



Department
for Education

Free school application form 2013

Mainstream and 16 to 19 (updated November 2013)

HOE VALLEY FREE SCHOOL

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1. Please fill in details for each of your preferred sites, taking care to complete every section.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to premises.freeschools@education.gsi.gov.uk. Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to premises.freeschools@education.gsi.gov.uk if possible.

We have been working with Woking Borough Council to identify a permanent site for the school. WBC are very supportive of our proposal and have indicated that they have a specific site in mind for the school. However, they will not currently permit us to reveal the identity of the site at this time as a number of procedural hurdles need to be overcome first. The site is however in our preferred area of Westfield, Kingfield or Mayford. The site will be a cleared site and, as such, we would be looking at a new build school facility. The site is big enough to house a full secondary school with sixth form. The school would have access to planned sporting facilities on an adjacent site albeit at an agreed cost. WBC have indicated that the tenure is likely to be long leasehold at one peppercorn per annum. This would be in return for conditions restricting alternative use of the site should our own project not be successful. We have been in regular contact with Lara Newman of the EFA and she is aware of the site details and confidentiality issues.

If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, *not* SW1:

<Redacted>

Preferred site

Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:

In which local authority is the site?

Surrey

If the preferred site is near to the boundary with another local authority, please say which:

Please select

If the preferred site is near to the boundary with a third local authority, please say which:

Please select

If the preferred site is near to the boundary with a fourth local authority, please say which:

Please select

Please tell us how you found the site:

Please confirm the tenure:

Please select

If other, please explain further:

Please include information on purchase or lease price if known:

Who owns the site?

Please select

Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)

Please select

Name and contact details of owner:

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Second choice site

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
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If other, please explain further:	
-----------------------------------	--

Who owns the site?	Please select
--------------------	---------------

Please include information on purchase or lease price if known:	
---	--

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

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

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

Fourth choice site

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
--	--

In which local authority is the site?	Please select
---------------------------------------	---------------

If the preferred site is near to the boundary with another local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a third local authority, please say which:	Please select
---	---------------

If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
--	---------------

Please tell us how you found the site:	
--	--

Please confirm the tenure:	Please select
----------------------------	---------------

If other, please explain further:	
-----------------------------------	--

Please include information on purchase or lease price if known:	
---	--

Who owns the site?	Please select
--------------------	---------------

Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Please select
---	---------------

Name and contact details of owner:	
------------------------------------	--

Name and contact details of agent or local authority representative where available:	
--	--

If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
---	---------------

What kind of site is it?	Please select
--------------------------	---------------

What is the current use?	Please select
--------------------------	---------------

If government building or 'other' - please describe:	
--	--

Why have you chosen this site? What makes it suitable for your free school?	
---	--

If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
---	--

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	
--	--

For independent school convertors

Please say whether you will be increasing PAN when becoming a free school:	Please select
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if yes, from what to what?	
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Please confirm the size of your existing site:	
--	--

Please confirm the size of your existing buildings:	
---	--

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

Completing and submitting your application

Before completing your application, please ensure that you have read both the relevant 'How to Apply' guidance and the assessment criteria booklet carefully. These can be found [here](#). Please also ensure that you can provide all the information and documentation required.

The free school application is made up of nine sections

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of need
- **Section F:** Capacity and capability
- **Section G:** Budget planning and affordability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A and B** we are asking you to tell us about your group and provide an outline of the school. This requires the completion of the relevant sections of the Excel application form.

In **Sections C to F** we are asking for more detailed information about the school you want to establish and the supporting rationale. This requires the completion of the relevant sections of the Word application form.

In **Section G** we are asking specifically about costs, financial viability and financial resilience. This requires the completion of the relevant sections of the Excel budget template and Word application form.

In **Section H** we are asking for information about premises, including information about suitable site(s) you have identified. This requires the completion of the relevant section of the Excel application form.

Section I is about your suitability to set up and then run a free school. There is a separate (downloadable) Word form for this.

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

Sections A to H, i.e. the completed Word AND Excel templates in this document and the budget plans, need to be submitted by email to the Department for Education (by the application deadline)

to: mainstream.fsapplications@education.gsi.gov.uk. Your email must be no more than 9MB in size.

The Word template should be: between 50 and 100 pages long; 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 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT

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

Section I, i.e. the **Personal Information form**, is required for each member, director and principal designate that 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 as hard copies with a copy of Section A (from the Excel template) by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.

