



Department
for Education

Free school application form

Mainstream, studio, and 16 to 19 schools

Published: July 2016

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

**NEW HORIZONS WEST DURRINGTON
(BLUEBELL PRIMARY)**

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CV template

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Self-assessment form for independent schools

Governance self-assessment

The application form explained

Before completing your application, please ensure that you have read both the relevant [how to apply to set up a free school guidance and the criteria for assessment](#) carefully. Please also ensure that you can provide all the information and documentation required.

Sections

Declaration

The declaration must be made by a company member on behalf of the company/trust. The declaration section is found on page 8 of this form. All applicants are required to complete this section in full.

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

For sections D, F and G, the information you need to provide will depend on the type of group you are. Please refer to the relevant section of the *how to apply to set up a free school guidance document* and the *criteria for assessment*, for the information your group should include in these sections.

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

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

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

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

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

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

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

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

Section H asks for information about premises, and suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. The form is available [here](#).

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

Submitting Sections A to H

The completed Word and Excel templates and the budget plans need to be submitted by email to the department by the application deadline to:

FS.applications@education.gsi.gov.uk. Your email must be no larger than 9MB in size. If your documents are larger than 9MB, please send multiple emails clearly indicating that the emails are connected (e.g. email 1 of 3).

Applications for a Studio School should also be sent to:

applications@studioschooltrust.org.

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

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

Please include the name of your school in the file name for all Word and Excel templates.

You also need to submit two hard copies (of Sections A-H and the budget plans) by a guaranteed method such as 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT. You may also hand deliver if you prefer.

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

Submitting Section I

Section I, i.e. the Personal Information form, is required for each member, director, and principal designate who has not submitted forms within the past 365 days; together with a list of those members, directors, and principals designate who have submitted Section I forms within the past 365 days. These need to be submitted by email alongside a copy of Section A (from the Excel template) to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title.

Data protection

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

Application checklist

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

8. Independent schools only* : Have you provided the documents set out in the criteria document specifically around your current site?	<input type="checkbox"/>	<input type="checkbox"/>
9. Re-applications only : Have you changed you application in response to the written feedback you received, if you are re-applying after being unsuccessful in a previous wave, as set out in Section 4.4 of this guide?	<input type="checkbox"/>	<input type="checkbox"/>
10. Have you sent an email (of no more than 9 MB in size**), titled: Free School Application - School Name: [insert] with all relevant information relating to Sections A to H of your application to: FS.applications@education.gsi.gov.uk before the advertised deadline?	<input type="checkbox"/>	<input type="checkbox"/>
11. Studio schools only : Have you emailed a copy of your application to the Studio Schools Trust at: applications@studioschooltrust.org ?	<input type="checkbox"/>	<input type="checkbox"/>
12. Have you sent two hard copies of the application by a guaranteed delivery method such as 'Recorded Signed for' to the address below? Free Schools Applications Team, Department for Education, 3 rd Floor Sanctuary Buildings, Great Smith Street, London, SW1P 3BT	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application	Yes	No
12. Have you sent: <ul style="list-style-type: none"> • a copy of Section A (tab 1 of the Excel template); and • copies of the Section I Personal Information form for each member, director, and principal designate who has not submitted one of these forms within the past 365 days; and • a list of those lead applicants, members, directors, and principals designate who have submitted Section I forms within the past 365 days by emailing scanned copies of Section I forms to due.diligence@education.gsi.gov.uk stating the name of the school in the subject title, including a full list of members, trustees, and the principal designate (if appointed); and a copy of Section A? (See guidance for dates and deadlines)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Declaration

****This must be signed by a company member on behalf of the company/trust****


I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the [how to apply to set up a free school guidance](#);
- the funding agreement with the Secretary of State;
- all relevant obligations and requirements that apply to open academies (eg safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance); and
- the School Admissions Code, the School Admissions Appeal Code and the admissions law as it applies to maintained schools. 16 to 19 applicants do not need to follow these codes, but must have admissions arrangements and criteria which are fair, objective and transparent.

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

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

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

Signed: 

Position: 

Print name: 

Date: 23rd September 2016

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

Completing the application form

Section A – applicant details (use Excel spread sheet)

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

- complete the Section A tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

- complete the Section B tab in the Excel spread sheet; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Section C – vision

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

Please:

- use the space provided below; and
- provide one version of this section, referring to individual schools or circumstances if you are applying for more than one school;
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Section C: Education Vision

C.1 INTRODUCTION

New Horizons West Durrington will be a non-faith, inclusive two-form entry (2FE) primary school for children aged 4 to 11, with the school having a Nursery for 2 to 4 year olds. It will open in September 2018.

The school will join a multi-Academy trust, a registered charity that has been approved by the Department for Education (DfE) as an Academy sponsor. This trust is called the New Horizons Academy Trust, or NHAT.

New Horizons West Durrington will join the two other schools which converted to form the NHAT at the start of September 2016. The first of the NHAT schools, New Horizons Seaside Primary in Lancing, is the NHAT's founding school and was judged as 'Outstanding' across the board (Leadership and management, Behaviour and safety of pupils, Quality of teaching, Achievement of pupils and Early Years provision) in its last Ofsted inspection prior to academisation on 30th June – 1st July 2015.

The second of the NHAT schools, New Horizons The Laurels Primary in West Durrington, was judged as 'Good' across the board (Achievement of pupils, Quality of teaching, Behaviour and safety of pupils and Leadership and Management) in its last Ofsted inspection prior to academisation on 22nd – 23rd May 2014.

C.2 RATIONALE – WEST DURRINGTON

C2.1 Basic Need

Across the borough, Worthing is being affected by a significant rise in the birth rate that is causing an urgent need for more school places. In the academic year 2018/19, the borough has a 4% (144 pupils) excess of pupils based on West Sussex Forecast and Child Product.

The local authority has identified **Durrington**, where West Durrington is located, as a specific zone in which further expansion is required. While there are some school expansions planned in the area, these will not meet the projected need, and by 2024 – when New Horizons West Durrington reaches capacity, New Horizons West Durrington would go a significant way to meeting this local need.

(See map below)

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

Map ref: 28

Type of school required: Primary plus Early Years base

Age range: 4 - 11

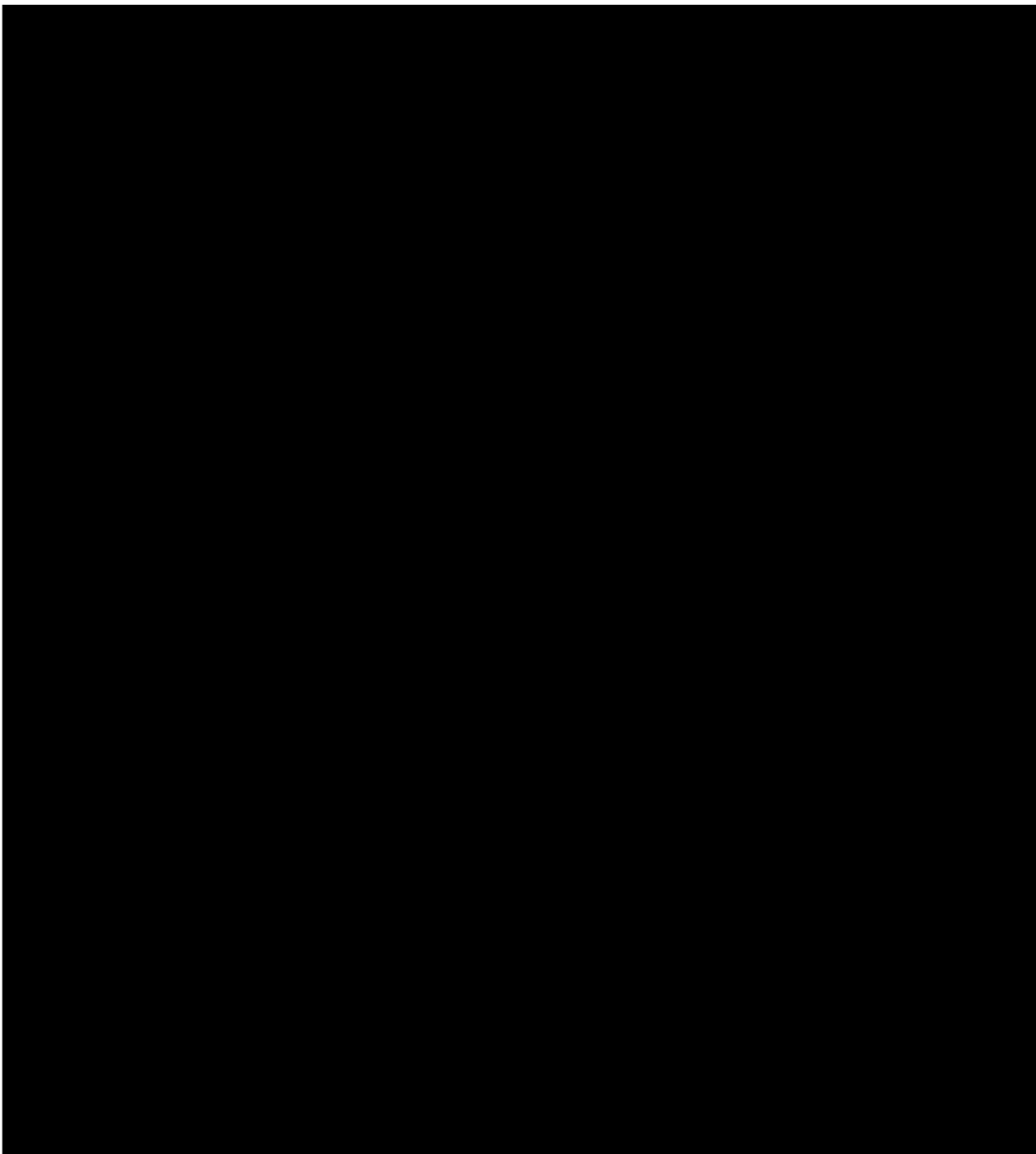
Gender: Mixed

Size of school required: 420 places (2FE)



Level of urgency: Medium

Year to open: 2018



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

In addition to this, the existing Laurels and Hawthorn Primary schools do not have the space to extend their own sites. Both schools are currently 1FE and are heavily oversubscribed.

In addition to the rising birth rate, significant housing developments – 1000 new homes will be completed by 2020 – are planned in the West Durrington area, adding to pupil numbers. Although these developments have been taken into account in the data above, in conversations with West Sussex County Council they have reported that their projections have been conservative, and that these developments may result in more primary aged children than predicted.

Furthermore, West Durrington is located on the border with Angmering, where extensive housing development is also already underway. The cross-borough pressure on places is likely to have an impact on demand for New Horizons West Durrington, as access from this new housing will be simple and not involve crossing the busy A259 or main railway line to Brighton.

For 2016 admissions, 87% of primary aged pupils in Worthing were offered a place at their first choice school, with 97% offered a place at one of their top three choices. This is very similar to the national averages for primary admissions in this year. However, given the discrepancies in pupil achievement at different schools (see C2.2 below), being unable to access a particular school can have a significant impact on the educational opportunities of pupils in the West Durrington area.

By better meeting the basic need for places with a school that is attractive to parents across the community, New Horizons West Durrington will help tackle this problem.

Admissions data for 2015 applications also demonstrates that some parents are particularly disadvantaged when it comes to gaining places at particular local schools. In some local schools, up to 97% of places were allocated on the basis of sibling and catchment related criteria, leaving parents without children already at the school or living in catchment area 'black spots' with very little school choice. Additionally, all the voluntary-aided schools within our area of focus allocated 100% of their places using faith-based criteria, thus excluding parents of a different faith or no faith. (See Figure A)

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

Figure A: Oversubscription at selected primary schools in Worthing

Name of school	PAN (2015)	No. applications (2016)	No. applications as % of PAN
Laurels Primary	30	55	183
Hawthorns Primary	30	42	140
Durrington Infants	90	69	77
English Martyrs Catholic	30	40	133
Thomas A Becket Infants	150	225	125

C2.2 Insufficient High Quality Local Provision

There are four primary schools, three junior schools and two infant schools within a two-kilometre radius of the centre of the West Durrington area. Of these, six are community schools, with one Catholic voluntary-aided school and one Control aided school. Having analysed these schools on the basis of pupil characteristics (see below), Key Stage 2 (KS2) attainment, pupil progress, and attainment gaps between different cohorts (see section E.1), this analysis shows that although local schools are on average performing slightly better than the national average, this masks important inconsistencies in the way that pupils achieve within individual schools. Some children, therefore, are currently at risk of educational disadvantage simply because they cannot access the best local schools.

New Horizons West Durrington would address this lack of choice by offering a tangible, desirable alternative. The NHAT has clear plans to address underperformance and rectify the current issues in this area.

This issue is especially acute because of under-performance at four of the main local schools in the area, Durrington Infant and Junior School, Thomas A Beckett Junior and Field Place Infant School. At Durrington Junior School only 65% of pupils achieved Level 4 in reading, writing and maths, with reading progress of 84% and maths 74%, with an overall value added of 98.4, placing the school in the bottom 10% of schools nationally in 2015. There are significant gaps between the disadvantaged pupils achieving 41% and their peers, achieving 77% at Level 4+. At Level 5, 6% of disadvantage pupils are achieving compared to 20% of their peers.

At Thomas A Beckett Junior School only 76% of pupils achieved Level 4 in reading, writing and maths, with reading progress of 87% and math's 78%, with an overall value added of 98.4, placing the school in the bottom 10% of schools nationally in 2015. There are significant gaps between the disadvantaged pupils achieving 62% and their peers, achieving 79% at Level 4+. At Level 5, 3% of disadvantaged pupils are achieving compared to 27% of their peers.

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

Although there is no data available for Field Place Infant school at this stage, it was graded Requires Improvement in July 2015.

These large schools are failing to give local children a good standard of education and parents are therefore very limited in the choices they have when deciding on which school to send their child.

There is a similar level of variation in terms of progress, with a range of 23% in maths and 11% in reading progress between the best and worst performing schools. New Horizons' targets for the achievement of all pupils, achievable through our rich programme for core skills and cultural knowledge, and our rigorous programme of monitoring and eliminating achievement gaps, will ensure that our school addresses the disadvantage faced by pupils who might otherwise have attended these less well performing local schools.

The local authority has embarked on a programme of expansions to meet the basic need of the growing area, complemented by a new Secondary school opening to facilitate the Age of Transfer arrangements in Worthing. However, the current planned provision is not sufficient to meet the need in the West Worthing area. We know this because the local authority has asked us to focus on West Worthing as one of the areas of greatest need for new places. Although some expansion is ongoing, via temporary modular solutions at existing primary schools, establishing New Horizons West Durrington with two forms of entry and Nursery provision will go some way to meeting the basic need for school places in the area.

In September 2015, Worthing undertook the Age of Transfer, moving from First, Middle and High Schools to Infant, Junior, Primary and Secondary Schools.

The evidence from other areas of West Sussex that have undergone Age of Transfer is clear: When children attend a primary school in West Sussex, their outcomes at the end of Key Stage 2 are better.

The local authority has attempted to please all schools by maintaining their existing status unless they wished to change. You are now left with schools 50 yards apart that have no common ground in serving their communities. They refuse to share resources, including school fields, personnel and expertise. All NHAT schools will look to break down this lack of collaboration by actively supporting each other in any way they can.

The change of structure in Worthing has left the area in a very weak position where schools have become primaries; you have schools being led like they are still first schools and schools being led like they are still middle schools, neither of which were providing high quality outcomes in the first place.

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

C.3 VISION FOR NEW HORIZONS SCHOOLS

C.3.1 New Horizons' Mission

At New Horizons West Durrington everyone will feel safe, included and valued. Everyone will believe in themselves, creating relationships that develop them personally, socially and emotionally. Everyone will make progress and feel that learning and school are fun. 'Everybody Matters, Everybody Succeeds'.

Relationships will be based on honesty, trust and respect. We will value each other as individuals. Everyone will be optimistic and proud of their achievements and those of others, in all aspects of school life. There will be a strong sense of belonging and identity in the school and wider community.

Children and adults will take advantage of all possibilities for learning. Essential life skills will be developed through first-hand experience to enable them to become lifelong learners. Learning will meet everyone's needs for the future and enable them to become successful, happy and contributing members of society.

Early Years / Nursery Vision

The Nursery will be very much a part of the school and is the foundation of later learning. The emphasis is on developing speaking and listening skills, independence and developing social skills which will help children to become more successful learners as they take their next steps in their education.

At the Nursery the emphasis is on learning through play, and the provision of relevant first hand experiences that will extend and enrich children's understanding of the world. Our philosophy will be based on the Reggio Emilia Approach whereby every child is treated as a capable individual. This approach particularly encourages collaborative work, embraces creativity and gives children time and space to think for themselves and develop their own ideas.

We aim to provide a safe, caring and stimulating environment with lots of access to the outdoors. The nursery will have regular Forest School opportunities. Forest Schools originated in Scandinavia as an approach to learning which is embedded in real hands-on experiences. It gives children an understanding of the natural environment and how to handle risks, and most importantly how to use their own initiative to handle problems.

The Nursery children will be able to access school resources such as the hall for gymnastics or dance activities. Nursery parents can use the school library after school to borrow books. There will also be a few morning and after school clubs they can access such as baby ballet and construction club.

C4 Our Educational Model

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

New Horizons West Durrington will deliver an outstanding education for all our pupils. To achieve our ambitious outcomes, New Horizons Academy Trust has developed a complete and scalable educational model for use in NHAT's schools - The Component Model.

Our model is based on the classic ideal of education. It will introduce children and adults to all the possibilities for learning. Essential life skills are developed through first-hand experience to enable them to become lifelong learners. Learning meets everyone's needs for the future and enables them to become successful, happy and contributing members of society. Our educational model is designed:

- To ensure that the school is for the disadvantaged what the home is for the advantaged;
- To make every moment of the school day work harder so that it creates resilience, self-belief and character as well as positive academic outcomes;
- To prepare, develop and enthuse teachers so that they can flourish and share good practice across schools whilst delivering our curriculum; and,
- To provide a broad assessment tool that will deliver a range of data to inform teachers, parents and pupils about progress.

Component Model

The inspiration for our 'Component Model' comes from Sir Ken Robinson who says, "The fact is that given the challenges we face, education doesn't need to be reformed — it needs to be transformed. The key to this transformation is not to standardize education, but to personalize it, to build achievement on discovering the individual talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions" (The Element: How Finding Your Passion Changes Everything, 2009).

NHAT has a vision that all children, regardless of socio-economic status, deserve access to a free, high-quality rigorous education. We have developed an educational model to inspire and educate children for their future education and careers. The model is structured with five components which are designed to focus on important factors related to school learning, which when all functioning together create a highly successful school.

1. Dedicated, talented and outstanding teachers
2. High academic and behavioural expectations
3. Data-driven decisions/Outcome based

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

4. Parent and community involvement
5. Broad curriculum

Dedicated, Talented and Outstanding Teachers

NHAT believes that when all factors are considered, the teacher has the single, greatest impact on a child's development. This is why attracting and retaining the finest educators is a top priority for NHAT.

NHAT recruits teachers who are talented, passionate, experienced and highly qualified. We believe that the interaction and relationships between the teachers and their children is fundamental. If expectations of learning are high and there is high quality teaching input, corrective feedback, and good communication among children, parents, and educators, then the intermediate outcomes of children's learning and children's self-expectation goes up, giving our children life aspirations.

We ensure dedicated time is given for collaborative teacher planning and a significant commitment to team teaching. We develop our teachers as professionals through research, targeted instruction through lesson studies and content-related experience. In addition to this, actions are carefully identified through performance management observations to further develop our teaching practice. This ensures that our teachers have the time and resources to use targeted instruction to gain an understanding of what is working and what is not at the individual child's level. This component within the model ensures children achieve improvement, as NHAT is passionate that every child can learn given the appropriate learning tools and relevant teaching strategies. The culture and ethos embedded in all schools is that 'Everybody Matters, Everybody Succeeds.'

High Academic and Behavioural Expectations

This includes teachers and children, as behavioural expectations along with academic expectations have an effect on the children's classroom performance, learning time, curriculum coverage and self-expectations. NHAT takes the approach that behaviour often centres on individuals' attitudes and beliefs; therefore we base our 'behaviour component' on positive working relationships which are immersed in the following NHAT key principles:

Positive interactions and relationships: the basic principle that teachers and schools should implement a non-confrontational approach to discipline based on positive teacher-child relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for child self-discipline. The school culture promotes the ethos that ability is not fixed and by increasing the children's belief in their own capacity to achieve, perform, and to apply skills, will allow them to experience a sense of control over their learning.

Prevention: planning for good behaviour; teaching the routines and the rules and remaining consistent across the whole school. Successful preventive strategies are as follows:

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

- Commitment - the staff must believe in the system, and in the importance of encouraging good behaviour.
- High expectations - staff make it clear that they expect good behaviour from children.
- Visible, supportive SLT - often seen in hallways and classrooms - who all know the children in the school.

Rewards: NHAT believes that high quality learning is associated with the individual's belief that persistence will get a job done. Having a sense of self and belief in working hard to achieve a goal are the determining factors in whether or not a child will succeed. We believe that motivation is determined jointly by the expectation that the effort will lead to the goal and that the goal is worth attaining. If children believe that they can succeed and choose to do so, they will.

