy
Premises / H&S		(a) Agree capital works programme (b) Oversight of premises and H&S issues	(a) Contribute to development of capital works programme (b) Health & Safety policy