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

Name of task	Yes	No
1. Have you completed the pre-application registration form by 5pm on Friday 22 November ?	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you established a company limited by guarantee?	<input type="checkbox"/>	<input type="checkbox"/>
3. Have you provided information on all of the following areas:		
Section A: Applicant details	<input type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of need	<input type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input type="checkbox"/>	<input type="checkbox"/>
Section G: Budget planning and affordability	<input type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total?	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you fully completed the budget plans?	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>
7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria	<input type="checkbox"/>	<input type="checkbox"/>
8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the	<input type="checkbox"/>	<input type="checkbox"/>

written feedback you received?		
<p>9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: mainstream.fsapplications@education.gsi.gov.uk within one of the windows below?</p> <ul style="list-style-type: none"> ▪ 9am on 6 Jan 2014 and 12 noon on 10 Jan 2014; or ▪ 9am on 5 May 2014 and 12 noon on 9 May 2014. 	<input type="checkbox"/>	<input type="checkbox"/>
<p>10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Section I of your application		
<p>11. Have you sent:</p> <ul style="list-style-type: none"> ▪ a copy of Section A (tab 1 of the Excel template); and ▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and ▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days <p>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?</p> <p>(See guidance for dates and deadlines)</p>	<input type="checkbox"/>	<input type="checkbox"/>

Declaration

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

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

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

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

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

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

Signed:

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

Print name:

Date:

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

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

Section A: Applicant details

Please complete the Excel application form.

Section B: Outline of the school

Please complete the Excel application form.



SECTION A: APPLICANT DETAILS

1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. Please can all applicants fill in section A, even if they have previously applied for a free school. This will ensure that records are kept up to date.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)
[Jump to further details about the group](#)
[Jump to links to other organisations](#)

Basic information

Pre-registration reference number	6504
Name of proposed school:	Hoe Valley Free School
Is this a route one application or a route two application?	Route one
Name of lead applicant:	<Redacted>
Address of lead applicant:	<Redacted>, Woking, <Redacted>
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	A parent/community group
If 'Something else' please describe your group:	
Have you applied before for this school, whether under the current name or something else?	No
If 'Yes' and the name of the school was different, please say what the original name was:	
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	Please select

About the company

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Hoe Valley Free School
Company address:	28 Hoebrook Close, Woking, Surrey, GU22 9PY
Company registration number:	8833418
Date when company was incorporated:	06/01/2014
Please confirm the total number of company members (must be a minimum of 3):	7
Please give the names of all company members:	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>
	<Redacted>

Please give the names of all company members:	<Redacted>
	<Redacted>

Please list all company directors, providing their name and the position they will hold when the school is open:	<Redacted> Governor
	<Redacted> - Governor
	<Redacted> - Governor
	<Redacted> - Governor
	<Redacted> - Governor
	<Redacted> - Governor
	<Redacted> - Governor
	<Redacted> - Governor
	<Redacted> - Governor
	<Redacted> - Governor
	<Redacted> - Governor

Please provide the name of the proposed chair of the governing body, if known:	<Redacted>
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Further details about the group

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	No
--	----

Are you an approved academy sponsor?	No
--------------------------------------	----

How many existing free schools or academies are run by your group?	0
--	---

If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	Please select
---	---------------

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your most recent inspection report:	
--	--

If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide a link to your performance data for the last 3 years:	
--	--

How many free schools are you seeking to open in this application round?	1
--	---

Links to other organisations

Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g.. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	No
--	----

<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> • their full name; • their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and • the role that it is envisaged they will play in relation to the free school. 	
<p>Please specify any religious organisations or institutions connected to your application (local, national and international). There would include mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	
<p>Have you received help and support from the New Schools Network (NSN)?</p>	NSN Development Programme
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	Yes
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>Place Group provided additional capacity and capability to support the review and drafting of certain sections of the application, in addition to the review provided by NSN. We envisage no ongoing operational role for Place Group in the running of the school. We will consider them alongside other providers to supply project management capability to support the pre-opening phase.</p>



1. PLEASE USE THIS FORM AS IT IS PROVIDED. DO NOT CREATE ANY NEW TABS OR CHANGE THIS FORM IN ANY WAY.
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to use of freedoms](#)

<p>This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences. You will also need to address these differences in more detail in the relevant sections of the application.</p>	
--	--

In which local authority is your preferred location?	Surrey
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Proposed opening year:	2015
------------------------	------

Age Range:	11-18
------------	-------

If 'other' please specify	
---------------------------	--

Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
---	----------------

Is your school a hybrid type?	Not a hybrid
-------------------------------	--------------

Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No
---	----

Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No
--	----

If you answered yes to either of the above questions, please say which faith:	Please select
---	---------------

If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	
--	--

Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	None
--	------

If other, please specify	
--------------------------	--

Maximum capacity of proposed free school:	840
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Please say which year groups the school will have in first year and the PAN for each	7 (120)
--	---------

Date proposed school will reach expected capacity in all year groups:	2021
---	------

Will your proposed school include residential provision?	No
--	----

If 'Yes', please give further detail:	
---------------------------------------	--

For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	Please select
--	---------------

Are you planning to contract the management of your school to another organisation?	No
---	----

Have you already identified a principal?	No
--	----

If yes please say when you propose the principal would start:	
---	--

Please say how many people will sit on your governing body:	11-15
---	-------

Use of freedoms

Will you operate a non-standard school day?	Yes
---	-----

Will you operate a non-standard school year?	No
--	----

Will you adopt the national curriculum?	Yes
---	-----

Will you adopt non-standard terms and conditions for teachers?	Yes
--	-----

Do you plan to make employ teachers without QTS?	Yes
--	-----

Please list any other freedoms you intend to use	We will be putting the children of members and children of teaching staff into the admissions criteria.
--	---

Section C: Education vision

Section C1

Hoe Valley Free School (HVFS) will be a smaller than average, mainstream, non-selective secondary school located in the South Woking area. The school is proposed to open in September 2015 offering 120 places at Yr7 creating a viable, local choice for parents. We believe a 4FE school fits with our small school ethos whilst helping to provide the projected number of places required.

Hoe Valley believes schools can and should make a difference. Our role is to ensure all our students achieve the academic success and 21st century skills that universities and employers seek and value. Our curriculum will therefore blend a traditional, subject based approach with project based learning and a wide range of cultural experiences. We will encourage independent thinking in an environment that values courtesy, community and creativity. We will offer a longer than average day because we expect above average outcomes. Our extended week will provide a strong emphasis on numeracy and literacy and the time for a more personalised approach because we believe that skills need to be practised and applied to be fully absorbed. High standards are central to our vision, whether in student behaviour, quality of teaching, aspiration or achievement. We will broaden our students' horizons and help them find and develop their particular talent through a rich variety of cultural experiences and an exciting and challenging enrichment programme. Above all, Hoe Valley will show our students and their families that we care, and that we believe that every student in our school has the right to leave with the skills, qualifications and values to become confident, successful and positive contributors to a future they will have the power and responsibility to shape.

Local area context – deprivation indices

Woking is a good example of a typical Surrey town containing a mix of very affluent and reasonably affluent wards with areas of high deprivation. The proposed location for Hoe Valley in the South Woking area would make it the natural secondary school for at least 3 neighbouring wards: Kingfield & Westfield, Old Woking and Mayford.

The 3 closest local primary schools are Barnsbury Primary School (BPS), Westfield Primary School (WPS) and Kingfield School which has recently expanded to become a primary school and now has its first Y6.

Profile of 3 local primary schools' cohort (DfE Performance Tables)

School	Number of pupils	FSM	FSM last 6 yrs	EAL	SEN or School Action +
BPS	349	14.4%	18.3%	32.5%	4.3%
WPS	275	17.8%	24.7%	18.9%	5.8%
Kingfield	240	19.2%	29.9%	21.7%	9.8%

In the two more deprived local wards, over 20% of children and young people are living in poverty with high incidence of workless households. They have higher than Surrey average levels of

unemployment, and residents with no qualifications. There are relatively high proportions of NEETS and these wards also experience high teenage conception rates. Woking in general has high obesity rates with over 7% of children obese in Reception, rising to 17% by Yr6. (Families in Poverty Needs Assessment Report for Woking commissioned by Surrey County Council 2011)

Local non-selective school provision is failing low and middle attainers, especially those from disadvantaged backgrounds. This is demonstrated by the large attainment gap in Woking. At EYFS only 26% of pupils eligible for free school meals achieve a good level of progress compared to non-eligible pupils where this rises to 61%. This is an attainment gap of 35% where the average for the South East is 25%. At GCSE the gap narrows slightly to 31.3%. Our strategies for closing the gap are detailed in Section D.

Local area context – schools performance

There are 3 non-selective secondary schools in Woking with comprehensive admissions - Woking High School, The Winston Churchill School and Bishop David Brown. There is one Catholic School which is the only school rated as Outstanding. This is St John the Baptist, which only admits baptised Catholic children from one of its feeder schools.