Consequences: we have a clear structure that children understand and use to inform the choices they make. Staff and children must both understand what is and is not acceptable, and the consequences of good and bad behaviour.

Repair & Rebuild: staff take an interest in children as individuals, offering broader support for their well-being, they develop the imperative life skill for children to work hard to build and repair the damage that is done when things don't work out. This is essential.

These key principles along with positive teacher attitudes help children to develop a sense of competence and achievement through positive recognition for their work.

Data-driven Decisions/Outcome Based

We use a broad range of tools and standardised test data to make decisions about the children's learning. Within year groups our children are placed in subject groups, based not on age but on ability level. This ensures that we strive to fulfil our vision for education, ensuring that "Everybody Matters, Everybody Succeeds". Data guides placement of the children and additional interventions help them succeed. These groupings are closely monitored throughout the year and are adjusted as necessary. We identify our gifted, talented, and high achieving children and place them accordingly to their ability, whilst offering a suitable curriculum to meet their needs.

In line with our ethos, NHAT uses specific strategies to close the gap for our disadvantaged children and improve outcomes, these are:

- rigorous monitoring and use of data
- raising pupil aspirations using engagement/aspiration programmes
- engaging parents and raising parental aspirations
- developing social and emotional competencies
- supporting school transitions
- providing strong and visionary leadership.

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

- Organisation of specific interventions are put in place to remove identified barriers to learning such as: 1-1 support; emotional literacy support, sessions for emotionally vulnerable children; support for children to attend after school clubs and close family liaison to support attendance issues.
- Teaching Assistants are a key resource in the teaching process. NHAT has focused on improving the subject knowledge and teaching skills of teaching assistants such as marking work, assessing progress and providing written feedback and setting high expectations for children.

Parent and Community Involvement

NHAT recognises that children are members of a multi-faceted society, which influences and modifies the way they process learning as well as defines the important knowledge and skills that must be acquired to be successful in that society. In order to develop the whole child, we focus on the role the family plays in a child's academic and social development and we actively encourage the involvement of our parents and local community. For example, we believe teacher home visits are a powerful tool in building parental involvement, so at the start of each child's educational journey, they will receive a home visit from their new teacher. In addition, we host a range of events such as progress pop ins, quiz nights and family fun days. We actively solicit local business and higher education partnerships to strengthen learning opportunities not only for the children but for our parents too.

Broad Curriculum

Our curriculum will help pupils develop a sophisticated understanding of the world in which they live. It starts with an emphasis on the rapid development of the core skills of English and maths, which enable children to access the curriculum. As children move through the school, increasing time will be allocated to subject-based lessons that deepen and broaden pupils' cultural knowledge, extend their vocabulary, and further improve pupils' literacy.

We will provide regular opportunities for pupils to develop their intellectual curiosity by applying their skills and knowledge to projects that using the local community and surrounding environment as an integrating context for learning. This is child-driven and provides project-based explorations of the local environmental and cultural heritage. Children learn and build skills through interactions with local community members and investigations of their natural surroundings.

In addition, we encourage children to participate in an extensive variety of co-curricular clubs and residential experiences to broaden their horizons, develop their self-esteem, offer new learning opportunities and reinforce positive relationships.

NHAT has implemented a series of rigorous policies, routines and activities that develop

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the whole child. This ensures our staff create a school culture that promotes the development of, and reflection upon, self-belief, knowledge and aspiration.

New Horizons Teacher Preparation and Development

Our pupils will only be able to succeed if we support the teachers and other staff to succeed as well. To achieve this, NHAT will provide a thorough training and development programme – New Horizons Steps to Success (NHS2S) - consisting of intensive induction before the start of each academic year, a further day each term of INSET, and weekly development sessions on Monday evenings. NHS2S will help all our staff develop their own professional knowledge and skills, encourage them to explore and take ownership of the curriculum they are delivering, and equip them to both embody high expectations and role model the qualities we seek to promote in our children.

Assessment for Success

In order to provide regular measurement of pupils' academic and character development, we are bringing together a range of different assessment techniques into a single tool – Assessment for Success – that will enable staff and parents to track children's progress against various indicators that reflect both their academic and character development.

C.4.2 Realising the Potential of All Children

We profoundly believe in the potential of all children to reach the highest standards – this is our firm belief. We will set stretching aspirations for every child in terms of academic, personal, social and emotional development. All National Curriculum topics will be covered, including subject-based lessons for all pupils.

The intake of New Horizons West Durrington will be broadly in line with national trends, but with an expected disadvantaged intake being above the national averages. We will be mindful of this range of backgrounds and abilities without lowering our expectations of any child. In Section D.1 we outline the ways in which our curriculum will be adapted in order to meet the specific needs of the pupil populations of West Durrington. We will use Pupil Premium funding to support the delivery of projects that are known to raise standards among disadvantaged pupils.

Our Educational Model will operate for all children across the whole age range offered at the schools. Our pupils will embark on their academic and character development with structured and timetabled activities from the moment they enter the school, including significant elements of English and maths.

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We are sensitive to the developmental needs of younger children in Reception and the need for child-initiated activities as part of the Early Years Foundation Stage (EYFS) curriculum, and will adapt the timetable accordingly. Many of the subject lessons during the Reception timetable will incorporate significant child-initiated learning activities such as creative art, story writing, role-play and performance.

C5 ACHIEVING OUR AMBITIOUS TARGETS

Our aim is to secure an Outstanding rating from Ofsted in the first inspection and to achieve sector-leading Key Stage 1 and 2 results. Since national assessments will not have been undertaken before Ofsted's first visit, we will robustly demonstrate half-termly and yearly progress. Our core academic targets for our first cohort of pupils are:

C5.1 Every child will achieve all the Early Learning Goals by the end of Reception. If their baseline puts them at 40-60 months at the point of entry to Reception, then we expect them to be 'exceeding' these goals by the end of the year.

C5.2 100% of pupils making required progress in each Key Stage, starting from their baseline test in Reception;

C5.3 100% of pupils reaching Expected or higher at KS1 in reading, writing and Maths;

C 5.4 20% of pupils reaching Greater Depth or higher at KS1 in reading, writing & Maths;

C5.5 100% of pupils achieving Expected standard or higher at KS2 in reading, writing & Maths;

C 5.6 25% of pupils achieving Greater Depth at KS2 in reading, writing and Maths; and, in addition, to match the high aspirations we have for all our pupils, we will aim for:

C 5.7 No difference in the performance of pupils in receipt of the Pupil Premium or free school meals (FSM), with EAL, or by gender compared to other pupils; and,

C5.8 Authority and MAT-leading academic performance for pupils with SEND. We will deliver these ambitious targets by:

C 5.9 Recruiting high-quality, value-aligned senior leadership and teaching staff;

C 5.10 Using tried and tested English and maths programmes that have been shown to deliver high academic standards by developing pupils' core skills;

C 5.11 Utilising cultural knowledge curricula to accelerate pupils' learning by giving them a deep and broad understanding of the world and a rich vocabulary that supports English;

C 5.12 Ensuring every moment of the school day is used to develop pupils' character and academic strengths;

C 5.13 Providing a first-hand curriculum that give pupils the chance to develop their love of learning by applying their skills and knowledge to real life projects and activities;

C 5.14 Employing a range of data-informed teaching and personalised learning

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interventions that will enable us to ensure disadvantaged pupils, those with EAL, and those with SEND are able to fulfil their potential;

C 5.15 Creating and delivering a unique coaching and development programme for all staff so that they can confidently and knowledgeably deliver our curriculum;

C 5.16 Employing a half termly assessment cycle in the core subjects of English and maths, and science, continual monitoring, feedback, stretching targets and, where necessary, one-to-one support to ensure all children make outstanding progress;

C 5.17 Working closely with parents so that they can support their children's learning and character development at home;

C 5.18 Drawing on NHAT's superb support network, which includes our Members, Trustees, strategic advisers and others; and,

C 5.19 Using local networks, including expertise in local schools, within the local authority itself, and in our New Horizons schools to challenge and support performance at New Horizons West Durrington.

C.6 NEW HORIZONS' STRATEGY FOR GROWTH

New Horizons Education is a DfE-approved academy sponsor. New Horizons is a registered charity (number 10228490) and wholly owns the New Horizons Education Academies Trust (NHAT), the multi-Academy trust in which our schools will sit. Through this application we are bidding for a free school – New Horizons West Durrington– to open in September 2018.

New Horizons currently has two schools. New Horizons Seaside Primary is a three-form entry primary academy and New Horizons Laurels, a one form (growing) Primary School and Nursery. The schools' websites can be found at: www.seaside.w-sussex.sch.uk and www.laurels.w-sussex.sch.uk

This growth strategy for NHAT falls comfortably within the trajectory that was agreed with the DfE when New Horizons Education applied to become an academy sponsor in June 2016:

C 6.1 2016/17 – 3 schools join the MAT (1 Free, 1 Converter and 1 Sponsor)

C 6.2 2017/18 – 3 schools join the MAT (1 Free and 2 Converter)

C 6.3 2018/19– 5 schools join the MAT (A combination, but more heavily Converters)

C 6.4 2019/20 – 5 schools join the MAT (A combination, but more heavily Converters)

We have chosen to grow in a really considered manner because we are driven by a desire to add value to primary schooling in a sustainable way. Therefore, we took the decision to spend a full 24 months researching and developing our education model before beginning to implement it in schools initiating the Trust. Our board also made a

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decision to focus on starting new schools, as well as taking on existing schools, in our early stages of growth. This decision was taken in order to deliver the best possible design and implementation of our *Component School Model*.

By growing in this measured way we aim to create a highly effective, replicable model, and it is now the Trust's intention to reach the target of 15 schools by 2019/20. Furthermore, all of our schools will be located in the South East of England in order to maximise the benefits of geographical proximity. More details on our capacity, and how it has and will expand over time, are set out in Section F.1(a).1.

For reference, the DfE has our original academy sponsor application and approval on file.

Section D – education plan: part 1

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

- use the table below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

If you are proposing to open later than 2018, please leave the relevant earlier columns blank.

New Horizons West Durrington will be open in 2018 and will build up at the same rate:
Figure C: Proposed build-up of pupils at New Horizons West Durrington.

	2018 PAN 60	2019 PAN 120	2020 PAN180	2021 PAN 240	2022 PAN 300	2023 PAN 360	2024 PAN 420
Nursery	32 per session*	32 per session*	32 per session*	32 per session*	32 per session*	32 per session*	32 per session*
Reception	NOR 60	NOR 60	NOR 60	NOR 60	NOR 60	NOR 60	NOR 60
Year 1		NOR 60	NOR 60	NOR 60	NOR 60	NOR 60	NOR 60
Year 2			NOR 60	NOR 60	NOR 60	NOR 60	NOR 60
Year 3				NOR 60	NOR 60	NOR 60	NOR 60
Year 4					NOR 60	NOR 60	NOR 60
Year 5						NOR 60	NOR 60
Year 6							NOR 60
Totals	60	120	180	240	300	360	420
*32 children will attend in the mornings and 32 in the afternoons							

A Nursery session runs from: Morning - 9.00am till 12.00pm, Afternoon – 1.00pm – 3.00pm (Additional hours can be paid for, eg lunch, breakfast club, wrap around care)

Nursery Provision / Staffing

Sessions- Free Government entitlement of 15 hours

9.00 am -12.00pm 5 mornings or 1.00pm -3:00pm 5 afternoons or two and a half days
e.g. Monday all day, Tuesday all day, Wednesday am with a total of 15 hours.

Outside of these hours- ■ per hours, paid as ■ per session.

Staffing- based on 30 children with mixed ages of 2-4

Ratios

2 year old ratio: 1 – 4

3 and 4 year old ratio: 1 – 8

Staff: 5 members of staff

4 qualified members of staff / 1 unqualified (which may be a student)

Section D – education plan: part 2

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

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

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

Curriculum Plan

All New Horizons schools will use the Component School Model set out above this section. This outlines the specific adaptations we will make to the model to ensure that it is fit for purpose for the specific communities we will be serving in West Durrington.

Section D1:

An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake.

We have a very replicable model in terms of curricular subjects and timings at both New Horizons Seaside and New Horizons The Laurels. Our aim is to replicate these when setting up the curriculum and timetables at New Horizons West Durrington. We would follow the following guidelines and adjust them depending on Key Stage. The coloured timetables give what this would look like in reality.

Table D1.1: Subject Timings per week

Please see Key Stage 1 and Key Stage 2 subject breakdown tables and Co-Curricular enrichment activity table below, followed by example EYFS, KS1 and KS2 timetables.

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

Key Stage 1

Subject / Activity	Timings per week	Mandatory / Voluntary	Comments
English	5 hours	M	One hour daily lesson in ability groupings
Maths	5 hours	M	One hour daily lesson in ability groupings
Times Table Practice	50 minutes	M	10 minute slot daily at the start of the afternoon
Spelling	1 hour 15 minutes	M	15 minute slot daily outside English lesson
Phonics / RWI (Read Write Inc)	2 hours 30 minutes	M	Ability groupings with trained teacher / TA
Reading (shared reading and 1:1)	1 hour 40 minutes	M	Daily session with class teacher
Handwriting	50 minutes	M	10 minute slot daily at the start of the day
Art/DT	1 hour 25 minutes	M	Taught in class
Science	1 hour 25 minutes	M	Taught in class
Topic	1 hour 25 minutes	M	Taught in class
RE	45 minutes	M	Including 15 minutes RE assembly
Computing	50 minutes	M	Computing suite
PE	55 minutes	M	Hall available for 55 minutes slot of PE each week throughout the year.
Additional Movement and Music slot	30 minutes	M	Can be blocked across the half-term. Additional music in singing assembly once a week / school choir / peripatetic music lessons/ performances
PSHE	1hour 15 minutes	M	Delivered through 5 x 15 minute assemblies a week.

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

Key Stage 2			
Subject / Activity	Hours per week	Mandatory / Voluntary	Comments
English	5 hours	M	One hour daily lesson in ability groupings
Maths	5 hours	M	One hour daily lesson in ability groupings
Spelling	50 minutes	M	10 minute slot daily outside English lesson
Guided Reading	2 hours 30 minutes	M	30 minutes daily session in ability groupings
Handwriting	50 minutes	M	10 minute slot daily at the start of the day
Times Table Practice	50 minutes	M	10 minute slot daily at the start of the afternoon
Science	2 hours	M	Taught in class
Art / DT	2 hours	M	Taught in class
Topic	2 hours	M	Taught in class
Computing	1 hour	M	Taught in computing suite as a class
MFL (French)	30 minutes	M	Taught in class
RE	45 minutes	M	Including 15 minutes RE assembly
Music	45 minutes	M	Including 15 minutes singing assembly. Additional music in school choir / peripatetic music lessons / shows
PE	1 hour 30 minutes	M	Hall available for 1 hour slot of PE each week throughout the year.
PSHE	1 hour 15 minutes	M	Delivered through 5 x 15 minute assemblies a week.

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

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

Reception Timetable Autumn One | 2016-2017

	Friday	Thursday	Wednesday	Tuesday	Monday PPA	
	Registration and Mark Making	Registration and Mark Making	Registration and Mark Making	Registration and Mark Making	Registration and Mark Making	8:40-8:50
	RWI	RWI	RWI	RWI	RWI	8:50-9:10
	English Input	English Input	English Input	English Input	English Input	9:10-9:25
	Guided English SI Outside	Guided English SI Outside	Guided English SI Outside	Guided English SI Outside	Guided English SI Outside	9:25-10:10
	Maths Input	Maths Input	Maths Input	Maths Input	Maths Input	10:10-10:25
	Guided Maths SI Outside	Guided Maths SI Outside	Guided Maths SI Outside	Guided Maths SI Outside	Guided Maths SI Outside	10:25-11:20
	Lunch In the hall until 11:50 With NN 11:50-12:00 – Story/game with MDMS					11:20-12:00
	PE (Small Hall)	Jolly phonics input and a 'number a day'.	Jolly phonics input and a 'number a day'.	Jolly phonics input and a 'number a day'.	Jolly phonics input and a 'number a day'.	12:00-12:30
		Discover and Do! Daily walk with 12 children	Discover and Do! Daily walk with 12 children	Beach Schools/Self-Initiation	Discover and Do! Daily walk with 12 children	12:30-1:30
	Break/Snack	Break/Snack	Break/Snack	Break/Snack	Break/Snack	1:30- 2:00
	CLL+ Reading Rotation	CLL+ Reading Rotation	CLL+ Reading Rotation	CLL+ Reading Rotation	CLL+ Reading Rotation	2:00-2:35
	KST Star Assembly	Class RE assembly	Class singing assembly	Year group assembly. British values/Wider world awareness	Class PSHCE assembly	2:35-2:50

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

Y1 / Y2 Timetable

8.30 Gates Open PPA	8.40 Register/ Handwriting	8.50 Spelling	9.05 English	10.05 Break	10.20 RWI	10.50 Maths	11.50 Lunch	12.30 Register/ Times Tables	12.40 Daily Reading	1.00 ART/DT	1.35 Break	1.45 ART/DT	2.35 Class PSHCE Assembly EC	2.50 Home time	
8.30 Gates Open	8.40 Register/ Handwriting	8.50 Spelling	9.05 English	10.05 Break	10.20 RWI	10.50 Maths	11.50 Lunch	12.30 Register/ Times Tables	12.40 PE (Large Hall)		1.35 Break	1.45 Daily Reading	2.05 RE	2.35 Class RE Assembly	2.50 Home time
8.30 Gates Open	8.40 Register/ Handwriting	8.50 Spelling	9.05 English	10.05 Break	10.20 RWI	10.50 Maths	11.50 Lunch	12.30 Register/ Times Tables	12.40 Daily Reading	1.00 Science	1.35 Break	1.45 Science	2.35 Class Singing Assembly HD	2.50 Home time	
8.30 Gates Open	8.40 Register/ Handwriting	8.50 Spelling	9.05 English	10.05 Break	10.20 RWI	10.50 Maths	11.50 Lunch	12.30 Register/ Times Tables	12.40 Computing		1.35 Break	1.45 Daily Reading	2.05 PE / MUSI C	2.35 Year Group Assembly British Values / Wider Awareness of the World JM	2.50 Home time
8.30 Gates Open	8.40 Register/ Handwriting	8.50 Spelling	9.05 English	10.05 Break	10.20 RWI	10.50 Maths	11.50 Lunch	12.30 Register/ Times Tables	12.40 Daily Reading	1.00 Topic	1.35 Break	1.45 Topic	2.35 YR/KS1 Star Assembly	2.50 Home time	

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

KS2 Timetable

8.30 Gates Open	8.40 Register/ Handwriting	8.50 Guided Reading	9.20 Spelling	9.30 English	10.30 Break	10.45 Maths	11.45 Science	12.45 Packed lunches in classrooms Hot school meals in allocated rooms	1.25 Register/ Times Tables	1.35 Science	2.35 Class PSHCE Assembly	2.50 Home time
8.30 Gates Open	8.40 Register/ Handwriting	8.50 Guided Reading	9.20 Spelling	9.30 English	10.30 Break	10.45 Maths	11.45 Computing	12.45 Packed lunches in classrooms Hot school meals in allocated rooms	1.25 Register/ Times Tables	1.35 PE (Large Hall)	2.35 Class RE Assembly	2.50 Home time
8.30 Gates Open PPA	8.40 Register/ Handwriting	8.50 Guided Reading	9.20 Spelling	9.30 English	10.30 Break	10.45 Maths	11.45 French 12.15 RE	12.45 Packed lunches in classrooms Hot school meals in allocated rooms	1.25 Register/ Times Tables	1.35 PE/Music	2.35 Class Singing Assembly	2.50 Home time
8.30 Gates Open	8.40 Register/ Handwriting	8.50 Guided Reading	9.20 Spelling	9.30 English	10.30 Break	10.45 Maths	11.45 Art/DT	12.45 Packed lunches in classrooms Hot school meals in allocated rooms	1.25 Register/ Times Tables	1.35 Art/DT	2.35 Year Group Assembly British Values / Wider Awareness of the World	2.50 Home time
8.30 Gates Open	8.40 Register/ Handwriting	8.50 Guided Reading	9.20 Spelling	9.30 English	10.30 Break	10.45 Maths	11.45 Topic	12.45 Packed lunches in classrooms Hot school meals in allocated rooms	1.25 Register/ Times Tables	1.35 Topic	2.35 KS2 Star Assembly	2.50 Home time

The school day will run from 8.40 to 2.50, with afterschool clubs running from 2.50 to 4.00, with a view to increasing wrap around care for extended childcare to 6.00pm.

The most significant features of this community are the potential for high levels of deprivation among children and their parents. In order to ensure that all children are able to benefit from our educational model, we are proposing a further series of activities, interventions and adaptations that both harness the opportunities presented by these communities and meet the challenges they present.

Curriculum Principles

Our curriculum will be rigorous, inspiring and imaginative, designed to promote vision, reasoning, and resilience.

Aims

That all pupils are provided with outstanding learning experiences that will ensure engagement, leading to mastery of key subjects.

All children will be taught by professionals who are skilled, adept and enthusiastic about their subjects and committed to transmitting that enthusiasm to another generation.

Professionals recognise that at the heart of teaching and learning is a reasoned dialogue between teacher and pupil, that for younger children in particular, the quality of the relationship is key to their capacity and willingness to engage with the learning dialogue.

Professionals working with our children have an obligation to cherish the child, and such, an approach is fully compatible with ensuring children reach their full intellectual and academic potential.

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We expect to bring about a change in the circumstances and mind-set of our community that effective nurture can take the form of robust challenge and relentlessly high expectations.

A shared expectation and adherence to our values is non-negotiable.

Ethos

At New Horizons West Durrington we want children to love to learn and through their engagement in the learning dialogue they develop their confidence, resilience and independence. At the heart of our skills based curriculum is an emphasis on oracy, literacy and performing arts, independent inquiry, reflective thinking and collaboration, which lays the foundation for thinking which is unique, creative and innovative.

Research has shown that differences in children's cognitive development linked to parental background can be seen as early as 22 months. Studies indicate that by their fifth birthday many of the highest early achievers from deprived backgrounds have been overtaken by lower achieving children from advantaged backgrounds. Participation in structured arts activities, such as dance, drama, music and painting improves young people's cognitive abilities. Participation of young people in such activities could increase their cognitive abilities test scores by 16% and 19%.

Due to the emphasis we place on skilful communication and the importance of social and emotional well-being, we will provide a challenging curriculum for all children. Part of our enriched curriculum will be the opportunity and privilege of learning and growing alongside children of all needs and backgrounds.

We welcome at the New Horizons West Durrington all families who will support our shared values. In order to create the highest possible outcomes for the children we recognise the need to build the highest possible expectations for them. These expectations will come from the school, but must also come from the children's families and carers and be developed and nurtured in the children themselves because we know, and research shows us, warm, supportive relationships encourage children's motivation, engagement, self-direction, cooperation, and positive attitudes toward school (Birch & Ladd, 1997; Howes, Burchinal, Pianta, Bryant, Early & Clifford, et al., 2008; Pianta & Steinberg, 1992).

Staff responsibilities are to:

- Respect, nurture and care for each child as an individual
- Be a positive, professional role model for our school and wider community
- Build children's self-esteem
- Be encouraging
- Challenge under achievement and mediocrity
- Support and model vision and creativity
- Establish a positive dialogue with parents
- Be clear, fair and consistent

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

Parents' and Carers' responsibilities are to:

- Support the school in their values and expectations
- Be encouraging
- Take a close and active interest in their children's achievements
- Establish a positive dialogue with teachers and the school
- Ensure good attendance and punctuality

Children's responsibilities are to:

- Treat others with care and respect
- Have high expectations of themselves and others
- Take responsibility for their own learning
- To have ideas
- Be encouraging
- Establish a positive dialogue with peers and adults

D 1.2 Pupil Demographics

West Durrington Demographics

West Durrington is a growing yet extremely diverse ward. Because the ward is overwhelmingly residential in nature, there are a lack of activities and places for local parents to take young children, with many of the nurseries within the area already operating at capacity. The discrepancy between available childcare spaces and the increasing child population reflects the urgent need for not only a new primary school but also for more nursery provision. The Nursery will cater for children aged 2-5, taking the government funding for all children the term after their third Birthday and the means tested children the term after their second birthday. Additional places will be available privately to pay for a competitive cost. This will be in line with the Nursery already set up within the New Horizons Trust.

An analysis of the 4 schools within walking distance of the centre of West Durrington shows that the pupil population in this area is highly distinctive:

Figure D: Key features of local schools in West Durrington

Characteristic	Local schools mean*	LA mean	NHAT Seaside	NHAT Laurels	National mean
Pupil premium (approx.)	29%	12%	19%	16%	26%
SEND (SA/EHCP)	16%	18%	18%	12%	14%
EAL	6%	11%	5%	8%	20%

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Local Communities

There are a high percentage of Eastern European families currently in the area, with an increase in the local schools of English Romani moving into the area.

**The Laurels Primary, Hawthorns Primary, Durrington Infant School and Durrington Junior.*

This data suggests there is likely to be a higher proportion of pupils at New Horizons West Durrington who are eligible for free school meals and/or attract the pupil premium compared to the average across the county, these pupils are likely to form over a quarter of the school's population. Further research into the nature of deprivation in West Durrington shows that it is ranked in the most deprived fifth of all wards in England according to index of multiple deprivation data. Having spent significant time in West Durrington as a team, this data better reflects the situation on the ground, and Figure F below about The Laurels Primary contains some explanations for the discrepancy. More of our pupils are, therefore, likely to be living in deprivation than are visible by free school meal or pupil premium eligibility. Many families are on low incomes but do not meet the thresholds for benefits, in many families both parents work, this puts them in the scenario that means their levels of deprivation are hidden. Many rely on free child care from friends and family to enable them to work part time and make ends meet.

The proportion of children with SEND or with an EHCP is likely to be slightly higher than both the county and the national average. It can be seen that supporting these students will be central to the success of the school. Both existing schools in the NHAT have excellent reputations for inclusion, this reputation will be quickly acquired and replicated at New Horizons West Durrington.

West Durrington is growing rapidly and its regeneration is highly visible. Despite the large-scale new developments, there is a lack of communal hubs where all members of the community can integrate, especially those from deprived backgrounds. By establishing a non-faith, inclusive primary school, we aspire to provide a place that welcomes all members of the community to come together. At our existing NHAT academies the sites are used extensively by members of the community, from adult education to ballet!

Existing local schools are not currently meeting the needs of all pupils. In some schools, the attainment gap between disadvantaged pupils and their peers at the end of KS2 is as high as 36% (Durrington Junior 2015 KS2). A further and commonly ignored factor that can influence educational disadvantage is gender: the impact of this varies from school to school, but ranges from a gap of 38% with girls outperforming boys in some schools, and 26% with boys outperforming girls in others. At New Horizons West Durrington, we will carefully monitor such gaps at all levels to ensure that all pupils are participating and achieving.

For more information on the demographics of both areas, see sections E.1 and E.2.

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

D1.3 CURRICULUM DELIVERY – MEETING THE NEEDS OF OUR PUPIL DEMOGRAPHIC

Due to the nature of the anticipated intakes, at New Horizons West Durrington we intend to closely model our curriculums on those delivered in New Horizons Seaside and New Horizons The Laurels. The curriculum will have a noticeable bias towards teaching the basic skills of reading, writing and maths through an exciting, stimulating and rounded curriculum. These changes have been informed by our time spent in these communities as well as visits to other primary schools with similar intakes. All children need these basic skills to enable them to achieve and attain in all other curricular subjects.

The pupil intake for, and challenges faced by, this school are very close to what we would expect to find at New Horizons The Laurels. **Figure F reports on findings from that school.**

Figure F: *Key findings from knowledge and expertise of running the Laurels Primary School.*

The Laurels Primary School is a growing primary school, recently changed from a two form First School to a one form Primary school in the vicinity of our preferred site for New Horizons West Durrington. NHAT believe that a deeper understanding of the challenges and opportunities of running schools in this community will aid the set up and running of the New Horizons West Durrington.

The mix of the children is similar in Reception compared to Year 4 (oldest year group) and that of Year 6 in a the neighbouring successful Junior School, although younger year groups appear to have a greater prevalence of special and additional educational needs such as autism, speech and language, or social and emotional needs. Staff believe that these needs are exacerbated, and in some cases made harder to identify, by the challenging circumstances in which many new families move into the area. Many of these families are well known to Social Services and access support and advice reluctantly, for example, a number of families are known to live in extremely overcrowded housing and deprived areas such as Shelby Road.

There is a discrepancy between staff's observations and experiences of deprivation amongst the school's families and the relatively average levels of FSM. This was explained by two factors: the introduction of the Universal Free School Meals to all children aged 4- 7 has impacted on the number of families declaring the need for FSM; and secondly, there are a significant number of families in the local area, who are on low incomes but do not qualify for the FSM due to the fact that although they are extremely close to the threshold they are not on the correct benefit package. The reality of the school's performance data suggests that children enter with very low starting points educationally, with higher than national speech and language difficulties and delays, and make good progress in Key Stage 1. The Laurels Primary School joined the NHAT to raise standards and close the gaps between disadvantaged children and their peers; this has been successful with the most recent Key Stage 1 data, and the data in Key Stage 2, by working closely together and embracing the Component Model of Education.

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

At New Horizons West Durrington we expect that by teaching English and maths through a knowledge-rich curriculum from Reception onwards, as well as an extensive English/maths programme, we will accelerate pupils' learning to the targets we have set.

Early Years

New Horizons West Durrington will adopt the same principles as New Horizons Seaside and New Horizons The Laurels regarding Early Years.

A Young New Horizons Pupil: leaves the Foundation Stage as a risk taker and an explorer with a 'can-do' attitude. Children will be independent and well-mannered with the ability to work well with and show compassion towards others.

The Environment: will be bright, welcoming, friendly and safe. We will strive to offer a balanced environment that is stimulating, exciting and composed as well as providing and promoting an adventurous and inviting place to learn. A well-organised space which offers self-access to resources for children to develop their independence, creativity and achieve to the best of their ability. We aim to create a happy, positive place which provides a calm setting for children to feel secure, whilst encouraging their learning and curiosity where reading and writing are encouraged in all areas of learning.

A New Horizons Early Years Practitioner: is enthusiastic and caring. They are someone who can be reflective on their practice, as well as taking initiative and remain as a consistent, positive part of the team. Our practitioners will be open to new ideas whilst engaging in all activities in the EYFS. When communicating with the children they will be polite and patient encompassing all values and manners of a good role model.

The creative, integrated curriculum topics have a strong focus on English, but cross curricular links are made throughout. Visits to the woodlands, farm and visitors from the local community will all enrich their curriculum. Children will be given opportunities to develop as writers, readers and mathematicians daily in both the inside and outside context.

Children will join New Horizons West Durrington broadly in line with national baseline entry levels as seen in other local schools, however it is anticipated that a higher than average proportion of children will have lower levels of Speech and Language based on historic data. Where this is identified, interventions will be put in place within the first term.

The children will benefit greatly from high quality interactions with the staff as soon as their place is confirmed. The will school follow a detailed induction for new families; this will include home visits, pre-school setting visits and a series of transition mornings, afternoons and finally days. As a result, the staff get to know all families well at an early stage; they quickly find their feet, behave well and enjoy learning. The children will enjoy school and soon settle in due to the warm relationships adults establish with them. The value we place on this is second to none. Exemplary teaching focuses on their boundless enthusiasm and they will make good progress in all areas of learning.

The indoors, and outside environment will be targeted at stimulating children across a

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

broad spectrum of interests. An exciting range of learning activities will be based around fun themes that capture children's imaginations. The children will benefit greatly from this rich and stimulating environment, it will enable them to interact with each other and quickly establish productive working relationships. All children will quickly learn to choose activities, which develop their social and academic skills.

Units of work will be taught over a two week period to ensure that all children are engaged and enthused by their learning. This allows for activities to be designed based on individual interests and needs which leads to effective assessment of all children across all areas of learning. As a result, they enter Year 1 at an appropriate level of development. Through daily formal teaching sessions, there will be a strong emphasis on early reading, writing and number work. These integral skills taught are then transferred into a range of self-initiated tasks including exploration of the 'mud kitchen', risk taking and problem solving within a range of contexts and enhanced opportunities for Communication and Language, Physical and Personal development. When following their own interests, the children will sustain concentration and cooperate well with one another.

The phase will be led by an incredibly gifted and talented phase leader. She is forward thinking and embraces challenges proactively, always placing the children and the needs of their families at the heart of everything she does. She skilfully inducts new members of staff into the team and ensures that they get the best possible start.

Recent study supports Piaget's theory that play is linked to learning, and this is a huge influence on how EYFS will operate. When 4-year-olds were provided opportunities to engage in high amounts of child-initiated, free-choice activities supported by a variety of equipment and materials to explore, the study showed that at age 7 those children outperformed their peers who did not have such opportunities on cognitive and language tasks (Montie,Xiang & Schweinhart, 2006).

The school will assess learning both formally and informally, focusing on spoken and written word acquisition, and numerical understanding of place value and number operations. Assessments will inform next steps.

The Curriculum at KS1 and KS2

New Horizons West Durrington will use the 2014 National Curriculum as the framework, to shape the overall KS1 and KS2 curriculum offering to meet the specific educational needs of individuals and groups of children. However this will be merely a starting point, and the school will ensure that every opportunity is taken to engage with wider curricular materials and subject matter if this is felt to add further value to the content of the teaching and learning experience.

We will:

- Have an emphasis on challenge, reasoning and dialogue
- Respond to children's diverse learning needs and ensure differentiated work is provided to ensure they have success
- Overcome potential barriers to learning and assessment for individuals and groups of pupils, such as Pupil Premium children using a range of interventions.
- Provide enriched curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

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NHAT is committed to providing an education for all pupils through a variety of access strategies including appropriate differentiation, setting, and the provision of resources and facilities as necessary. All pupils' individual needs will be considered and a range of flexible responses will be available to accommodate and value their diversity. When planning their work, teachers will take into account the abilities of all the children. When the attainment of a child falls below the expected level, teachers will personalise learning to meet the individual child's needs. When necessary we will support learning through appropriate external specialists and make full use of bought-in services whether from the local authority, or from other providers. In such cases, staff will work closely with these agencies to support the child.

Equally, NHAT is committed to meeting the needs of the more able children. It is our belief that 'quality first' planning and teaching allows the most able to flourish and be challenged; but our curriculum is particularly designed around challenge and extension of children's knowledge through deeper learning e.g. our progressive calculation policy in maths to ensure independence, depth and breadth.

<http://www.seaside.w-sussex.sch.uk/maths-1/>

Ensuring High Standards of English for All Children

Assessing pupils' levels of Speech and Language in order to inform teaching;

Upon entry into Reception, in addition to the Early Years baseline assessment, New Horizons West Durrington pupils' understanding of spoken English and oral skills will be assessed. This will enable us to distinguish between bilingual (English plus another language) children with EAL and those who are totally new to English. It will also generate an important insight into the oral communication skills of our non-EAL pupils.

The Speech and Language assessment, which we will finalise with the advice from the specialists already employed within the NHAT, will take the form of a short conversation between adult and child, during which pupils will be asked to follow some simple oral instruction, name a variety of objects and images, and link certain pictures with spoken sentences. This assessment will inform teachers and Senior Leaders (SLT) when they come to designing lessons, differentiation and planning and grouping for interventions.

In order to ensure that gaps in English Language understanding and communication are eradicated as early as possible in a child's time at New Horizons West Durrington we expect to re-weight the academic curriculum to ensure an even greater time allocation to learning English and maths basic skills. Pupils will be streamed by ability and will be taught in these groups for English and maths. All other subjects will be taught in mixed ability groups.

Meeting pupils' basic knowledge and skill needs through high quality teaching;

Based on our extensive knowledge of children from this locality, we expect the majority of our new intakes to have low level language skills. We intend to address their additional needs through high quality teaching, a key component of our Educational Model. This means:

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- Teachers will be equipped with the means to deliver challenging text-rich English and subject lessons;
- Pupils' vocabulary acquisition will be regularly assessed;
- Teachers will be prepared through NHS2S to model and expect standard English;
- Technical language will be encouraged through planning and observations; and,
- Teachers will be expected wherever possible to give practical demonstrations when they deliver instructions.

We intend to open a nursery at New Horizons West Durrington, this will include provision for disadvantaged 2 year olds as well as offering LA-funded care enabling greater flexibility for working parents. This nursery's admissions criteria will be in line with those in our schools in order to maximise the proportion of children who stay on into Reception, thus giving us the earliest possible opportunity to work with children to accelerate their language development. Nurseries in NHAT will prepare children for Reception, with a strong emphasis on oral literacy work to close language and communication gaps before the start of primary school. We will also host parent and toddler groups at the school in order to provide the earliest opportunities to begin working with parents. For working parents we will offer wrap around care, additional hours from 7.45 in the morning, and from 3 till 6 in the evening. This will be at a private paid cost. We will offer the 15 hours (Soon to be increased) government funded hours for three year olds and the means tested funding for vulnerable two year olds. Parents will have flexibility in how they choose to use these hours within our setting, and pay for additional hours above the 15 hours.

Closing the Gaps of Vulnerable Groups:

There are groups of consistent low attainers across the Key Stages, including: boys, pupils eligible for Free School Meals (FSM), some ethnic minority groups, pupils with English as an Additional Language (EAL), pupils with Special Educational Needs (SEN), pupils with high rates of mobility between schools, and Looked After Children (LAC). These characteristics often interact and place a pupil at increased likelihood of under-achievement. Low attainment is often due to complex interactions of a variety of social/demographic factors.

The key elements of effective teaching approaches for low attainers in English include: early intervention, one to one and/or small group support and personalisation (Brooks, 2002); and, many effective English intervention programmes have cooperative learning at their core (Slavin and Lake, 2008). Paired reading and Reading Recovery have been found to make a difference for low attainers (Smith and Ellis, 2005; Brooks, 2002); Reading Recovery in relation to its central aim of improving pupils' reading at Key Stage 1 was found to have had an overall positive impact on school level reading and writing attainment; and this is evident within the existing New Horizons schools for example a child in receipt of Pupil Premium funding, on a 6 week block of reading recovery made 6 months progress in 6 weeks, closing the gap between his peers.

Support for pupils from deprived backgrounds who may lack the emotional resilience at

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times of transition has been shown to be effective. Six key principles of effective practice are:

- 1) Maintaining collaboration before and after transfer;
- 2) Facilitating effective communication;
- 3) Prioritising and investing in school visits and induction programmes;
- 4) Developing practices for particular types of pupils;
- 5) Ensuring schools have clear roles and responsibilities that are supported by senior management;
- 6) Disseminating good practice.

These have already proven to be successful at New Horizons Academies, with little to no gaps between vulnerable groups and their peers. (Seaside Primary, RaiseOnline 2015)

Equipping Staff to Improve Pupils' English;

At New Horizons West Durrington we will enable our TAs, supernumerary teachers and curriculum specialists to increase pupils' exposure to quality oral literacy. Pupils and adults improve at the things they practise, and so the teachers and TAs become meticulous about role-modelling and holding the very highest expectations of language-use throughout school. Standard English will be expected at all time, and staff will be encouraged to correct one another, with honesty and an appreciation of feedback, whenever they fail to use it.

Experience of teaching SEND / Pupil Premium cohorts suggests that these children will often have language specific anomalies in their grammatical construction or specific difficulties with phonics related to their development. We will make sure New Horizons Steps 2 Success (NHS2S) time is given over to discussing this among staff, and we will pool experience and expertise from across all our schools to meet the particular challenges we face. We will draw on the expertise already in the trust, to ensure that the children entering the Early Years are given the correct levels of support and programmes to develop their speech and language development and that this is carried out consistently.

Adapting our academic curriculum

As we anticipate highly varied backgrounds and ability intakes into our school, the importance of our Component Model to inspire and educate is further elevated because our pupils are less likely to pick up the breadth and depth of concepts and vocabulary at home. A landmark US study by Betty Hart and Todd R. Risley found that, over the course of four years, children from higher income families were exposed to 30 million more words than children from poorer families. This insight lies behind E.D. Hirsch's own studies into the lack of cultural literacy among disadvantaged groups.

Learning from a broad curriculum is essential not only because the development of higher order communication and thinking skills depends upon it, but because it will provide a range of shared intellectual reference points for children coming from a variety of backgrounds. At New Horizons West Durrington, we aim to teach a broad a balanced curriculum of British Values. For example, pupils will study international history to help them develop an appreciation of their origins and those of their peers. Art and music both provide opportunities to explore the traditions of other countries, such as the unique classical music tradition in India and Africa, and learn about how they compare with those

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found in the UK.

Our intention throughout is twofold: to ensure every child has a commonality of shared knowledge and values that will enable them to achieve their potential in British society. Furthermore, this will give every child the opportunity to expand their knowledge about the wider world, traditions and cultures. By teaching both knowledge and systems we will build understanding, develop a spirit of inquiry and tolerance, and help forge a set of values that will underpin all pupils' successes.

The diverse nature of the community also presents a range of opportunities to work with local charities and community projects through our outreach programmes. The trust has already established strong links with the local Northbrook project, a club established in Durrington to help young people, through leisure time activities, to develop their physical, mental and spiritual capacities that they may grow towards full maturity as individuals and members of society. It aims to provide all children with special needs and disabilities, and children from deprived families leisure activities, support and guidance and enable them to experience inclusive opportunities. They support children in their learning through supported sessions and equipment. Within the locality of New Horizons West Durrington as well as links with the local church and Imam, and The Worthing Homeless Project the schools will work with these organisations to design projects that will allow the pupils to contribute to their charitable and outreach work.

Our Forest School's learning curriculum in New Horizons West Durrington will involve visits to Highdown Hill, Dalesdown and Dapers Lane Wood, providing further opportunities for shared outdoor learning. As the children progress through the school we will also be able to take them out on field trips, via easy access to the A259 and A27, to locations they might otherwise never get to visit, such as The New Forest where they will take part in a residential camping experience.

Learning through a broad and adventurous curriculum, setting clear boundaries and behaviour expectations

In Forest Schools, children are given opportunities to engage in a number of experiences that will engage, nurture and expand confidence and self-belief using nature as the setting. The experiences are based around the children and are wholly for the children. The Forest Schools' approach starts with the child and is altered and changed to enable each child to grow and develop to enable them to reach their full potential.