The educational outcomes for pupils attending the non-selective secondary schools are not at the levels expected by local parents, with the best of the schools only achieving a 5 A*-C rate of 66%, in comparison to 86% at SJB. Middle and low attainers are at greatest risk, with only 33%, 58% and 31% of middle attainers achieving 5 Grade A*-C at Woking, Winston and BDB respectively, and 0%, 4% and 11% of low attainers. Strategies to address this are further discussed in Section D1 and D2.

Profiles for Local Secondary Schools:

1. Cohort Information

	Pupils on roll	% FSM	EAL	SEN	A*-C with M&E (2012)	OFSTED
Woking High	1165	8.3%	15.6%	8.2%	54%	Good (2012)
Winston Churchill	1519	5.8%	15.1%	7.2%	66%	Good (2011)
BDB	538	17.1%	31%	16.5%	35%	Requires Improvement (2012)
SJB	1246	3.6%	14.2%	3.9%	86%	Outstanding (2007 – Interim in 2011)

2 % of children achieving 5 A*-C at GCSE by attainment level at KS2:

School	Avg. KS2 Point Score	All	Low Attainers	Middle Attainers	High Attainers
Woking High	28.7	54%	0%	33%	90%
Winston Churchill	28.2	66%	4%	58%	97%
BDB	25.8	35%	11%	31%	83%
SJB	29.1	86%	23%	88%	100%

The KS2 point scores below show that although BDB's cohort has a much lower score than SJB, this is not the case for Woking and Winston. However, Woking and Winston's overall GCSE results and attainment are much lower than that of SJB which suggests that these two schools are, whilst OFSTED rated good, actually failing large numbers of their cohort. At Woking High only 33% of middle attainers are getting 5 A* to C (including English and maths) in comparison to SJB which achieves 88%. This also means for this group the attainment is only 2% higher than in BDB which is currently rated Requires Improvement by OFSTED.

2. 2012 Best 8 Value added score

School	All	Low Attainers	Middle Attainers	High Attainers
Woking High	985.1	958.9	970.7	1003.8
Winston Churchill	994.8	983.6	994.4	999
BDB	994.9	984.1	1001	991.2
SJB	1039.2	1057.6	1047.8	1031.5

The need for new school places

Between 2002 and 2010, birth rates across Surrey increased by 20%. In Woking Borough the increase was over 28%. Further, Surrey has been earmarked to accommodate a large number of new dwellings. Significant further pressure on school places will be the result. The SCC School commissioning team confirmed that they currently estimate the need for around 8 new forms of entry for yr7 over the next 10 years although WBC suggests this will be higher due to projected local development. More detail is included in Section E. SCC has no plans to open a new school and in meetings it has become clear that they are interested in creating sufficient places to meet their statutory obligations more than the quality of education being offered.

Year	WOKING			SURREY			
	PAN	Pupils in Year 7	Spare Year 7 places	Surrey NOR	11-16 Places	Surplus Places	% Surplus Places

2014	840	866	-26	4203	4200	-3	-0.1
2015	840	883	-43	4228	4200	-28	-0.7
2016	840	896	-56	4346	4200	-146	-3.5
2017	840	927	-87	4433	4200	-233	-5.5
2018	840	998	-158	4612	4200	-412	-9.8
2019	840	957	-117	4714	4200	-514	-12.2

(Data source: Surrey CC School Organisation Plan 2012 – 2021)

SCC operates an equal preference admissions system which makes the preference data difficult to interpret. We have established that Surrey allocated 26 pupils above their PAN in September 2012 and that 38 pupils were centrally allocated as they hadn't been offered any of their preferences. This demonstrates current provision offers little real choice to parents.

The result is that parents in the South Woking area fall victim to being allocated places at their 'nearest worst school' with practically no say in either the location, type or standard of education that their children will receive.

The Hoe Valley Free School proposal has been created as a 4FE school to fit with our small school ethos and to allow us to firmly embed the vision in the first years of the school. We would, however be prepared to increase the size of our intake to 6 forms around 2018/19 to accommodate the projected increased need for additional places at that time. Increasing our PAN during the start-up period does not allow us to show a "steady state" year within the current application template, so given the restrictions of the application process we have shown a 4FE model throughout.

Parental Demand

More than 700 families have already registered over 800 children using the form on our website. All of whom are supportive of our vision and would choose Hoe Valley as their first choice. This total is over the first 5 years of entry and once filtered to show year groups shows us to be 155% subscribed in our first year of opening and 180% in our second.