Through engaging with nature in an outdoor learning environment the children are offered a more holistic approach to development, enabling them to engage with the skills and experiences. The Forest School's approach encourages their imagination, self-esteem, desire to question and natural curiosity to learn in a place where the natural world and learning meet.

The whole philosophy of Forest Schools is supported by the engagement between the people who are taking part, whether working independently, in a group or with one other person. The interaction between those in the group develops a bond that cements them as a team, enabling each member of the team to believe in themselves as well as feel equal and valued.

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

Working with parents

We will need to work very closely with parents to ensure that all children, including those who do not speak English at home, children with SEND and children from low income backgrounds can excel at school. During our programme of home visits we will assess the level of developments and learning at home according to a broad selection of descriptors. We have learnt from our own expertise of the local area and discussion with local schools that many parents are likely to be hard to reach, and so it will be our goal to develop parental links and create a community for all families.

NHAT's parental engagement strategy includes strategic planning which embeds parental engagement in whole-school development plans, sustained support, resourcing and training and community involvement at all levels of management.

NHAT recognises that children whose parents are actively involved in their learning can see attainment increase by 15%; furthermore schools that are judged by Ofsted to be outstanding are recognised as being strong in discussing pupils' assessments and targets with parents. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education or who are not involved at all. We adopt a broad interpretation of 'parental engagement', which includes learning at home, school-home and home-school communication, in-school activities, decision-making (e.g. being a parent governor) and collaborating with the community.

NHAT believe that parental engagement should be a whole school approach and have the development of children's learning as a clear and consistent goal, in line with our ethos. In order for staff to engage effectively with parents, staff require training and coaching, particularly when working with parents whose backgrounds are very different to their own. Parental engagement with children's learning is effectively supported when parents receive clear, specific and targeted information from schools. In addition, NHAT believes in an outward facing approach which involves not only the views of parents, but the evidence and expertise of other schools and services in the community. Equally, the transfer of knowledge and understanding should be part of a two way process: not only from school to home but from home to school.

Approaches

Effective programmes and interventions are audited and targeted at particular types of parents – disadvantaged parents for example, and parental support programmes which focus on both academic outcomes and training in parenting skills are more effective than interventions that do not include such training.

NHAT is proud to state that we know and understand our parents, we respond and support based on understanding what our parents already do with their children and how they are most likely to respond positively to attempts to engage them (further) in their children's learning. Support and interventions therefore are targeted at particular groups

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

of parents, showing sensitivity to cultural norms and expectations, and including specific, detailed and directive advice and guidance.

Another priority in working with parents will be to reassure them that if their children are eligible for free school meals, they will have access to a healthy well balanced meal, catering for vegetarian or gluten free diet. Offering vegetarian and gluten-free options will bring two benefits: it will encourage more children to take up the offer of a free hot meal at school and it will encourage those parents who are eligible to register their children for free school meals, thereby increasing the amount of Pupil Premium money to which the schools are entitled.

D2 – measuring pupil performance effectively and setting challenging targets

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

D2 – measuring pupil performance effectively and setting challenging targets

D.2 Measuring Pupil Performance and Preparing Teachers to Deliver Excellence

D 2.1 TARGETING EXCELLENCE FOR ALL

Performance in both existing NHAT schools is high. Validated data from 2015 shows the following:

Outcomes for Pupils at NHAT Seaside Primary

The school is achieving outstanding outcomes for all pupils in all key stages. Achievement of pupils at our school is based on their whole journey through Seaside. This is judged on 7 years of high quality interactions with our children. As a school we aspire for all of our children to achieve and exceed their age related expectations at an early stage in their time with us, this is highly challenging, but achievable, in spite of their proven low starting points on entry.

EYFS

Overall attainment on entry to the school is low, with a high percentage of children significantly below age related expectations in key areas of learning. Ofsted July 2015 recognised that children enter the EYFS with skills and abilities significantly below the levels typical for their age. EYFS bench marking this year suggest that the cohort have entered at average expected levels.

	Communication & Language			Physical		Personal, Social Emotion Development			Literacy		Maths		Understanding the World		Expressive Arts & Design		
	Listening & Attention	Understanding	Speaking	Moving & Handling	Health & Self-care	Self-confidence & Self-awareness	Managing Feelings & Behaviour	Making Relationships	Reading	Writing	Numbers	SS & Measures	People & Communities	The World	Technology	Ex & UM & Mat	Being Imaginative
Good level of Development	86%	83%	83%	93%	87%	86%	85%	86%	75%	72%	76%	89%	83%	82%	89%	93%	91%
Overall Good Level of Development 66%																	

New Horizons Seaside Primary judges this as outstanding based on proven low starting points and our in depth understanding of all learners across a range of groups. This is detailed across all 17 areas of learning. Please see the example below.

Summer 2015	No. of Pupils	READING			WRITING			NUMBERS			SHAPES, SPACE AND MEASURES		
		Entry Baseline	Exit Assessment	Increase	Entry Baseline	Exit Assessment	Increase	Entry Baseline	Exit Assessment	Increase	Entry Baseline	Exit Assessment	Increase
Cohort	88	14%	75%	61%	9%	72%	63%	23%	76%	53%	23%	89%	66%
Boys	43	7%	72%	66%	7%	63%	56%	21%	79%	58%	21%	84%	63%
Girls	45	20%	78%	58%	11%	80%	69%	24%	73%	49%	24%	78%	54%
PP+E6	14	7%	64%	57%	7%	64%	57%	7%	64%	57%	7%	71%	64%
NON PP & NON E6	74	15%	77%	62%	9%	73%	64%	26%	78%	52%	26%	82%	56%
SEN	12	0%	25%	25%	8%	17%	9%	0%	17%	17%	0%	33%	33%
EHCP	0	NA%	NA%	NA%	NA%	NA%	NA%	NA%	NA%	NA%	NA%	NA%	NA%
EAL	11	9%	36%	27%	9%	36%	27%	18%	36%	18%	9%	45%	36%
AUTUMN	34	18%	85%	67%	12%	76%	64%	29%	85%	56%	32%	88%	56%
SPRING	34	15%	68%	53%	12%	68%	56%	18%	74%	56%	21%	79%	58%
SUMMER	20	5%	70%	65%	0%	70%	70%	20%	65%	45%	10%	70%	60%

D2 – measuring pupil performance effectively and setting challenging targets

Key Stage 1

The teaching of phonics in EYFS and Key Stage 1 is outstanding. We have now developed phonics for lower attainers in Key Stage 2. Phonics attainment was slightly above national averages in the Year 1 screening check in 2015 at 78%. This shows a significant upward trend in results.

The 2015 Year 2 results showed average point scores (APS) that are above the national average for 2014. This is true for all subjects, and at all levels, including Level 3. As a result of outstanding teaching in Key Stage 1 the children have made accelerated progress to be above the national averages.

APS	All subjects		Reading		Writing		Maths	
	2014	2015	2014	2015	2014	2015	2014	2015
National	15.9	16.1	16.5	16.6	15.1	15.5	16.2	16.4
School	15.8	16.6	16.3	17.1	14.9	15.3	16.3	17.3
Difference	-0.1	0.5	-0.2	0.5	-0.2	0.2	0.1	0.9
Significance		Sig+						Sig+

External moderation by WSCC of EYFS judgments and Key Stage 2 Writing judgements in 2013 show data is valid and robust. Key Stage 1 data was moderated in 2016. The school attends termly moderation events at a locality and county level. The school is always commended on the quality and accuracy of their judgements, with repeated collections being taken for cross county moderation and quality assurance.

Level	National 2015	Reading	National 2015	Writing	National 2015	Maths
2c+	90%	95%	88%	85%	93%	99%
2b+	82%	84%	72%	75%	82%	89%
2a+	59%	59%	41%	43%	55%	58%
3	32%	37%	18%	18%	26%	35%

D2 – measuring pupil performance effectively and setting challenging targets

Key Stage 2

The 2015 the Key stage 2 results for attainment and achievement showed outstanding outcomes for all groups of children.

Attainment at Key Stage 2

Level	All subjects	Reading	Writing	Maths	EGPS
4+		98	98	96	91
5+		56	53	49	46
6		0	0	18	10
APS	30.4	30.2	30.1	30.7	29.1
Sig	Sig+	Sig+	Sig+	Sig+	

Achievement at Key Stage 2

<u>Progress all children</u>	<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Expected	95%		100%		100%	
Exceeded	36%		68%		57%	
	<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
	Progress of Disadvantaged	Progress of others	Progress of Disadvantaged	Progress of others	Progress of Disadvantaged	Progress of others
Expected	100%	93%	100%	100%	100%	100%
Exceeded	50%	30%	64%	70%	64%	53%

D2 – measuring pupil performance effectively and setting challenging targets

All groups of pupils at Seaside make outstanding progress based on their end of Key Stage 2 outcomes for 2015.

Groups		All subjects		Maths		Reading		Writing	
		School	National	School	National	School	National	School	National
All Pupils		101.3	100.0	101.1	100.0	101.1	100.0	101.6	100.0
Gender	Boys	101.3	100.1	101.3	100.5	100.9	99.9	101.5	99.7
	Girls	101.5	99.8	101.2	99.5	101.6	100.0	102.1	100.3
FSM	FSM	102.1	99.8	102.0	99.8	102.1	99.7	102.2	99.8
	Non FSM	101.1	100.1	100.9	100.1	100.8	100.0	101.6	100.0
CLA	CLA	104.8	99.7	104.8	99.6	105.7	100.0	104.1	99.7
	Not CLA	101.3	100.0	101.2	100.0	101.1	99.9	101.7	100.0
Disadvantaged	DAP	102.1	99.8	102.0	99.7	102.1	99.7	102.2	99.8
	Other	101.1	100.1	100.9	100.1	100.8	100.0	101.6	100.0
English as a first language	English	101.4	99.8	101.2	99.8	101.3	99.9	101.8	99.8
	Other	101.6	100.7	102.2	101.0	100.9	100.1	101.3	100.6
Special Educational Needs	Non	101.3	100.1	101.3	100.1	100.9	100.1	101.7	100.1
	SEN No EHCP	101.4	99.3	100.7	99.4	102.3	99.3	101.8	99.3
	EHCP	103.7	97.9	103.0	98.0	104.9	97.8	104.1	97.6

Percentile Ranking 2015

In light of the value added data for all pupils across all subjects there has been a significant sustaining of schools percentile rankings between 2014 and 2015 of Key Stage 2 data. Whilst there is a clear drop in VA in all subjects, this can be attributed to much higher Key Stage 1 results in 2011. In 2010 all Key Stage 1 results were **Sig-**.

Subject	Percentile rank		Value added score			
	2014	2015	2014	Significance	2015	Significance
All subjects	2	11	102.3	Sig+	101.3	Sig+
Maths	3	18	102.7	Sig+	101.1	Sig+
Reading	6	11	101.5	Sig+	101.1	Sig+
Writing	4	7	102.0	Sig+	101.6	Sig+

D2 – measuring pupil performance effectively and setting challenging targets

Closing the Gap at Seaside

At Seaside we see closing the gap as an essential priority for the school to continuously address year on year. We strategically assign Pupil Premium funds to have an immediate, but long lasting impact, enabling our children to leave the school well prepared for their next steps in education. The school target the whole child and not just their academic progress. We aspire for all of our children (and families) to leave us as well rounded individuals and contributing members of society. The school endeavours to be for the disadvantaged, what the home is for the advantaged, underpinning our vision that everybody matters and everybody succeeds.

Level 4

2015	National				County				Our School			
Proportion of pupils eligible for and claiming FSM in Primary Sector	26.0				16.6				24.5			
KS2 (End of year 6) % Attaining L4 + 2015	All	FSM	Non FSM	Gap	All	FSM	Non FSM	Gap	All	FSM	Non FSM	Gap
Reading	89	83	92	9	89	79	92	13	98	93	100	7
Writing	87	79	90	11	85	71	88	17	98	100	97	-3
Maths	87	80	90	10	85	73	88	15	96	93	97	4
R, W, M Combined	80	70	84	14	77	60	81	21	96	93	97	4

We have analysed the latest DfE Performance Tables to find non-faith schools where both the proportion of Pupil Premium pupils and KS2 Level 4 performance are high, and where on average the Pupil Premium pupils actually outperform the others.

School	Percentage of FSM	Percentage meeting Level 4	Gap Against peers
Durrington Junior	28.4%	41%	36%
Orchards Junior	33.6%	78%	4%
West Park Primary	11.9%	53%	38%
Thomas A Becket Junior	14.5%	62%	17%

We will approach the schools listed above before New Horizons West Durrington opens, so that our executive team and the schools' senior leadership teams (SLTs) can visit them and learn further how to achieve the highest standards with large Pupil Premium pupil intakes.

At New Horizons West Durrington we are proposing two further KPIs that are designed to ensure that all groups of children reach their potential:

We will assess performance gaps between Pupil Premium and FSM and non-Pupil Premium and FSM pupils at the end of the EYFS and at the end of KS1, and aim for this to be zero. Assessing at this stage is a pre-cursor to the same target that has already been set for KS2.

D2 – measuring pupil performance effectively and setting challenging targets

In order to highlight the importance of parental engagement all New Horizons schools will track engagement by parents, aiming for 100% of parents attending the series of three new-parent induction sessions, and at least a further three events per year. At New Horizons West Durrington we will aim for there to be no gap in attendance (as a proxy for engagement) between parents with low incomes and other parents.

D 2.2 QUALITY OF TEACHING

The highest quality of teaching is pivotal in the success of NHAT schools. As such this will be the absolute bedrock on which New Horizons West Durrington will be founded.

Monitoring of teaching and learning will be closely planned and undertaken in line with NHAT policy and practice.

In summary:

- Lessons will be observed through three methods: Pop In (at any time), Drop In (within a predetermined month) and Formal (notice given 48 hours in advance)
- Work scrutiny (every 6 weeks)
- Planning scrutiny (every 6 weeks)
- Pupil conferencing
- Data analysis
- Performance management

Underperformance will not be accepted in any way.

The New Horizons Steps To Success (NHS2S) programme will be central to achieving the vision for New Horizons West Durrington. By sharing what content should be delivered, and by using tried and tested English and maths programmes, we will provide significant support to teachers to achieve the standards we expect of them.

As part of NHS2S, New Horizons West Durrington teachers who are new to the NHAT, will be exposed to excellent schools that teach large Pupil Premium populations. During the three weeks of preparation before the start of the Autumn term, New Horizons West Durrington teachers will:

Discuss and devise a process through which to undertake assessments of ability and language and communication during home visits;
Spend a day visiting important locations and meeting leaders of the local community.

Beyond this, and as necessary, the weekly Monday afternoon development sessions will often be used to support teaching vulnerable groups, moderating expectations and assessment of pupils in comparison to their peers.

We expect to deploy resources from within as well as beyond our communities to support NHS2S delivery.

Through rigorous monitoring and evaluation, we will aspire to achieve the following ambitious targets:

D2.2.1 Every child will achieve all the Early Learning Goals by the end of

D2 – measuring pupil performance effectively and setting challenging targets

Reception. If their baseline puts them at 40-60 months at the point of entry to Reception, then we expect them to be 'exceeding' these goals by the end of the year.

D2.2.2 100% of pupils making required progress in each Key Stage, starting from their baseline test in Reception;

D2.2.3 100% of pupils reaching Expected or higher at KS1 in reading, writing and Maths;

D2.2.4 20% of pupils reaching Greater Depth or higher at KS1 in reading, writing & Maths;

D2.2.5 100% of pupils achieving Expected standard or higher at KS2 in reading, writing & Maths;

D2.2.6 25% of pupils achieving Greater Depth at KS2 in reading, writing and Maths; and, in addition, to match the high aspirations we have for all our pupils, we will aim for:

D2.2.7 No difference in the performance of pupils in receipt of the Pupil Premium or free school meals (FSM), with EAL, or by gender compared to other pupils; and,

D2.2.8 Authority and MAT-leading academic performance for pupils with SEND. We will deliver these ambitious targets by:

D2.2.9 Recruiting high-quality, value-aligned senior leadership and teaching staff;

D2.2.10 Using tried and tested English and maths programmes that have been shown to deliver high academic standards by developing pupils' core skills;

D2.2.11 Utilising cultural knowledge curricula to accelerate pupils' learning by giving them a deep and broad understanding of the world and a rich vocabulary that supports English;

D2.2.12 Ensuring every moment of the school day is used to develop pupils' character and academic strengths;

D2.2.13 Providing a first-hand curriculum that give pupils the chance to develop their love of learning by applying their skills and knowledge to real life projects and activities;

D2.2.14 Employing a range of data-informed teaching and personalised learning interventions that will enable us to ensure disadvantaged pupils, those with EAL, and those with SEND are able to fulfil their potential;

D2.2.15 Creating and delivering a unique coaching and development programme for all staff so that they can confidently and knowledgeably deliver our curriculum;

D2.2.16 Employing a half termly assessment cycle in the core subjects of English and maths, and science, continual monitoring, feedback, stretching targets and, where necessary, one-to-one support to ensure all children make outstanding progress;

D2.2.17 Working closely with parents so that they can support their children's learning and character development at home;

D2.2.18 Drawing on NHAT's superb support network, which includes our Members, Trustees, strategic advisers and others; and,

D2.2.19 Using local networks, including expertise in local schools, within the local

D2 – measuring pupil performance effectively and setting challenging targets

authority itself, and in our New Horizons schools to challenge and support performance at New Horizons West Durrington.

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

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

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

- use space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

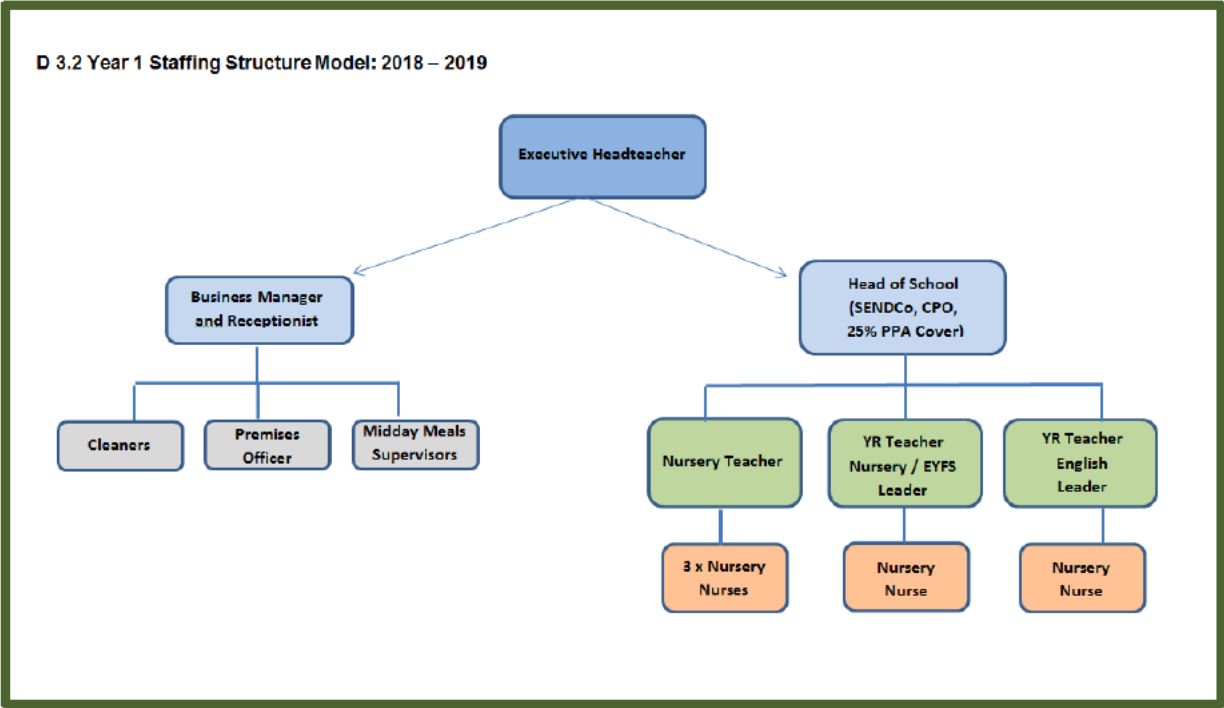
D 3.1 OVERVIEW

The staff at New Horizons West Durrington will grow incrementally as the school expands over seven years. Pre-opening grants and diseconomy funding in the early years of this establishment's life will enable us to hire key staff ahead of opening, and to have a significant senior leadership presence in the first years after opening.

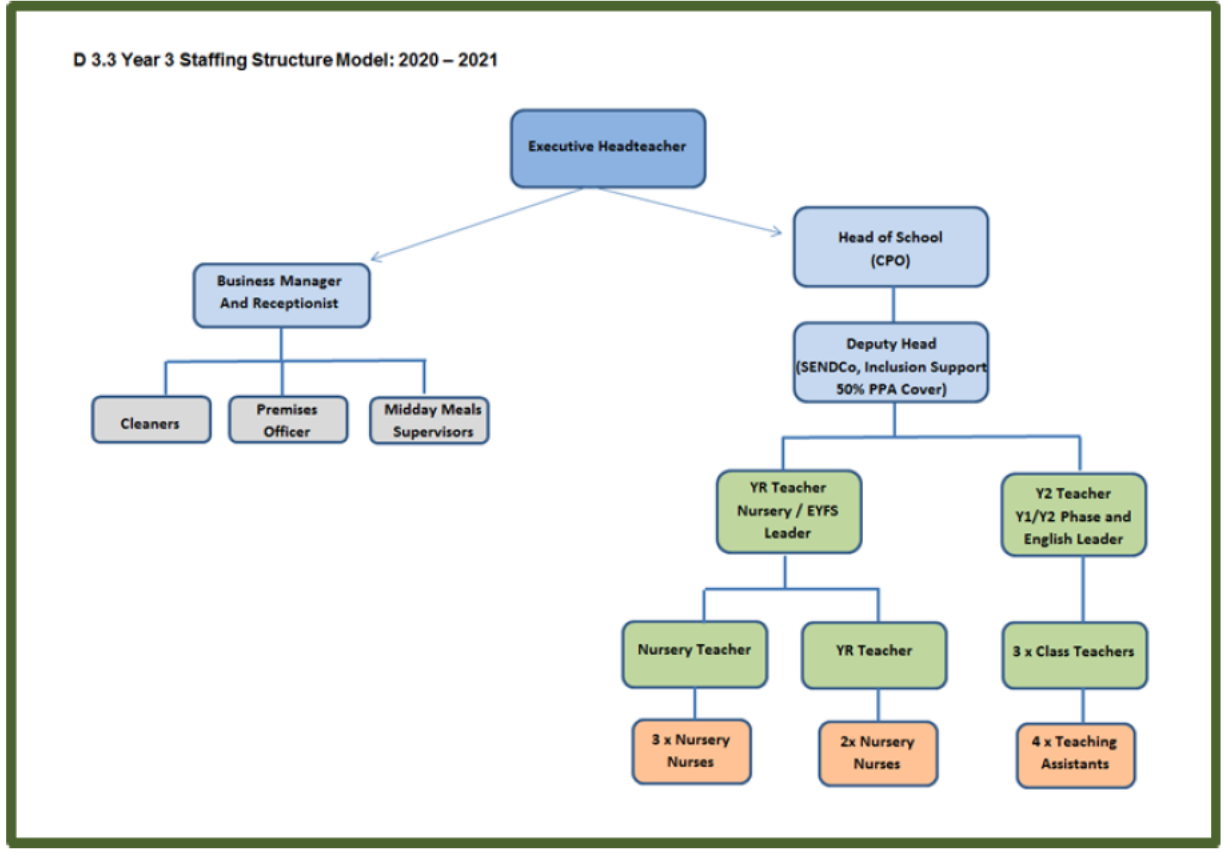
Together with the NHAT executive team, who will be able to draw on the experience of our staff in New Horizons Seaside and New Horizons The Laurels, we will have established the essential elements of our school model – The Component Education Model, New Horizons Steps to Success, and Assessment for Success – before the school opens, giving us the best possible chance to create the culture of excellence to which we aspire.

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

D 3.2 Staffing Structure in Year One (2018 – 2019)

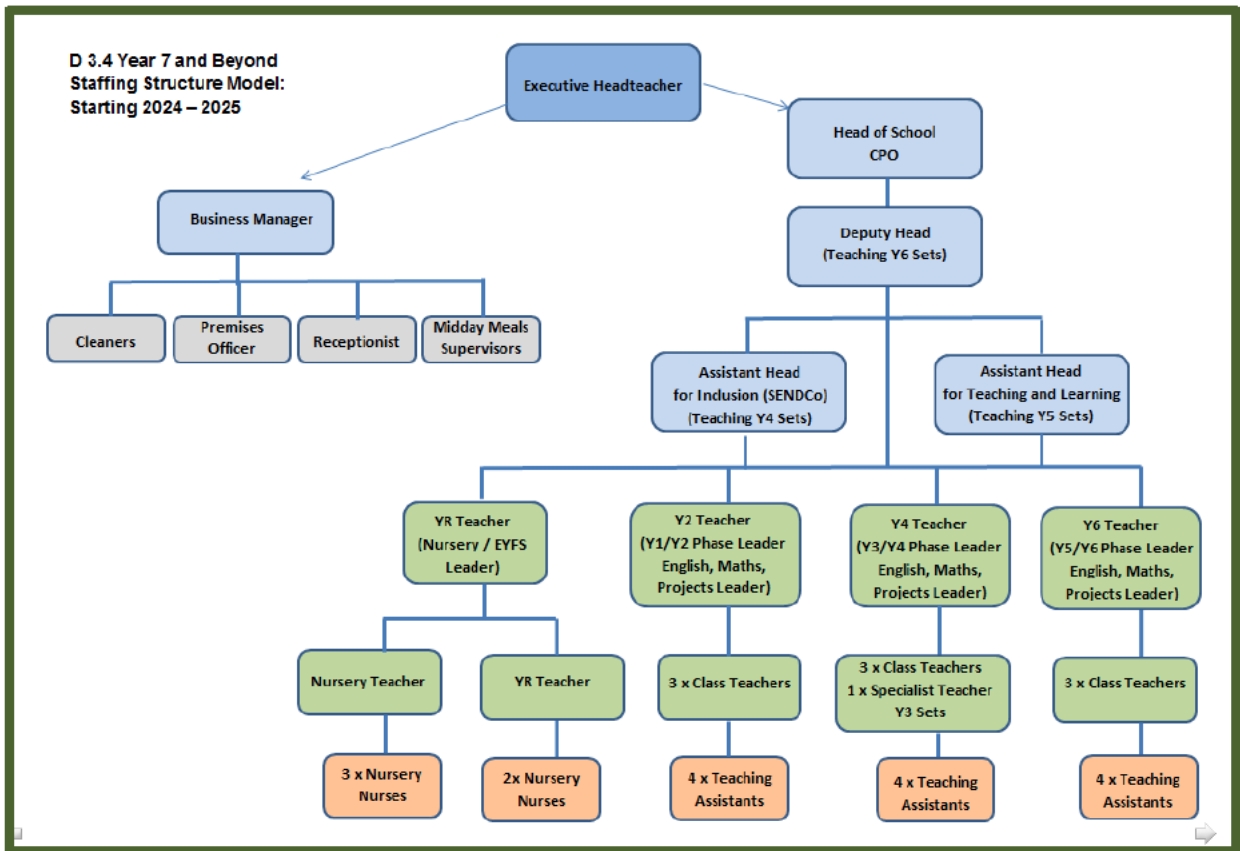


D 3.3 Staffing Structure in Year Three (2020 – 2021)



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

D 3.4 Staffing Structure in Year Seven and Beyond (Starting 2024 – 2025)



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

Figure G: Growth of staff at New Horizons West Durrington

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Pupils on roll [R – Yr6]	60 (+ 32 Nursery)	120 (+ 32 Nursery)	180 (+ 32 Nursery)	240 (+ 32 Nursery)	300 (+ 32 Nursery)	360 (+ 32 Nursery)	420 (+ 32 Nursery)
LEADERSHIP							
Executive Headteacher	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Head of School	1	1	1	1	1	1	1
Deputy Headteacher	0	0	1	1	1	1	1
Business Manager	0.5	0.5	0.5	1	1	1	1
SENDCo / Assistant Head for Inclusion	Head of School	Head of School	Deputy Head	Deputy Head	1	1	1
TEACHING STAFF							
Classroom Teachers	3	5	7	9	11	13	15
Specialist Teachers							0.6
Supernumerary Teachers		0.3	0.5	0.5	1	1.2	1.5
Teaching Assistants	0	2	4	6	8	10	12
Nursery Nurses	5	5	5	5	5	5	5
SUPPORT STAFF							
Premises Officer	0.2	0.4	1	1	1	1	1
Cleaners	0.2	0.4	0.6	0.8	1.5	2	3
Midday Meals Supervisors	0.2	0.2	0.4	0.8	1	1.2	1.4
Receptionist	0.5	0.5	0.5	1	1	1	1

The Executive Headteacher who will work in New Horizons West Durrington will be appointed from the existing staffing within the NHAT.

We will be appointing the Head of School during Spring Term 2018 and they will begin working with the Executive Headteacher and New Horizons project team from August

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

2018 onwards, with occasional input before then. This arrangement of a Head of School supported and mentored by an experienced Executive Headteacher will give us the opportunity to recruit someone who has the qualities and potential that we are looking for but who has perhaps only previously held Assistant or Deputy Headteacher roles. Not only do we believe this is the best leadership model for a growing school, especially one with a closely defined educational philosophy such as ours, but it is also a response to challenging labour market conditions that make the recruiting of experienced Headteachers difficult.

In Spring 2018, we will also recruit for the role of Business Manager, who will join in August 2018. The school begins with a 0.5 FTE Business Manager and therefore we will aim to hire a single person who can work as a receptionist as well. From 2021/22 onwards this will become a 1.0 FTE role in the school.

Together with the Executive Headteacher, Head of School, NHAT core staff and consultants and extensive opportunities to visit and learn from staff at New Horizons Seaside and New Horizons The Laurels, this team will be very well equipped to open and deliver our vision in this school.

In the first two years, the Executive Headteacher will be responsible for ensuring the SENDCo duties are fulfilled in the first instance by the Head of School and may delegate these roles to others within the NHAT.

For the first year of operation the Executive Headteacher will lead on both academic and character development matters.

In early 2020 we will hire a Deputy Headteacher for the school, who will start in September 2020. He or she will take the lead on all character development and pastoral matters and gradually take over the role of SENDCo from the Head of School.

We will recruit our classroom teachers, supernumerary teachers and teaching assistants in the Spring term before they are due to join their school. This will allow us to begin working with staff in the Easter holidays and after-hours during the summer term – as well as during the three weeks of NHS2S - to ensure they are well prepared to meet the standards we expect.

D 3.4 ROLES AND RESPONSIBILITIES

Members and Responsibilities of the SLT

Executive Headteacher

The Executive Headteacher will assume responsibility for the overall leadership and management of the school. He or she will provide oversight and strategic direction for the school, with operational responsibilities relating to both academic and character development matters delegated initially to the Head of School and then in part to the Deputy Headteacher.

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

The Executive Headteacher will lead on performance management, standards, safeguarding, health and safety, parental engagement and financial management. He or she will also lead on delivering the school-specific elements of the NHS2S programme, supported by NHAT's Head of Curriculum and Innovation, and on liaising with the Governing Body (and its committees) and NHAT's Executive Team. He or she will report on a termly basis to the Governing Body and Trustees of NHAT.

Head of School

The Head of School will take responsibility for all operational activities relating to both academic and character development matters from 2018/2019 onwards. Responsibilities on the academic side including timetabling, English and maths, the non-core curriculum, assessment, training and development, reporting, data monitoring and performance management. Responsibilities on the value development side include school culture, character curriculum, Forest Schools and service learning, pastoral and pupil welfare, safeguarding, behaviour and discipline, parental and community liaison. The Head of School will also act as SENDCo until the end of academic year 2019/20 and will have up to a 25% teaching load until the end of academic year 2019/2020.

From 2019/20 onwards he or she will lead solely on operational responsibilities for all academic matters. He or she will be responsible to the Executive Headteacher for practice and performance in these areas across the school and will also have a reporting line into both the NHAT. He or she will be expected to attend the Standards and Performance Committee meetings of the Governing Body.

Deputy Headteacher (2020/21 onwards)

The Deputy Headteacher in each school will take over operational responsibility for all value development matters, including school culture, forest schools and service learning, character curriculum and assessment, pastoral and pupil welfare, safeguarding, behaviour and discipline, parental and community engagement. The Deputy Headteacher will initially have 50% scheduled teaching time (as one of the effective supernumerary teachers), before moving to teaching daily English and maths sets from the academic year 2023/24 onwards.

He or she will be responsible to the Head of School for practice and performance in these areas, and will also have a reporting line into both the Executive Headteacher and NHAT. He or she will be expected to attend the Standards and Performance Committee meetings of the Governing Body.

Business Manager (2018/19 onwards)

The Business Manager will take responsibility for all financial and operational matters. This includes financial management, audit, and management of all commercial contracts including ICT, performance management of support staff, payroll, facilities management and all related areas. He or she will report directly to the Executive Headteacher. He or she will be expected to attend the meetings of the Finance and Resources Committee and the Audit Committee of the Governing Body.

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

SENDCo (2018/19 onwards)

The role of SENDCo will be carried out by the Head of School for the first two years. This will then be taken over by the Deputy Head in the third year (2020/21) and in the fifth year (2022/23) by an appointed full time Assistant Head for Inclusion / SENDCo.

The SENDCo will take responsibility for all matters relating to children with SEND. This will involve overseeing the day-to-day operation of the school's SEND policy and co-ordinating provision for children with SEND. He or she will liaise regularly with all teaching and support staff, including any learning support assistants the school has employed, to ensure the curriculum and provision is meeting the needs of children with SEND. The SENDCo will oversee the records of all children with SEND and liaise with parents and all external agencies. He or she will arrange any screening, check-ups, and health and other tests that children may require. He or she will provide regular training to ensure all staff are up to date with policy and regulations around SEND. In addition, the SENDCo will lead on Looked After children and children with EAL.

Based on the approach adopted by New Horizons Seaside, a school in the trust that achieves truly remarkable standards with a challenging intake, we intend to ensure that the SENDCo in New Horizons West Durrington has specialism in literacy teaching – either they will already have one at the point of recruitment, or we will train them accordingly.

Teaching Staff

Class and supernumerary teachers

We will employ a single teacher for each class. The school will look to recruit high quality teachers from a number of sources, including local universities. These graduates will have ideally completed their courses at an NHAT school and be able to provide the best possible provision within the successful NHAT Component Model. Supernumerary teachers will primarily cover their two class teachers' PPA time and provide cover across the school.

Phase Leaders

We will appoint one of the classroom teachers to co-ordinate teaching and learning across EYFS, Key Stage 1, Years 3 / 4 and Years 5 / 6. These Phase Leaders will be responsible for quality assuring planning, marking and assessment within their phase. This includes the timetabling and deployment of supernumerary teachers. Each Phase Leader will also be English, Maths and Project Leaders, working with the SLT to ensure resources are shared across the network and that planning and delivery are of an appropriately high standard. They will also work with the Head of School to ensure that the supernumerary teachers in the team are deployed effectively.

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

Nursery Nurses / Teaching Assistants

In Reception in 2018/19 there will be two Nursery Nurses (NNs), whose role will be to support the classroom teacher in all teaching and learning matters, including the establishment of outstanding routines and behaviours. Nursery Nurses, will be expected to attend certain sessions during NHS2S – for example, those at which we discuss our expectations of adults (and children's) spoken English, routines, role modelling, and using the language of good values. Alongside the Head of School, Nursery Nurses will also lead the classroom on occasions when the teacher is engaged in PPA. Ideally, all NNs will be graduates, but they will hold NVQ Level 3 or equivalent as a minimum.

We may employ further NNs or learning support assistants where an Education, Care and Health Plans in needed, or the SENDCo (Head of School) identifies additional adult support as the most appropriate for a particular child.

From 2019/20 two Teaching Assistants (TAs) will be employed each year to join the new classes as the school grows to full capacity. The above expectations for Nursery Nurses will also apply to Teaching Assistants.

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

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

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

New Horizons West Durrington will be a secular school. We expect to comply with the Model Funding Agreement in that our daily act of collective worship “shall be wholly or mainly of a broadly Christian character”. New Horizons West Durrington will teach the local agreed SACRE course in RE.

Leaders at both New Horizons Seaside Primary and New Horizons The Laurels Primary recognise the importance of the teaching of British Values and actively plan different events throughout the year to support this. Remembrance Day was a recent whole school focus, making time to reflect on the circumstances of others from across the world. Topics are mindfully planned to also aid learning, understanding and acceptance for our modern Britain.

In the last Ofsted report (30th June – 1st July 2015) for New Horizons Seaside Primary prior to academisation, Ofsted noted in its key findings that:

“The school promotes British values very clearly and effectively. It strongly nurtures pupils’ sense of moral responsibility towards others.”

This model will be replicated in New Horizons West Durrington. See also D1 (page 44) for how the New Horizons West Durrington curriculum will ensure the promotion of British Values.

All school leaders in the NHAT schools are fully aware of their obligations as set out in the 2015 Prevent Duty and are aware of when it is appropriate to make a referral to the Channel programme.

Pupils at New Horizons West Durrington will be very well prepared to become active, involved citizens in our society. The School Council and Eco Council will have specific projects to bring about school improvements and ensure that the children realise the importance of Pupil Voice.

These projects will actively promote children’s awareness of the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and values to ensure the school grows as a community.

As a result, the children will understand the importance of respect and leave New Horizons West Durrington fully prepared for life in modern Britain.

Section E – evidence of need

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

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

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

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

SECTION E.1 EVIDENCE OF NEED IN THESE AREAS

E1.1 POSTCODE ANALYSIS

E.1.1.1 Analysis of Demand in West Durrington

It is anticipated that the information gathered from parent sign-ups for New Horizons West Durrington will demonstrate the need for a new primary school within the area, when the new housing is completed. We can be confident of this as the evidence of school expansion over recent years to meet basic need is there for all to see. It is anticipated that numbers will further show in the future, as they currently show at present, local parents' dissatisfaction with existing local schools based on age of transfer arrangements and underperformance. Parents do not want their child to go to a school that has been extended, and then further extended again. They want their child to go to a school that is built with a specific audience in mind, not a school that has no field or children in temporary modular huts.

See also Section C2 – RATIONALE WEST DURRINGTON (page 12) C2.1 Basic Need

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

E.1.2 ENSURING PARENTS MAKE AN INFORMED DECISION

In the process of gathering demand for a new free school, we will ensure that potential parents have been given all the appropriate information to enable them to make an informed decision by providing parents with information about the characteristics of New Horizons West Durrington. We will distribute the leaflets, which provide details of the nature of our organisation, our vision for the new school, and some background information about Free Schools and the basic need in the area. Parents will also be invited to attend open days at New Horizons Seaside and New Horizons The Laurels to see our values and ethos in action.

See Appendix A.1 for New Horizons West Durrington Leaflet:



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

E.1.3 BASIC NEED – WEST DURRINGTON

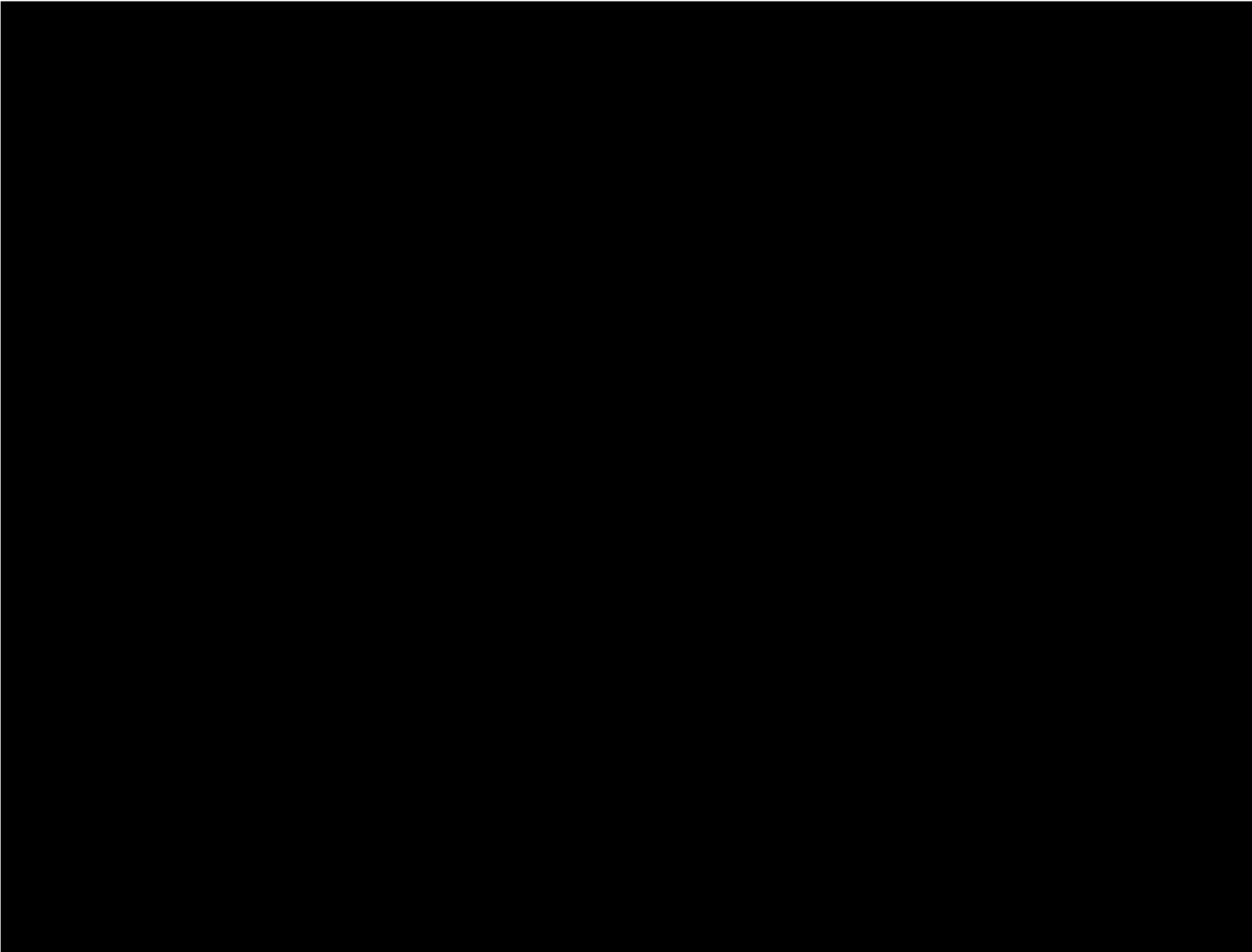
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12/13	13/14	14/15	15/16	3 Latest PLASC					4 Forecast Intake					5 Forecast NOR					6 Forecast + CP					7 Net Cap	8 PAN	9 Min	10 Max	11 Temp	12 Perm					
				YR	Y1	Y2	Y3	Y4	Y5	15/17	17/18	18/19	19/20	16/17	17/18	18/19	19/20	20/15	20/17	20/18	20/19	20/21	20/22							20/23	20/24	20/25	20/26	20/27
350	341	330	224	63	78	83	79	76	98	87	75	69	56	50	44	210	188	175	150	211	189	178	176	176	176	176	176	176	378	90	378	420	300	78
370	356	383	340	30	64	60	51	14	0	0	30	36	34	33	328	308	296	285	329	309	296	296	296	296	296	296	296	296	463	90	463	504	60	393
280	271	277	219	29	30	30	30	30	27	26	30	23	23	24	200	202	186	189	213	216	209	209	209	209	209	209	209	210	30	315	360	30	285	
209	206	200	202	97	89	89	97	89	89	89	84	81	76	71	270	262	241	238	273	269	247	247	247	247	247	247	247	354	120	354	360	120	240	
359	355	353	275	60	60	60	62	55	0	0	30	35	35	35	451	432	418	438	367	421	432	432	432	432	432	432	432	420	60	405	450	0	420	
237	238	237	297	60	62	25	44	22	0	0	30	37	40	43	171	208	238	247	174	223	287	315	316	316	316	316	316	316	316	210	240	60	150	
164	150	172	173	30	30	37	24	20	0	0	108	89	97	84	518	448	463	478	364	456	431	431	431	431	431	431	431	431	30	210	240	60	210	
158	173	151	141	117	74	90	91	109	151	155	114	117	126	135	3258	3273	3278	3278	3281	3335	3428	3485	3486	3486	3486	3486	3486	3486	510	568	620	60	468	
565	575	605	871	447	450	453	458	458	458	458	447	450	453	458	88%	88%	89%	90%	90%	82%	100%	100%	100%	100%	100%	100%	100%	100%	100%	630	630	630	630	800
3470	3444	3519	3229	456	477	474	510	448	435	429	447	450	453	458	88%	88%	89%	90%	90%	82%	100%	100%	100%	100%	100%	100%	100%	100%	3038	3383	3383	3383	3284	3284