A large percentage of the registrations are from the three primary schools listed above but there has also been considerable interest from over 12 other primary schools across the borough. Some parents are concerned there will be no spaces for their children at existing Woking secondary schools and welcome the opening of a new school. Others are parents who are interested in the educational choice that we will offer as a smaller secondary including 6th form and have really embraced our vision and ethos including our approaches to learning. The types of families who have registered and attended our public meetings or approached us at school fairs, taken with the demographic data listed above leads to the conclusion that our cohort will be truly comprehensive and contain a mix of students from all backgrounds and of all abilities. By providing a local option for secondary school we can prevent our local children, some of whom are clearly at risk of educational disadvantage, being sent out of the area to the only schools that have places available. By offering a non-selective secondary school with 6th form we will be offering these parents an option not currently available to them in their local area.

School Ethos

Students will be expected to have good manners, be smartly dressed, punctual, polite and no bullying or racism of any kind will be tolerated. These values will provide a framework of order, creating an environment where students can be relaxed, free from stress and in a settled state ready to learn. Standards of behaviour will be agreed prior to the student starting the school, and these standards will be applied consistently throughout the school.

High levels of literacy and maths are the key to success in all other subjects, and as such there will be an emphasis on reading, comprehension, grammar, spelling, times tables and basic maths. The school will draw the best from the National Curriculum, providing a broad and balanced range of subjects through to GCSE and A Level. An extended day will provide extra tuition time for all students, allowing for creative use of the timetable. This will be complemented with a range of extra-curricular and enrichment activities, breakfast club, homework club and study support groups. The longer school day will also ensure that all students complete their homework at school, enabling them to access support when they need it, build excellent study habits for the future, and ensures every student, no matter what their background, has the opportunity to supplement their classroom learning in a safe, relaxed environment.

Four Cornerstones and Principles of our Vision

1. To inspire a life-long love of learning, independent thought and the courage to think and act differently.
2. For each student to receive a personalised learning experience tailored to their educational needs, abilities and ambitions, enabling them to achieve their highest academic potential, and to have the confidence to follow their aspirations.
3. To develop a strong sense of responsibility to the community and to improve the quality of the local environment for its residents.
4. To provide excellent pastoral care, by supporting every student in their learning career, with skilled mentoring to provide the best understanding of students' strengths, passions and purpose.

These cornerstones work together and form the following key principles that will be embedded into the day to day running of the school. Our measures of success for each of these principles are described at the end of the section.

- 1) High Expectations: We believe that if we set high expectations, with close monitoring of clear and ambitious targets and the development of personalised learning pathways, each student will strive to achieve.
- 2) Great Teachers: Great learning starts with great teaching. We will recruit an appropriately balanced mix of staff with an extremely strong focus on teaching practice. We will also create a 'centre of excellence' mentality for teaching to develop competency to the very highest level and to accelerate the development of new staff.
- 3) More Time for Learning: Our extended school day will allow extra time to ensure each child is achieving their expected standard in the schools core subjects of maths and English, and the additional core subject requirements of the National Curriculum.
- 4) Home/School partnership: We believe that the involvement of a student's parents, or parental others, can be instrumental in their success. There will be regular contact from the teaching staff

regarding student progress both before the children start at HVFS as well during their time with us.

5) Pastoral Care: The emotional support of our students is paramount in our children's experience at HVFS. We will have a clear process for students to have continuity of care throughout a student's school career to nurture students' confidence, self-awareness and emotional intelligence.

6) Community Focus: Our students will have a positive effect on our community through undertaking projects locally within primary schools, day centres and our natural environment. Local volunteers will be coming into the school and contributing to the success of the students and school in addition to a Fellowship Programme to raise aspirations.

Evidence of School Success

Measure 1: The highest expectations for English and maths results

We want to ensure that all our children have the fundamental knowledge and skills to progress. To equip them best to be able to access further learning opportunities, we will ensure all students have high capabilities in the school's core subjects of maths and English. Success will be measured by:

- 100% of middle and high attainers achieving a GCSE grade C or above in both subjects. (local schools average 53%)
- 30% of students achieving a GCSE grade A*/A in both subjects
- 50% of students continuing their study at HVFS 6th form to take either maths or English at A Level.

Measure 2: Progress for all attainment groups and virtually no attainment gap

We will ensure that every student achieves *at least* their expected outcomes based on their KS2 SATS results. This will be evidenced by:

- 100% of high and middle attainers achieving 5 GCSE grade A*-C including English and Maths (local schools average 52%)
- 100% of high and middle attainers will take the Ebacc (local schools average 25%)
- 5% attainment gap (Woking figure is 31.3%)
- 100% students to achieve their expected outcomes or higher based on their KS2 results

Measure 3: No NEETS and good access to further or higher education

We expect all students to leave school entering higher education, apprenticeships or employment.