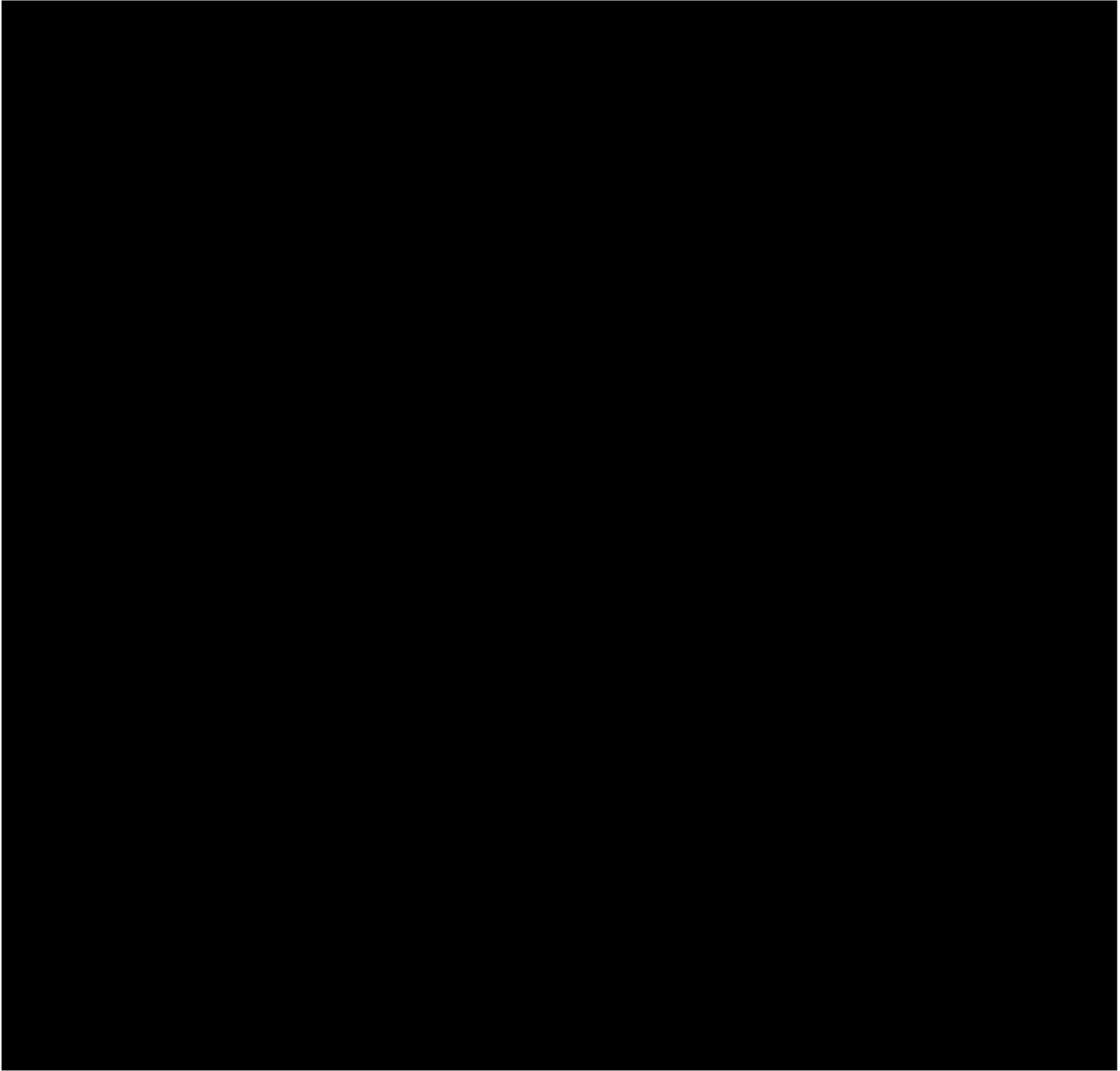
Primary age population projections for Worthing show an expected increase from 3,281 in 2016/2017 to 3,486 by 2020/21. This is a 6.2% increase within a five-year period and is equivalent to one new two-form entry primary school. This increase is generated by new housing and specifically impacts on New Horizons The Laurels and The Hawthorns Primary. Both of these will be at capacity and unable to expand due to the restrictions of their sites.

West Sussex County Council was allocated money within the Targeted Basic Need (TBN) programme in July 2013. As a consequence, several schools provided extra places across Worthing. However, this expansion does not come close to meeting the basic need in the West Durrington area: the projected shortfall in 2019/20 is 23 children based on forecast data in Reception places. This is very conservative and does not include the planned extension of new housing stock in the area, which could result in 63 places being needed in the two local schools, namely New Horizons The Laurels and The Hawthorns.

West Sussex County Council have been in consultation with New Horizons The Laurels extensively over the last two years, actually going as far as telling them not to undertake any building work on the site, as it was likely to close and be resituated in the new "West Durrington" site.



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



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

E1.4 LOCAL SCHOOLS – WEST DURRINGTON

The table below shows school performance in the West Durrington area.

Figure R: Performance of primary schools in or near West Durrington

School name	Type of school	% L4 in E&M 2015	% L5 in E&M 2015	% expected progress reading	% expected progress writing	% expected progress Maths
The Laurels Primary	Converter September 2016	NA	NA	NA	NA	NA
The Hawthorns Primary	Community School	NA	NA	NA	NA	NA
Durrington Junior	Community School	65%	10%	84%	95%	74%

Whilst we have only presented data for Durrington Junior School, it is worth noting that other schools within the Worthing Borough are significantly underperforming. These include Thomas A Beckett Junior, which was once a Beacon School, and was seen as the place to send your child. They have been unable to rise from Requires Improvement to Good in their last two Ofsted Inspections. Similarly, Downsbrook Primary and Chesswood Junior were both downgraded from Good to Requires Improvement in the last year, July 2015 and December 2015 respectively. There are also significant attainment gaps in some local schools: for example, Durrington Junior has a 36% attainment gap between disadvantaged pupils and their peers against the core KS2 measure. Worryingly, more able pupils are significantly underperforming compared to their peers against the same measure. They are also underperforming in all areas of progress compared to their peers, with the exception of writing, which is assessed by the teachers.

The performance of a number of these oversubscribed local schools has noticeably fallen as the schools attempt to provide additional places to the increasing primary age pupil population.

There is clearly a need for further school places, not only to boost educational outcomes locally but to alleviate pressure on existing schools which seems to be having a negative impact on their ability to support this challenging pupil demographic.

This has had a massive impact on schools, particularly the primary age range, making the opportunities for rapid, sustained school improvement very difficult. Similarly, Durrington High School has had to cope with taking in the Year 7 into their

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

school.

In addition to schools having to reorganize, many first schools have been made through primaries, growing year on year as the children work their way up through the schools. This in itself has led to schools having to make some very tough decisions about staffing. Do you attempt to retrain EYFS and Key Stage 1 teachers, hoping they will be able to cope with the demands of Key Stage 2? Or, do you go through restructuring and redundancy while pupil numbers in your school falls and then picks up again over the subsequent years?

From our extensive experience of the area, many have opted for the easiest option, namely retraining existing staff. This is fundamentally flawed, as the people doing the retraining are neither appropriately experienced or high performing.

The Local Authority has also had a limited capacity and capability to support these transitions. West Sussex was in the bottom 10% of all local authorities nationally in 2015 based on Key Stage 2 outcomes. Their performance with disadvantaged children places them in the bottom 5% of authorities nationally.

The

In 2013 a series of reviews conducted at both officer and councillor level commissioned in by the

All of these factors have led to the decline in standards across the primary age range in Worthing, now and for the foreseeable future.

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

In summary:

1. New housing will generate the additional need for places in the West Durrington area.
2. Schools within the Worthing Borough were underperforming and not meeting the needs of the children and families prior to September 2015.
3. The Age of Transfer has had a negative effect on the capacity of each school to drive rapid, sustained school improvement.

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

E2 – successful engagement with parents and the local community

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

- use the space provided below;
- include evidence as annexes; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

E2 – successful engagement with parents and the local community

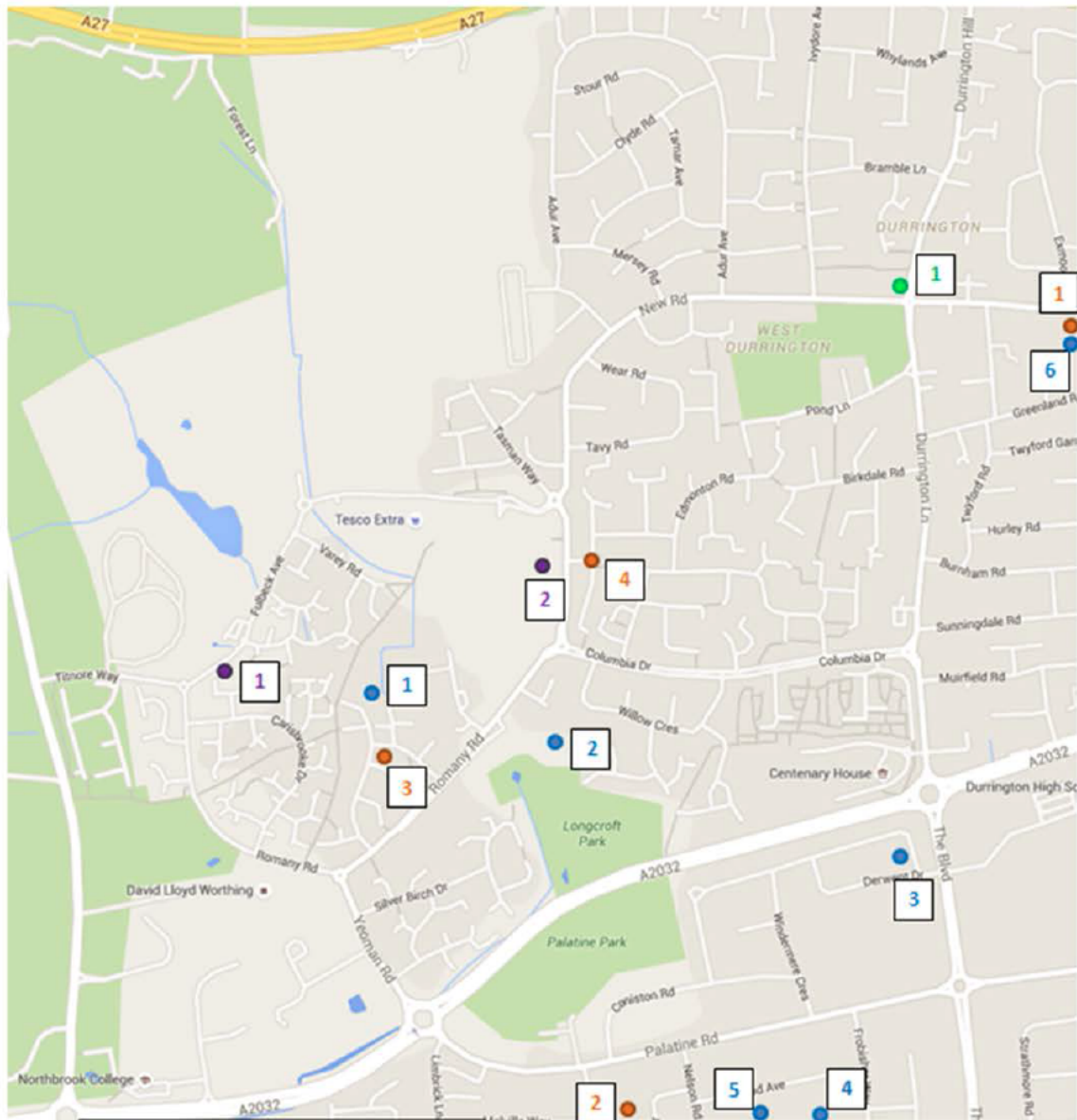
Section E.2: Successful engagement with the community

E.2.1 AREA OF FOCUS – WEST DURRINGTON

After discussions with the West Sussex Local Authority, we identified the local community as the region depicted in Figure T. This area is mainly centred in the West Durrington, where the preferred site of our school is located.

E2 – successful engagement with parents and the local community

Figure T: Area of focus for community engagement – West Durrington



- 1: Northbrook Barn Community Centre
- 2: Durrington Community Centre
- 1: The Laurels Primary School
- 2: Hawthorns Primary School
- 3: English Martyrs Catholic Primary School
- 4: Field Place Infant School
- 5: Orchards Junior School
- 6: Durrington Infant School
- 6: Durrington Junior School

- 1: St Symphorian's Church
- 1: Durrington Children and Family Centre
- 2: Maybridge Children and Family Centre
- 3: Little Oaks Pre-School
- 4: Cheeky Tigers Childcare

E2 – successful engagement with parents and the local community

E.2.2 METHODS OF COMMUNITY ENGAGEMENT

We will endeavour to engage successfully with a cross section of the local communities throughout the application process, and would continue to do so after the application deadline. As noted in section D.1, we found that to understand the diverse nature of the West Durrington area we needed to actively engage with the key leaders from the community. Many of these individuals are already stakeholders in New Horizons The Laurels. Due to the standing of the school in the community, we would use this as a hub and information centre throughout the process. It is a place that the community feels safe, valued and included.

Online engagement with the local community would be a much greater challenge. Despite setting up a dedicated website for New Horizons West Durrington, we would anticipate traffic being very light, as the communities in West Durrington are far more amenable to face to face discussion and feedback.

We want to introduce the concept of a free school in person. One member of the West Durrington community has already said:

“It is nice to actually meet the people that are proposing the Free School, put names to faces etc. More importantly though, I now know what a free school is and the benefits it will provide to families in this area, this is very different to the horror stories you hear about in the media.”

Considering the motto of New Horizons is Everybody Matters, Everybody Succeeds, we relish the thought of meeting our future stakeholders and actively involving them in the development of their community. This is a project we want to do with the community, not to the community.

E.2.2.1 West Durrington

We will engage with as many parents as possible in a wide variety of settings in West Durrington, including those, such as the children’s centre, which are predominantly accessed by lower- income families and those who require additional support. We are committed to ensuring that families from all backgrounds, including the hardest to reach, are aware of our proposed school and have the opportunity to support our application.

Parents of young children are generally harder to reach. According to community representatives we met, parents, mainly mothers, tend to keep young children at home during the day. However, we will be able to engage with significant numbers of parents through nursery provision, through parent and toddler sessions and through extensive street canvassing and engagement. The latter will focus on

E2 – successful engagement with parents and the local community

Tesco Extra, The David Lloyd Centre, shopping parades in Durrington and the area around Durrington-on Sea and Goring-on-Sea stations. The trust website will keep the community abreast of developments and they will be emailed with alerts about the updates to the websites. For those less IT savvy, regular updates will be posted up in prominent venues in the locality.

E.2.3 COMMUNITY FEEDBACK

Initial feedback from local parents and community members has been extremely positive. Overall we found support for our vision and particular interest in our plans to deliver explicit and purposeful character education. Many of those spoken to could see the same levels of transparency being displayed as were evident in the Laurels conversion to join the NHAT.

By engaging openly with parents and community members we have been able to allay fears and challenge misconceptions about free schools.

For Sections F and Section G see Separate Word Document Attachment:

New Horizons Academy Trust Free School Application Form Section F and G September 2016

Section F – capacity and capability

Please note:

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

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

F1 (a) Skills and experience of your team

All applicants will need to complete this section, but you will give us different information depending on which type of group you are. Please refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

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

[Redacted text]

[Redacted text]

F1 (a) Skills and experience of your team

F.1(A).1 NHAT'S GROWING CORPORATE CAPACITY

As set out in Section C, the growth trajectory we are following is comfortably within that agreed with the DfE when New Horizons Academy Trust was approved as an Academy sponsor.

In order to ensure we have the right levels of capacity and capability to open and sponsor multiple schools, we have consulted widely on best practice. Through meetings, discussions and visits to a number of successful academy chains, including Reach 2 and United Learning Trust, we have been able to gain a good understanding of both the educational and operational expertise we need to meet growth goals while also delivering outstanding schools outside of local authority control. Of course, we bring our own proven track record of raising standards and outstanding practice. Our trust is the only local trust that offers a real, replicable model that has proven Outstanding Ofsted judgments at the end of the Primary Phase. Furthermore, our expertise in closing gaps for the disadvantaged is second to none.

As a trust we are structured with growth planned for from the outset. We could of course follow, adjust and adapt any of the suggested models for developing a free school. One such model could be:

This model is based on NHAT opening two free schools in quick succession. A further application will be placed in WAVE 13 for another site in proximity to New Horizons Seaside.

F.1(A).2 TIME COMMITMENT TO OPENING NEW HORIZONS WEST DURRINGTON

The NHAT team – both core and non-core – that will open New Horizons West Durrington, will have an approach based on heavy involvement of the core executive team, supported by consultants, in the pre-opening stage of the school, with regular oversight from the Trustees. The Trustees' and LGBs' roles become more prominent once the school is open.

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 [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Project Management Consultancy	Pre-opening team Trustees	While we will allocate a full-time project manager to work on the school in pre-opening, we will also appoint a consultant project director to support NHAT in setting up the projects and providing ongoing guidance throughout pre-opening. We will procure these services from the DfE framework. This is likely to be the largest gap in our skills. We can run highly successful schools, but must draw on others experience in terms of the requirements of opening and running a Free School. This would be a brand new experience for the NHAT and therefore would seek the appropriate help and support from those with the knowledge and expertise in this area, this would include of course the New Schools Network.
ICT	Pre-opening team	Whilst several members of our team are experienced in establishing new schools, and/or managing substantial contracts, we do not currently have a team member with specific experience in creating and managing ICT systems. We will recruit a professional or organisation to develop our ICT systems, overseen by the individuals who will manage the project in pre-opening.

Skills/experience missing	Where is the gap? i.e. pre-opening team, trustees, local governing body	How and when do you plan to fill the gap
Building and Premises	Pre-opening team	The members of our team with significant experience of establishing new schools (see above) have experience of working with the EFA to oversee the purchase or lease and development of sites for new schools. It will be important that we procure cost-effective buildings and ongoing site management and so we expect in due course to appoint a consultant quantity surveyor or contract administrator with expertise in school programmes to ensure we achieve good value for money.