We will measure our success against these targets to ensure this goal is achieved:

- 70% of students having sufficient qualifications for entry into University
- 80% of students who start university complete their course
- 100% of students to go on into further education, apprenticeships or employment.

Measure 4: Local citizenship

We will measure the active involvement of our students in the community to ensure we are meeting our objective of positively contributing to and improving the local community for its residents. Success in this will be measured by the following:

- 100% undertaking voluntary work within the community during their school career (detailed in D2)
- 100% uptake of the National Citizenship Award with 90% completing (Average completion of 84%)

- 50% of students becoming involved with the local CCF groups.
- 100% of students volunteering to 'give back' to their primary schools, through a range of activities from helping in class to organising events.

Measure 5: Getting and keeping great staff

For us to achieve the required outcomes from teaching and learning we need great staff irrespective of the stage of their career. All teaching staff at HVFS will be supported in their ongoing career development and we will know we have success when:

- All teaching staff have an active career development plan comprising performance objectives, professional training and regular structured feedback to continuously improve practise
- 100% of teachers taking an active role in progressing their CPD
- HVFS achieves higher than industry average levels of staff retention
- Exam results meeting or surpassing expectations for all students

Details of the strategies and staffing structures to meet these and other performance targets are elaborated in sections D1, D2 and D3.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how student 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 students 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 2015, please leave the relevant earlier columns blank.

	Current number of students (if applicable)	2015	2016	2017	2018	2019	2020	2021
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7		120	120	120	120	120	120	120
Year 8			120	120	120	120	120	120
Year 9				120	120	120	120	120
Year 10					120	120	120	120
Year 11						120	120	120
Year 12							120	120
Year 13								120
Totals		120	240	360	480	600	720	840

Section D: Education plan – part 2

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
English and Drama	6 for KS3 5 for KS4 2 for KS5	Mandatory	2 hours per week at post 16 will be defined for contemporary studies which will include a range of subjects e.g. philosophy, politics, economics, money management
Mathematics	6 for KS3 5 for KS4 2 for KS5	Mandatory	
The Sciences	5 for KS3 6 for KS4 2 for KS5	Mandatory	
PE	2	Mandatory	
Citizenship	1	Mandatory	
PSHCE	1.5	Mandatory	
Art and Design	1	Mandatory at KS3, OP1 at KS4 (3hrs)	OP A at KS5 (6.5hrs)
Computing	1		
Design & Technology	1		OP B at KS5 (6.5hrs)
Geography	2	Mandatory at KS3, OP2 at KS4 (3hrs)	
History	2		OP C at KS5 (6.5hrs)
RE	1		
Languages	2	Mandatory at KS3, OP3 at KS4	OP D at KS5 (6.5hrs)

		(3hrs)	
Music	1	Mandatory at KS3, part of OP4 at KS4 (3hrs)	
Humanity		Not part of KS3, part of OP4 at KS4	OP D at KS5 (6.5hrs)

Section D1:

Being originally a purely parent proposer group, we have always sought not only to recruit educational expertise onto our team, which we have done, but also to create links wherever possible with other local secondary schools and open Free Schools. Locally the group have had significant advice and support from Gordon's School, Salesian School (Chertsey), Thamesmead and Bishop David Brown (all Surrey Secondary Schools), meeting with the head teachers and other senior staff members. The group felt it was also important to make links with other Free Schools, to learn from their experiences both of the application and pre-opening stage, and also the challenges they have faced once open. We have visited and met with the proposer groups from Wapping High, Reach Academy Feltham, Oakbank and Archer Academy (all Secondary Free Schools), and intend to continue these relationships, sharing information and experience once Hoe Valley is open. We consider our initial lack of educational expertise as one of our strengths. It has motivated us to look at a number of schools and take on a range of help and guidance from experienced and outstanding school leaders who are currently running local secondary and Free Schools. We have become increasingly aware that the term 'mainstream comprehensive' covers a vast range of different schools and cohorts, and there is no 'one size fits all' approach to a successful school. We have therefore been able to compare and contrast different ways of working, taking the best bits from each school that would work well with our cohort and, taking advantage of the range experience of our advisors, we have tailored a curriculum plan designed specifically for the needs of our students at Hoe Valley.