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

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

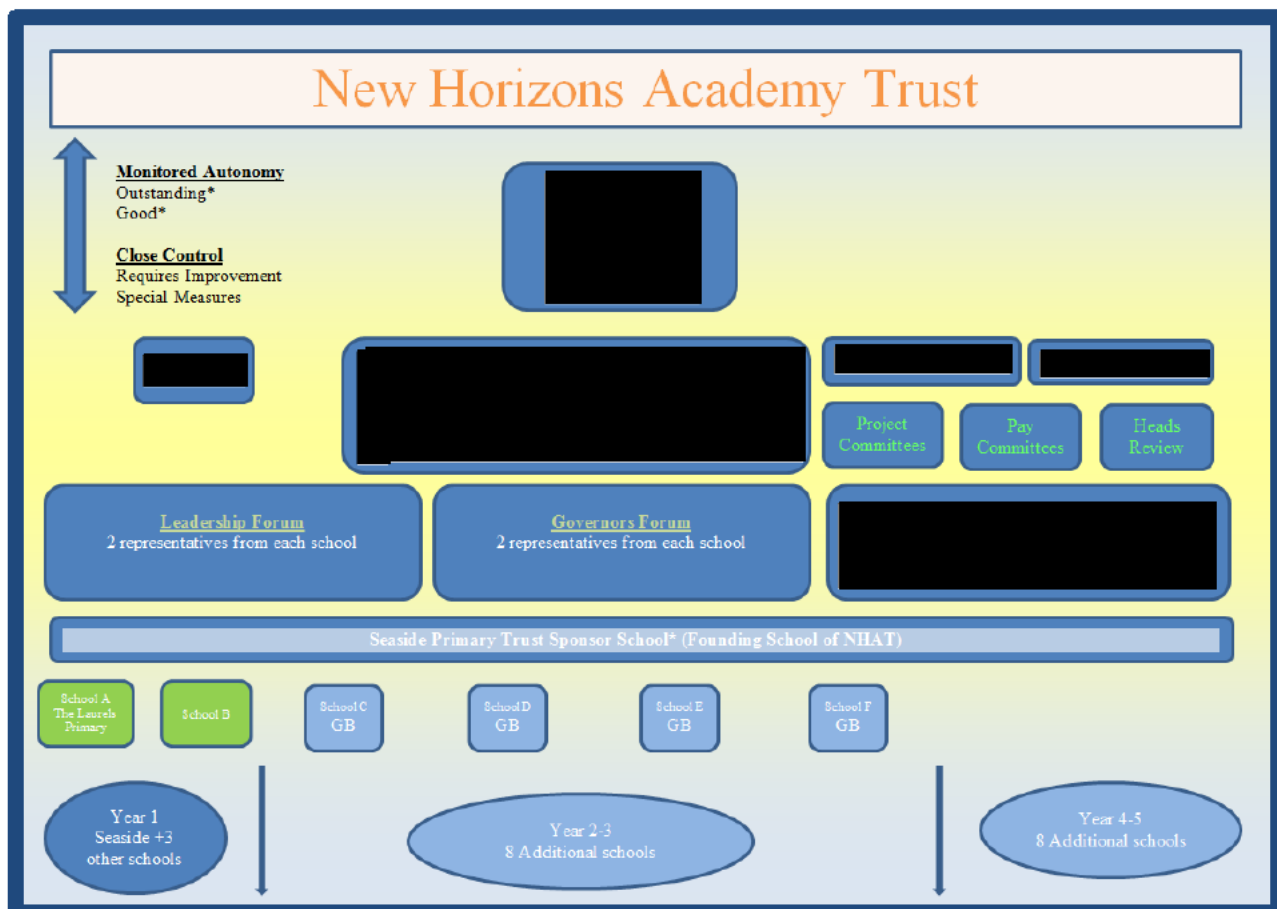
- use the space provided below; and
- refer to [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

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

F.2.1 GOVERNANCE STRUCTURE

This diagram outlines the governance and operational structures of the organisations and people involved in delivering our plans.

It shows clear lines of sight for both governance and management responsibilities, from school level up through the executive team to the Board. **All trustees are member-appointed trustees.**



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

F2.2 GOVERNANCE – ROLES AND RESPONSIBILITIES

While New Horizons West Durrington will be part of a larger family of schools, it is important that they each have their own identity and strong leadership. This begins at the level of the governing body, and we will recruit a high quality Local Governing Body (LGB) to guide each school.

New Horizons LGBs will have a set of delegated powers, including most operational matters and oversight of the day-to-day performance of their school. Key strategic decisions, such as the appointment of senior leaders or the local delivery of the curriculum model, will be made in conjunction with the NHAT Executive Team.

F2.2.1 The Roles of the Members and Trustees of NHAT, and of the LGB

The Trustees of NHAT are the Charity Trustees and are responsible for the general control and management of the administration of NHAT in accordance with NHAT's Articles. The LGB is a Committee established by the Trustees as per Articles 100 to 104. The Governors of the LGB are not Charity Trustees within the terms of the Charities Act (although a Trustee of NHAT may also be an LGB Governor).

F2.2.2 Authority and Responsibility of Members

While the Trustees will oversee the business of the NHAT on a strategic basis, we expect the Trustees to be accountable to the Members for this role. We would expect the Members of NHAT to play a particular role in:

- Ensuring that NHAT operates in line with its Objects as set out in the Articles;
- Safeguarding and promoting NHAT's values and ethos;
- Acting as an advocate for NHAT; and,
- Appointing (or removing) Trustees of NHAT (in line with the Articles).

At the very least, Members will be expected to hold an Annual General Meeting (AGM), where they alone would be able to vote on resolutions, and to convene other meetings as Members see fit. In addition, Members will be provided with Member-specific information and papers (above and beyond the information provided to Trustees in the course of the year) that will enable them to carry out their role as the guardians of the Trust.

F2.2.3 Authority and Responsibility of Trustees

In the first instance, Trustees will retain authority and responsibility for a number of key duties that are summarised in Table AD below (this is not an exhaustive list). A comprehensive list of duties and responsibilities for Trustees (and other levels of governance) is set out in NHAT's draft Scheme of Delegation.

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

We will expect Trustees to discharge their duties in a way that takes into account the local characteristics of our schools and that reflects the level of autonomy that is appropriate for each school. To that end, these duties and responsibilities will be reviewed annually.

Trustees will meet six times a year at intervals of approximately two months. These meetings will precede the Local Governing Body meetings by two weeks.

In particular, the Trustees will:

- Set out the vision for NHAT;
- Determine all corporate strategy and planning;
- Ensure compliance with all legislation, charity and company law, and funding agreements;
- Set all required policies and procedures for NHAT (including for HR, as the legal employer of all staff);
- Oversee standards and performance across the Trust and set KPIs for the Trust and schools;
- Oversee the finances of the Trust and its schools.

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

Figure AD: Summary of the authority and responsibility of Trustees

Priority	Authority and Responsibility of Trustees
Governance Processes	Defining and agreeing an Instrument of Government and terms of reference for the Trust's governance structure (Boards and Committees); agreeing any subsequent amendments as appropriate
	Ensuring compliance with all statutory regulations and Acts of Parliament governing the operation of the Academy and the provisions of Funding Agreements with the Secretary of State for Education for the Academies in the Trust
	Appointing (and removing if necessary) the chair of a permanent (or, in the case of an underperforming school, temporary) LGB
	Appointing and removing LGB governors
	Removing delegated powers from an LGB in case of a significant failure in governance
	Approving and delegating authority between the Trust and an LGB
Finance	Developing a strategy for the use of revenue funding at Trust/school level (through the Strategic Financial Plan) and monitoring the use of funding against priorities
	Developing and agreeing Trust-level budget plans for the start of each financial year (including school allocations)
	Specifying core accounting policies and financial systems (led by the Board's Finance Committee)
	Defining financial decision levels and limits, reflecting EFA/other regulatory requirements (and reviewing annually and amending where appropriate)
	Preparing annual Trust accounts to agreed standards (led by the Board's Finance Committee)
	Appointing auditors and monitoring compliance with audit and other regulatory requirements (led by the Audit Committee of the Board)
	Entering into contracts in line with the agreed financial limits at each level of delegation

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

Priority	Authority and Responsibility of Trustees
	Monitoring the Trust-level risk register (led by the Board's Finance and Resources Committee)
	Developing a Trust-wide policy for the use of Pupil Premium funding and reviewing annually the use of Pupil Premium funding
Staffing - general	Defining a Trust-wide HR strategy and ensuring compliance with employment law and other relevant obligations
Staffing – training and development	Reviewing the impact of the New Horizons Steps to Success programme (NHS2S) annually and agreeing amendments as appropriate (led by the Board's Standards and Performance Committee)
Staffing – pay and records	Determining the staff structure for the Trust
	Agreeing a Trust-wide pay policy
	Agreeing the delegation of pay discretions for teaching and non-teaching staff (led by the Board's Finance and Resources Committee)
Staffing – recruitment/ appointment	Agreeing Trust- wide recruitment and appointment policies and reviewing these annually (led by the Board's Standards and Performance Committee)
	Appointing the Executive Headteacher
	Appointing Heads of School
Staffing - Performance Management	Agreeing a Trust-wide (staff) performance management policy (led by the Board's Standards and Performance Committee)
Staffing – capability/dismissal	Agreeing Trust-wide disciplinary/capability procedures and reviewing these annually (led by the Board's Standards and Performance Committee)
	Determining a policy (and payments) for dismissal/early retirement/other contingencies (led by the Board's Finance and Resources Committee)
	Dismissal of an Executive Headteacher
	Dismissal of a Head of School
	Suspension of an Executive Headteacher (and ending a suspension)
Curriculum	Establishing a Trust-wide curriculum policy, based on New Horizons Component model (led by the Board's Standards and Performance Committee)
	Reviewing the implementation of the curriculum model/policy annually and agreeing amendments as appropriate

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

	Defining and monitoring Trust-wide processes to prohibit political indoctrination and ensure the balanced treatment of political issues
Quality of Teaching	Identifying and agreeing interventions to address school-level or Trust-wide weaknesses in the quality of teaching (led by the Board's Standards and Performance Committee)
Target Setting and Monitoring	Agreeing Trust-level Assessment for Success targets
	Undertaking half-termly reviews of pupil performance data and identifying and agreeing interventions to address school-level or Trust-wide weaknesses
Discipline and Exclusions	Defining and agreeing a pupil discipline and exclusions policy (led by the Board's Standards and Performance Committee)

Priority	Authority and Responsibility of Trustees
	Reviewing the use of exclusions and deciding whether to confirm any permanent exclusions (led by the Board's Standards and Performance Committee)
Admissions	Defining and agreeing a Trust-wide admissions policy, reviewing this annually and agreeing amendments as appropriate (led by the Board's Standards and Performance Committee)
Premises & Insurance	Developing and agreeing Trust-wide school buildings and asset management strategies, reviewing these annually and agreeing amendments as appropriate (led by the Board's Finance and Resources Committee)
Health & Safety	Developing and agreeing a Trust-wide health and safety policy and undertaking an annual health and safety audit (led by the Board's Finance Committee)
	Defining and agreeing a business continuity plan for schools in the Trust (including disaster recovery)
	Defining and agreeing Trust-wide safeguarding policies and processes, reviewing these annually and agreeing amendments as appropriate (led by the Board's Finance Committee)
Information For Parents	Developing and agreeing a Trust-wide process for handling complaints, including processes for escalation (led by the Board's Finance Committee)

F.2.2.4 Authority and responsibility of Local Governing Bodies

As noted above, Trustees will delegate a number of duties, summarised in the table below, to each LGB. In particular, the LGB will:

- Carry forward the Trustees' vision for NHAT, in a way that reflects the specific characteristics of each school;
- Implement the actions required to comply with the Funding Agreement, statutory

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

- regulations, and the financial policies, procedures and decisions of the Trustees;*
- *Implement the policies agreed by the Trustees (including policies regarding admissions, safeguarding and health and safety);*
 - *Provide local oversight of the school's day-to-day activities;*
 - *Hold the school's leadership to account for its academic performance, quality of provision and financial management and report to the Trust against the KPIs which have been set for the school.*

Figure AF: Summary of the authority and responsibility of the LGB

Priority	Authority and Responsibility of the LGB
Governance Processes	Holding a full LGB meeting at least four times in a school year
	Maintaining a Register of Governors' Business Interests
	Monitoring the use of the Governors' Expenses Scheme
Finance	With NHAT Head Office staff, developing and agreeing school level budget

Priority	Authority and Responsibility of the LGB
	plans for the start of each financial year (within allocations agreed by Trustees)
	Monitoring monthly Academy expenditure
	Preparing termly and annual school accounts to agreed standards
	Approving appropriate budget heading overspends and virements (subject to decisions from Trustees/NHAT Head Office) in line with financial decision levels
	Monitoring and reporting annually on capital funding requirements
	Entering into contracts in line with agreed financial limits at each level of delegation
	Making payments in line with agreed financial limits
Staffing - general	Reviewing specified employment returns on a termly basis
Staffing – training and development	Reviewing annually the school-level impact of FTPD
	With NHAT Head Office staff, defining and agreeing policies for staff and governor induction, training and CPD (outside the scope of NHS2S)
Staffing – pay and records	Overseeing the establishment and maintenance of a single central record in each school and monitoring compliance

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

Staffing – recruitment / appointment	Supporting Trustees and NHAT Head Office staff in the appointment of Heads of School; School SLTs; other teachers; and non-teaching school staff
Staffing - Performance Management	Supporting Trustees in implementing the performance management policy for Heads of School
	Overseeing the implementation of the performance management policy for school staff (teaching and non-teaching)
Staffing – capability/dismissal	Supporting the Director of Education and Executive Headteacher in the dismissal of other school staff
	Suspension of a Head of School (and ending a suspension)
Quality of Teaching	Monitoring quality of teaching (school-level observation) in line with the agreed process and collecting and reporting on findings and progress data
	Ensuring monitoring of quality of teaching is taking place, reviewing findings and reporting to NHAT Head Office/Trustees (in a standardised format specified by the Trust)
Target Setting and Monitoring	Supporting the Director of Education and Executive Headteacher in setting and publishing school-level targets for individual pupil attainment
	Reviewing half-termly pupil performance data and reporting on data (including identifying concerns) to the Director of Education
Discipline and Exclusions	Overseeing the implementation of the pupil discipline and exclusions policies
	Directing the reinstatement of excluded pupils
Admissions	Scrutinising/supporting annual consultation on school admissions
	Scrutinising/supporting maintenance of compliant waiting list
	Supporting admissions appeals process
	Monitoring pupil numbers for variance against PAN/projections, reviewing

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

Priority	Authority and Responsibility of the LGB
	impact on school finances and reporting to Director of Education as required
Health & Safety	Reviewing findings from the school-level annual Health & Safety audit and reporting findings to Head Office
	Scrutinising/supporting implementation of safeguarding policies and processes
School Organisation	Supporting the Executive Headteacher in setting the times of school sessions and the dates of school terms and holidays (based on 180 teaching day year and extended school day)
	Reviewing school-level monitoring that school lunch nutritional standards are met and presenting findings to Director of Education
	Reviewing provision of free school meals to those pupils meeting DfE/Trust criteria and presenting findings to Director of Education
Information For Parents	Scrutinising/supporting the school-level implementation of the process for handling complaints
Marketing and Communications	Safeguarding the brand and reputation of New Horizons and ensuring that all issues that put the brand or reputation at risk are reported to Head Office/Trustees
	Marketing the Academy
	Monitoring legal compliance of school website
IT and data management	Complying with data requirements, templates and reporting timescales for the Trust, for example in relation to monitoring SEN, LAC, exclusions, attendance
	Complying with statutory and other relevant requirements in relation to management information reporting and data security/retention and back-up
Collective Worship	Monitoring that arrangements for collective worship are taking place

F.2.3 HOW THE TRUST WILL INTERVENE TO ADDRESS DIFFICULTIES AT SCHOOL LEVEL

We have paid particular attention to aligning the collection of assessment data with LGB meetings, so that local performance data can be scrutinised promptly and passed on to the Trust and Trustees rapidly. As we note elsewhere, a six-weekly assessment cycle will track progress in English, maths and all other curriculum areas. Once the Executive Headteacher has interrogated the data with staff, the data will be passed upwards to the LGB and the Trust's CEO.

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

The LGB will interrogate the data at either its full meeting or at the meeting of the Standards and Performance Committee. One of these will take place after every six-weekly assessment cycle.

NHAT's Executive Team will also interrogate the data when it has been sent to the LGB, and will challenge the school's SLT on any concerns that it has. These concerns will also be passed on to the NHAT Board's Standards and Performance Committee for their review and recommendation. This would include the Board agreeing the nature and scope of any interventions from the Trust to support the school's performance.

If there are ongoing concerns about the performance of an LGB in holding a school to account, our draft Terms of Reference for an LGB state that the Trustees of NHAT reserve the right to withdraw delegated powers from the LGB and disband it at any time. Beyond this, in circumstances where the Trustees have concerns or are satisfied that the standards of performance of pupils at the Academy are unacceptably low, or there has been a serious breakdown in the way the Academy is managed or governed, we also reserve the right for Trustees to remove immediately any Governors of the LGB.

F.2.4 HOW WE HAVE USED SPONSOR CAPACITY FUNDING TO DEVELOP OUR CAPACITY AND CAPABILITY

We have used Sponsor Capacity Funding (SCF) to enable us to develop key finance-related systems and process, in advance of our first school converting in September 2016. In particular, we have drafted a Finance Handbook for the Trust, containing the key policies and processes for our Head Office and schools. This will be finalised and presented to our Board for approval before the end of the calendar year 2016.

As part of our SCF work, we have bought in support from an HR support service. This has provided us with access to model policies for key HR/governance related requirements, including:

- Appraisal
- Disciplinary procedures
- Capability
- Grievance
- Whistleblowing

We are tailoring these policies where appropriate to fit with New Horizons' vision and values, and they will also be presented to our Board for approval before the end of the year.

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

The final component of our SCF work has been focused on governance. In particular, this has enabled us to draft the detailed Scheme of Delegation for the Trust and the Terms of Reference for Trustees and LGBs, which we described earlier in this section.

During our SCF work, as well as using some funding to draw on the expertise of specialist consultants, we have carried out a series of visits and research projects to ensure that we are learning from some of the highest-performing Trusts and other institutions, including The Harris Federation, Reach2 and Diocese of Bristol Academies Trust

F.2.5 THE LOCAL GOVERNING BODIES

F.2.5.1: Membership of the Local Governing Body

The LGB for New Horizons West Durrington will have nine members. The Chair and majority of these governors (five in total) will be appointed by the NHAT board to ensure sufficient oversight and control of the strategic direction of the school from the sponsoring Trust. The remaining governors will include:

- Two elected parent governors
- One elected staff governor
- The Executive Principal

Standing items on all full LGB and education committee meeting agendas will be SEND, safeguarding, pupil progress (including of pupils with EAL, SEND, LAC and FSM), exclusions and write ups from school drop-ins – for which a template will be provided. Complaints and a health and safety update will also be reported at each full LGB meeting.

All governors will be given a responsibility for a particular area. These include: Early Years, curriculum, marketing/communications, premises, inclusion, safeguarding and HR. Each will be appointed in the summer and undergo training as appropriate.

F.2.5.2: Skills and Experience

The NHAT Board of Trustees will provide challenge and support across these areas to the LGBs. The delegation of powers from the Board to each LGB will depend on the capacity of the governing body at any time; our expectation is that there will be less delegation of powers in the early years of New Horizons West Durrington's opening, with delegation to the LGB increasing as the school becomes more established.

Committees at local level will reflect those at board level, taking responsibility for standards and performance, one for finance and resources, and one for audit. These

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

committees will be overseen and supported by the corresponding board-level committees. Again, we envisage this level of support being higher in the early years of New Horizons West Durrington's operation, with this requirement lessening as it becomes established. The school's Business Manager will provide clerking for the LGB.

F.2.6 ENSURING INDEPENDENT CHALLENGE

F.2.6.1 Ensuring Independence

We will ensure independent challenge at LGB level by ensuring that the LGB is filled with competent and knowledgeable individuals who understand the Trust's vision and are able to hold the school's leaders to account. Straightforward but comprehensive performance data reports will be created by the school – to NHAT templates - and circulated to all governors ahead of LGB or committee meetings. The LGB will contain one Trustee of NHAT and one member of the Executive Team. Other NHAT-appointed governors will be independent of the trust. Finally, NHAT will scrutinise the school's performance on a termly basis, holding both the chair of governors and the Executive Headteacher to account.

F.2.6.2: Managing Potential Conflicts of Interest

With honesty as one of our core values, we are committed to the principle of independent challenge, which can exist only where no involved individual has interests that might conflict with the best interests of the school with which they are involved. We will therefore ensure that we manage any potential conflicts through:

- Recruitment: wherever possible, we will recruit governors, Trustees and others who do not have any interests that might conflict with those of the relevant school.
- Declaration: we will require all governors, Trustees and others to make a declaration of their interests that will be recorded by the appropriate Clerk and held in a register that can be accessed on request by any member of the school community. We define "interests" broadly to include, for example, personal, financial and professional interests, and will ensure that all interests are declared, including those that are not immediately relevant to the school.
- Non-participation: where the potential for a conflict of interest does arise, the peers of the individual involved, i.e. the other governors and Trustees at their school, must be satisfied that this has been appropriately mitigated before relevant proceedings continue. The actions to be taken will depend on the nature of the potential conflict, but might include:
 - The individual being excluded from the vote on a particular decision;
 - The individual being excluded from participating in a discussion on a particular issue; and,

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

- The individual being required to physically leave the room during discussion of and/or voting on a particular issue.

Through these measures, we will ensure that New Horizons West Durrington is governed in line with best practice and the principles of transparency, fairness and the promotion of the best interests of their pupils above all others.

F.2.6.3: Current Potential for Conflicts of Interest

There is no current potential for conflicts of interest for any proposed member of either LGB, board of Trustees, or sponsoring Trust that have not already been disclosed to the DFE in our academy conversion and sponsor application.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below ; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F3 – independent schools have a good educational track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F4 – Independent schools have a good financial track record and credible plans for meeting the standards of the state sector

[Add text here. Table expands]

F5 – Independent schools have an appropriate, well-maintained, and secure site

This section is for independent converters to the state sector only. Please:

- use the space provided below; and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

F5 – Independent schools have an appropriate, well-maintained, and secure site

[Add text here. Table expands]

Section G – budget planning and affordability

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

Please:

- complete the Excel spreadsheet (where necessary);
- add any commentary you want to include in the space provided below, for example, explaining the costs of centrally provided services (we do **not** want you to provide a commentary on the whole budget, please only include particular areas you want to highlight); and
- refer to the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

G1 – budget planning and affordability

A SUSTAINABLE SCHOOL LEADERSHIP MODEL

G1.1 The Benefits of our Model

New Horizons West Durrington will be the third New Horizons school to open. This enables us to extend the model of leadership we are already using in the Trust. Its key components are:

- Joined up executive leadership across both schools, ensuring that the educational model we are developing – the Component School Model – is introduced with fidelity and consistency.
- The Executive Headteacher for New Horizons West Durrington will split his or her time appropriately between the schools and this will be a permanent position. He or she will be supported by the Executive Team in the Trust. Beneath the Executive Headteacher in each school will be a Head of School. This will provide each school with significant leadership, as well as enabling the Trust to begin “growing its own” future headteachers for the schools we intend to add to the trust in the coming years.
- This combination of up-weighted leadership in each school (through the use of Executive Headteachers and Heads of School) and a significant and expert presence at NHAT headquarters means that we are able to devote a large amount of capacity to ensuring the schools achieve our goals.

G1.2 Attracting the Right People

One of the prime responsibilities of NHAT as the governing multi-Academy trust is to ensure our schools attract the best staff available. Given the challenges of recruiting senior staff, we are delighted to have retained and attracted strong practitioners, this reflects well on the attractiveness of our education philosophy and organisational model.

G1 – budget planning and affordability

G1.3 THE HEAD OF SCHOOL

Salary: TBC

Reports to: *the Executive Headteacher*

G1.3.1

Main Responsibilities

- Day to day leadership of New Horizons West Durrington including the appointment, motivation and development of staff.
- Implementation of NHAT's key operational and educational policies, systems and practices such that the Trust's ambitious aims for culture and attainment are realised, in particular in relation to the academic targets and KPIs, including the literacy and maths targets.
- Support for the design and implementation of NHAT's curriculum.
- Execution of effective external relationships and marketing including to parents, teachers and the community.
- Working with the Executive Headteacher to instil the culture of high expectations for behaviour and achievement of all pupils.
- Ensuring that the health and welfare of pupils is given the highest priority, delivering outstanding safeguarding of all children, and working with all necessary agencies and organisations to ensure these aims.
- Acting as school SENDCo for first two years until the appointment of a Deputy Headteacher.
- Maintaining strong working relationships with other NHAT schools, local schools, the community, local authority, agencies, and stakeholders including parents, NHAT and the LGB.
- Delegation of responsibilities across senior leaders and staff.
- Effective use of data to report outcomes and plan effective interventions.
- Communication with NHAT staff to secure robust and efficient operational systems for the school.
- With support from NHAT's operational function, oversight of the school's finance, facilities, catering, resources and administration.
- Collaborative working with others in the network to develop good practice.
- Support to shape or lead initiatives across the NHAT network.
- Undertake any other responsibilities as directed by the Executive Headteacher, Managing Director of NHAT or the Chair of the Governors.
- 25% teaching commitment in the first two years.

G1 – budget planning and affordability

G1.3.2 Person Specification

Values

- Vision aligned with New Horizons' high aspirations and explicit belief in 'Everybody Matters, Everybody Succeeds' concept.
- Understanding of how to establish and instil consistently high standards of behaviour and a scholarly culture in a growing primary school.
- Curiosity to always question the status quo and to visit, read and learn from others.
- Ability to lead, coach and motivate staff within a performance management framework.
- Motivation to help staff through day-to-day challenges while maintaining an underlying focus on developing their capacity to deliver the curriculum
- Genuine belief in the potential of every child to be successful and happy.
- Appreciation of the benefits of data to identify weaknesses and inform improvement.
- Drive and perseverance to continually evaluate, improve and learn.
- Commitment to the safeguarding and welfare of all pupils.
- Takes personal responsibility for their own actions.
- Excellent organisational skills and ability to delegate.
- Ability to work collaboratively with partner stakeholders, agencies and peers within and beyond the New Horizons network.

Qualification and experience

- Qualified to degree level or higher.
- Qualified to teach and work in the UK.
- Experience of successful senior leadership and management in a state or independent school.
- Experience of EYFS teaching and leadership would be ideal.
- Experience of leading EYFS / KS1 SEND.
- NHAT is an equal opportunities employer – we encourage candidates from a range of backgrounds and experience to apply for this position.

G1.4 SELECTION PROCESS

We have designed a recruitment process, described below, to enable us to select our school leaders. An amended version will be used for all other teacher appointments, and significant elements will also be a feature of support staff selection processes. There will always be three stages to the recruitment process:

G1 – budget planning and affordability

G1.4.1 Stage One – Online Application Form

- A personal statement outlining why the person is applying to join a NHAT school.
- Education and work history.

If an application meets the required standard we will invite candidates to interview (bringing with them the necessary proofs of qualifications, DBS, and eligibility to work documents).

G1.4.2 Stage Two – Observation, Tests and Interviews

- Observation – school leaders will be asked to lead an assembly and observe, evaluate and feedback on a lesson.
- Online cognitive and knowledge tests.
- Values in Action questionnaire (which is not used for selection purposes) followed by a short discussion about the outcomes during the values-based interview. Based on experience, we have designed the NHAT equivalent of their competency-based selection process. This interview will include behavioural event questions which ask candidates to describe times when they experienced challenging behaviour by a pupil and an adult, and probes for the way they responded in the short and longer terms.
- Technical interview – this will focus on work history and technical questions about headship. Candidates will be invited to discuss play based and more directional approaches to Reception class teaching to explore their perspectives.
- Presentation – leadership candidates will be given 10 minutes to prepare and then asked to present on a topic for 3 to 4 minutes. Following feedback they will be asked to redo the presentation. Topics might include a presentation to new parents on induction evening, to potential trainee teachers, or in a staff meeting about lunchtime routines.

We will spread this process over a full day, and reserve the right not to call back candidates for the final afternoon sessions. We will be supported in the interview process by NHAT

G1.4.3 Stage 3 – Checks

We will rigorously check references, qualifications and enhanced DBS records before issuing a final contract, which contains six-month probation.

Section H – premises (use Excel spread sheet)

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

- complete the Section H tab in the Excel spread sheet; and
- refer to the relevant section of the [how to apply to set up a free school guidance and the criteria for assessment](#) for what should be included in this section.

Annexes

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

- Provide CVs of key individuals as set out in the criteria booklet and any letters of support and maps.
- Any annexes are excluded from the page limit, but should be submitted as part of your application, i.e. as one Word document.
- Refer to the relevant section of [*how to apply to set up a free school guidance and the criteria for assessment*](#) for what should be included in this section.

CV template

CV template		
1	Name	████████████████████
2	Area of expertise (i.e. education or finance)	██████████
3	<p>Details of your last three roles including:</p> <ul style="list-style-type: none"> • name of school/ organisation • position and responsibilities held • length of time in position <p>This should cover the last four years. If not, please include additional roles</p>	████████████████████████████████████████
		████████████████████████████████████████
		████████████████████████████████████████
		████████████████████████████████████████
4	<p>For finance only: details of professional qualifications, including:</p> <ul style="list-style-type: none"> • date of qualification • professional body membership number • how your qualifications are maintained 	
5a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <ul style="list-style-type: none"> • 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 16 to 19, average point score per entry and per student for level 3 qualifications. 	████████████████████

CV template		
5b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):</p> <ul style="list-style-type: none"> Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications 	
6	Brief comments on why your previous experience is relevant to the new school	
7	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8	Reference names(s) and contact details	

CV.1

Key Stage 2

The 2015 the Key stage 2 results for attainment and achievement showed outstanding outcomes for all groups of children.

Attainment at Key Stage 2

Level	All subjects	Reading	Writing	Maths	EGPS
4+		98	98	96	91
5+		56	53	49	46
6		0	0	18	10
APS	30.4	30.2	30.1	30.7	29.1
Sig	Sig+	Sig+	Sig+	Sig+	

Achievement at Key Stage 2

<u>Progress</u> all children	<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
Expected	95%		100%		100%	
Exceeded	36%		68%		57%	
	<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
	Progress of Disadvantaged	Progress of others	Progress of Disadvantaged	Progress of others	Progress of Disadvantaged	Progress of others
Expected	100%	93%	100%	100%	100%	100%
Exceeded	50%	30%	64%	70%	64%	53%

Percentile Ranking 2015

In light of the value added data for all pupils across all subjects there has been a significant sustaining of schools percentile rankings between 2014 and 2015 of Key Stage 2 data. Whilst there is a clear drop in VA in all subjects, this can be attributed to much higher Key Stage 1 results in 2011. In 2010 all Key Stage 1 results were **Sig-**.

Subject	Percentile rank		Value added score			
	2014	2015	2014	Significance	2015	Significance
All subjects	2	11	102.3	Sig+	101.3	Sig+
Maths	3	18	102.7	Sig+	101.1	Sig+
Reading	6	11	101.5	Sig+	101.1	Sig+
Writing	4	7	102.0	Sig+	101.6	Sig+

Closing the Gap at Seaside

At Seaside we see closing the gap as an essential priority for the school to continuously address year on year. We strategically assign Pupil Premium funds to have an immediate, but long lasting impact, enabling our children to leave the school well prepared for their next steps in education. The school target the whole child and not just their academic progress. We aspire for all of our children (and families) to leave us as well rounded individuals and contributing members of society. The school endeavours to be for the disadvantaged, what the home is for the advantaged, underpinning our vision that everybody matters and everybody succeeds.

Level 4

2015	National				County				Our School			
Proportion of pupils eligible for and claiming FSM in Primary Sector	26.0				16.6				24.5			
KS2 (End of year 6) % Attaining L4 + 2015	All	FSM	Non FSM	Gap	All	FSM	Non FSM	Gap	All	FSM	Non FSM	Gap
Reading	89	83	92	9	89	79	92	13	98	93	100	7
Writing	87	79	90	11	85	71	88	17	98	100	97	-3
Maths	87	80	90	10	85	73	88	15	96	93	97	4
R, W, M Combined	80	70	84	14	77	60	81	21	96	93	97	4

CV.1 Continued (Front page of Seaside Primary's most recent Ofsted Report)

School report

Seaside Primary School

Freshbrook Road, Lancing, BN15 8DL



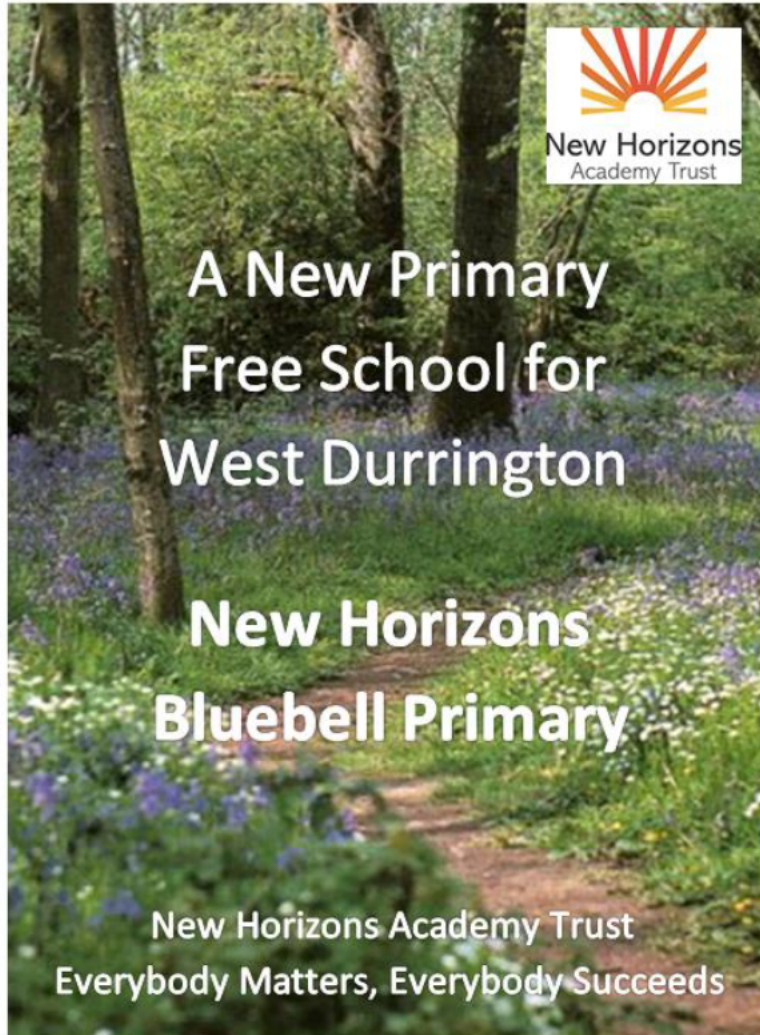
Inspection dates 30 June–1 July 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher, deputy headteacher, other leaders and governors have very high aspirations for the school. Their strong actions and effective support have improved teaching and achievement substantially in a short period of time.
- Pupils' attainment is very high in reading, writing and mathematics at the end of Key Stage 2. Standards in these subjects at the end of Key Stage 1 are also above national expectations.
- All groups of pupils make rapid, and sometimes extremely rapid, progress as they move through the school.
- Disadvantaged pupils often make more progress than other pupils as a result of the highly effective support they receive.
- Early years provision is outstanding. Staff make excellent use of the indoor and outdoor space to ensure that children learn very well.
- The school promotes British values very clearly and effectively. It strongly nurtures pupils' sense of moral responsibility towards others.
- Pupils concentrate and focus on their learning very well. Their work often shows great care and thoughtfulness.
- Pupils treat each other very respectfully. The school has very high expectations of pupils' behaviour, which is outstanding.
- The school keeps pupils very safe. It works highly effectively with other agencies to protect vulnerable pupils and monitors their well-being carefully.
- Outstanding teaching is established across the school. Teachers and teaching assistants identify and respond to individual pupils' needs very well and enable pupils to make rapid progress.
- Teachers give pupils of all different abilities very high levels of challenge through their questioning and the tasks they set.
- Teachers' marking in books is often very helpful and substantial. However, the marking at the top of the school tends to be even more thorough and more obviously responded to by pupils.



New Horizons Academy Trust is aiming to set up a brand new school:

- Offering places for 420 children aged 4 – 11 when full.
- An attached nursery offering 32 places for 2 – 4 years olds.
- Opening in September 2018 for 60 reception pupils and 32 nursery pupils.
- Located in West Durrington.
- Open to all pupils.



Our Vision for New Horizons Bluebell Primary

At **New Horizons Bluebell Primary** everyone will feel safe, included and valued. Everyone will believe in themselves, creating relationships that develop them personally, socially and emotionally. Everyone will make progress and feel that learning and school are fun.

'Everybody Matters, Everybody Succeeds'

Relationships will be based on honesty, trust and respect. We will value each other as individuals. Everyone will be optimistic and proud of their achievements and those of others, in all aspects of school life. There will be a strong sense of belonging and identity in the school and wider community.

Children and adults will take advantage of all possibilities for learning. Essential life skills will be developed through first-hand experience to enable them to become lifelong learners.

Learning will meet everyone's needs for the future and enable them to become successful, happy and contributing members of society.

Why is a new school needed in West Durrington?

Across the borough, Worthing is being affected by a significant rise in the birth rate. This is causing an urgent need for more school places. In the academic year 2018/19, the borough has a 4% (144 pupils) excess of pupils, based on West Sussex Forecast and Child Product.

The local authority has identified Durrington, where West Durrington is located, as a specific zone in which further expansion is required. While there are some school expansions planned in the area, these will not meet the projected need, and by 2024 – when New Horizons West Durrington reaches capacity, New Horizons West Durrington would go a significant way to meeting this local need.

We welcome every local parent to apply to our school

We need you!

Without community support we cannot open a school.

If you would like to send your child to our school, please contact us by email:



About New Horizons Academy Trust

We are a new local academy trust. In addition to the staff at New Horizons The Laurels, many of our other staff in the academy trust, including Lee Murley, the Executive Headteacher of our founding school, New Horizons Seaside Primary in Lancing, know and have worked in Durrington. New Horizons has developed a complete and scalable educational model for use in New Horizons Academy Trust schools - The Component Model.

Our model is based on the classic ideal of education. It will introduce children to all the possibilities for learning. Essential life skills are developed through first-hand experience to enable them to become lifelong learners. Learning meets everyone's needs for the future and enables them to become successful, happy and contributing members of society. Our educational model is designed:

- To ensure that the school is for the disadvantaged what the home is for the advantaged;
- To make every moment of the school day work harder so that it creates resilience, self-belief and character as well as positive academic outcomes;
- To prepare, develop and enthuse teachers so that they can flourish and share good practice across schools whilst delivering our curriculum; and,
- To provide a broad assessment tool that will deliver a range of data to inform teachers, parents and pupils about progress.

What are free schools?

Free schools are new state schools.

Funded by the government and inspected by Ofsted, they are open to everyone and welcome pupils of all abilities, faiths and backgrounds.

Free schools offer a broad and balanced curriculum, but they also have the freedom to do things differently to support pupils and their families. We welcome every local parent to apply to our school.

**To learn more about New Horizons Academy Trust please visit our website:
newhorizonsacademytrust.co.uk**

We are committed to creating a truly outstanding school for your children



**New Horizons
Academy Trust**



Department
for Education

Regional Schools Commissioner's Office
South East and South London

Trafalgar House
1 Bedford Park
Croydon, CR0 2AQ

[Redacted]

[Redacted]

27 July 2016

[Redacted]

RE: New Horizons Academy Trust – successful sponsor application

I am delighted to confirm, following a meeting with my Headteacher Board (HTB), that I have approved your application to become an academy sponsor in the South East and South London (SESL) region.

This letter outlines the conditions of your approval and introduces my position as the Regional Schools Commissioner (RSC) for SESL and its relevance to you. It also offers a range of support that I would recommend to you as a newly approved sponsor.

Approval is conditional on the trust:

- [Redacted]

This condition should be discussed with your sponsor lead Sarah Hall and finalised no later than 16 September 2016.

Please see further information about conditions of sponsorship in Annex A (attached).

As a newly approved sponsor, I am content, in principle, for you to grow by 1 converter project, 1 sponsored project and 1 new provision project next academic year (2016/17). This is not necessarily the number of academies and free schools I expect you to open this year, but rather the number you might begin working on, i.e. by applying for an Academy Order (AO) or by submitting a successful free school application. While I am content to approve the maximum growth set out above, I must stress that each project will be approved on its own merits and taking into account the current performance of your Trust.

It is my role, advised by my HTB, to consider which of our sponsors has sufficient capacity to take on, and will provide the best possible solution for, a particular school.

Sponsors that are matched to projects must have a robust improvement plan, good governance and effective financial regulation. In my experience, sponsors that have the most transformative effect on schools are those that seize the opportunity to instil lasting change from the outset. I would urge you to make sure you fully realise any potential efficiencies from having more than one school in your trust.

As governance is a crucial component in the success of any new sponsor, I recommend that all newly approved sponsors engage with the Academy Ambassadors programme. This free programme matches individuals who have backgrounds in finance (as well as business, legal, HR) to the boards of academy trusts. [Redacted]

We have also set up a SESL database which offers support, advice and guidance from experienced sponsors/system leaders. I recommend that all newly approved sponsors take advantage of this opportunity. The support ranges from key high-level matters, such as trust leadership and governance; financial management or the development of a trust vision and strategy, to more specific areas of expertise. Please contact my office at RSC.SESL@education.gsi.gov.uk stating the kind of support you would like to receive.

You can also find out more about what other sponsors in the region are offering by accessing the SESL sponsor directory at <https://www.academyambassadors.org/rsc-sesl-sponsor-directory>. This provides contact details and information for 100 sponsors and I encourage you to use it to get in touch with other sponsors. We update this termly so please if you would like your Trust to be included then please complete the survey at the following link: <http://www.smartsurvey.co.uk/s/RUDBW/>.

I am very much looking forward to working with you to further drive up standards of education for all students in SESL. If you have any queries about my role or wish to contact me to discuss any related matter, my office will be pleased to help. [Redacted]

Congratulations on your successful application.

[Redacted]



Department
for Education

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