Curriculum principles

Through coherent development and mapping of the trust's four cornerstones, Hoe Valley Free School curriculum will meet the learning needs of all our students defined by these key principles:

- Based on the national curriculum
- A strong emphasis on student success particularly in English and maths
- Strong parental engagement
- Dynamic curriculum organisation; including immersion weeks to develop key elements of the curriculum (for example Enterprise, science, learning and thinking skills)
- An extended day, providing additional teaching time and an enrichment programme designed to promote the development of students' interests and enjoyment
- Progression pathways with mentoring and feedback as a key element
- Implementing strong collaborative programmes of transition
- Recognising year 7 as an intervention year clearly focussed on supporting all student groups to extend levels of proficiency around literacy and numeracy
- To incorporate evidence based strategies to support students in their development of employability skills such as project based, collaborative learning approaches
- Inclusion of a short, structured daily session, focussed on personal reflection, discussion, skill development and whole school themes.

Expected Student Intake

Members of the core proposer team are parents at five local primary schools and so are very familiar with the mix of pupils found in the Woking area. As discussed in Section C Woking is a mixture of affluence and deprivation which can be seen in the 35% attainment gap. We have included below cohort data from the three nearest primary schools which would be our natural feeder schools, all of which are less than a mile from the proposed location.

Primary School Data (DfE Performance Tables)

School	No. of Pupils	Av point score KS2	FSM	FSM last 6 yrs	EAL	SEN
BPS	349	25.8	14.4	18.3	32.5%	4.3%
WPS	275	No Data	17.8	24.7	18.9%	5.8%
Kingfield	214	26.4	19.2	29.9	21.7%	9.8%
Surrey	83938	28.9	9.1	14.4	10.9%	8.9%
National	4309582	28.4	19.2	26.8	18.1%	8.1%

Closing the Gap - % pupils achieving level 4 or above in reading, writing and maths.

School	Disadvantaged pupils	Other pupils
BPS	27%	53%
WPS	43%	77%
Kingfield	Data not available as 2013 is first Yr6	
Surrey	58%	82%
National	63%	81%

Based on the profile data from the local primary and secondary schools we have established the following profile for our likely cohort:

School	No. of Pupils	KS2 Score	FSM	FSM last 6 yrs	EAL	SEN
HVFS	840	26.1	17%	23.2%	24.9%	6%

(Figures derived from averages from 3 natural feeder primary schools listed above.)

Our students will have above LA average levels of FSM and EAL whilst having lower KS2 scores than the national average. We have therefore ensured there is sufficient funding in our budget to allow us to partner with Achievement for All and have had preliminary discussions with them around the provision of School Improvement Partner support as well as their tailored whole school support programme. We believe this will allow us to strengthen our provision for all our vulnerable groups by embedding their approaches right from the start.

In the following sections we will outline how our curriculum plan will meet the specific needs of our expected cohort.

Type of Curriculum

We are committed to the National Curriculum because it provides an immediately recognisable 'gold standard' of breadth and balance and will help parents feel confident in the school. Following our many conversations with parents it became clear that there was a strong belief in the national curriculum and the choices and opportunities it offers. Coupled with a relatively high local mobility rate we felt that in order to offer the best alternative for the expected pupil intake we would choose the National Curriculum over other options.

We will provide much greater time for English, mathematics and science. This additional time for literacy and numeracy and the longer school day will also allow for more applied learning through real life projects. Staff will work together under the direction of a senior leader to plan a number of projects, which will strongly integrate key learning into more coherent units, while at the same time maintaining a strong focus on developing students' literacy and numeracy skills. Some aspects of project-based learning will take place through suspension of the curriculum and also via the enrichment programme. The school is very keen to promote teacher collaboration and professional development and joint planning for projects will help facilitate this.

Curriculum Models

The curriculum model has been carefully developed to reflect the school's emphasis on Core subjects and a broad and balanced curriculum offer in every year group.

Subject		Year Groups / Hours per week						
		7	8	9	10	11	12	13
English & Drama	Core / compulsory for all years	6	6	5	5	5	2*	2*
Mathematics		6	6	5	5	5		
Sciences		5	5	6	6	6		

PE		2	2	2	2	2	2	2
Citizenship		1	1	1	1	1	1	1
PSHE		1.5	1.5	1.5	1.5	1.5	1.5	1.5
Core Hours		21.5	21.5	20.5	20.5	20.5	6.5	6.5
Art & Design	Mandatory for KS 3, optional for older students	1	1	OP1 (3hrs)	OP1 (3hrs)	OP1 (3hrs)	Opt A	Opt A
Computing		1	1				6.5hrs	6.5hrs
Design & Technology		1	1				Opt B	Opt B
Geography		2	2	OP2 (3hrs)	OP2 (3hrs)	OP2 (3hrs)	6.5hrs	6.5hrs
History		2	2				Opt C	Opt C
RE		1	1				6.5hrs	6.5hrs
Languages		2	2	OP 3 (3hrs)	OP 3 (3hrs)	OP 3 (3hrs)	Opt D	Opt D
Music		1	1	OP 4 (3hrs)	OP 4 (3hrs)	OP 4 (3hrs)	6.5hrs	6.5hrs
Humanity								
Total			32.5	32.5	32.5	32.5	32.5	32.5

*2 hours at post-16 will be defined for Contemporary Studies, which will include a range of subjects which will include: philosophy, politics, economics and money management, art, and careers. Within this time, some community engagement may also be planned.

At capacity (840 11-18 students), HVFS will be a smaller than average secondary school, reflecting a 'human-scale' school, where every student is known and valued.

Cross-curricular planning is very important and the school has identified several key cross-curricular themes which will be progressively developed, as students move through the school. Examples of these cross-curricular themes include:

- Literacy
- Numeracy

- Scientific understanding and methodology
- Computing
- Personal, Social and Health Education
- Enterprise
- Citizenship and Careers
- Personal Learning and Thinking Skills

For each of these themes, the school will look to appoint co-ordinators, who will work with the Deputy Headteacher as Curriculum Leader to coherently 'map' each theme across the curriculum, to remove duplication and identify areas for further development.

Organisation of Learning Groups

Based on the school's transition arrangements and on-entry testing, students will be allocated to groups which most effectively promote high levels of interest and progress. There will be a range of ability, aspiration and disadvantage, and at all times the school will seek to remove all barriers to learning, helping to promote high levels of progress and participation.

Key Stage 3 (KS3)

HVFS will provide a broad and balanced curriculum designed to meet the needs of all students. It will promote students' spiritual, moral, social and cultural development and prepare them for the opportunities, experiences and responsibilities of later life. Students will participate in a vibrant programme of learning that will include the following subjects: English, mathematics, the sciences, computing, history, geography, drama, religious education, French, art, music, design and technology and physical education as mandatory lessons within the school day. Emphasising our focus on promoting high levels of literacy and numeracy, six lessons each will be allocated to English and mathematics – (representing almost 20% of core curriculum time per subject). (*most mainstream secondary schools allocate around 10-15% of their curricula, between 2-4 hours to English and mathematics. At HVFS, students will participate in 6 hours per week each for these two subjects.) While the emphasis will be on academic achievement, ICT will be embedded in the curriculum and all students will study drama in their English lessons. The school will teach computing (computer programming) as a separate subject, through programmes such as Scratch or Raspberry Pi.

At KS3, students will be in mixed ability groups for all subjects as research has shown that ability grouping does not appear to be an effective strategy for raising the attainment of disadvantaged groups (Sutton Trust). Personal Social Citizenship and Health Education will be principally taught within the half-hour post lunch lesson, with key PSHCE themes such as Enterprise, PLTS (Personal Learning and Thinking Skills) and Careers Education carefully mapped and co-ordinated across the whole of the curriculum. The school will seek to start Careers Education earlier than most schools, (in Year 7) through a programme of information and meetings including bringing in local employers, to both encourage students to start thinking earlier about possible future career

paths and also provide students with greater relevance and motivation regarding the importance of learning in their lives beyond school.

Key Stage 4 (KS4)

At Key Stage 4, HVFS will ensure that students are equipped with the qualifications they need for further study and career progression. English, English literature, mathematics, double science, history or geography and either French or Spanish will be compulsory for most students. Students will also have the opportunity to choose from a range of subjects which have strong intellectual rigour including: a third science, computing, history or geography, religious education and another foreign language, art or music. KS3 middle and high attainers will therefore study the subjects that make up the English Baccalaureate. We will strive to ensure that the vast majority of students gain passes in these subjects. Other students will be supported to achieve the best results possible in an appropriate selection of GCSEs including English and maths. In line with recent proposals from the DfE, our proposed curriculum will enable the school's success to be compared with other schools, through the Best 8 Capped subjects for Attainment and Best 8 Progress measure.

At KS4 grouping will continue to be mixed ability. PE will continue to be in four groups. PSCHE/ tutor time will remain also as four groups, with Careers Education being an integral part of this programme. The school will offer a smaller number of option subjects inspiringly taught. The option groups shown below are illustrative and will reflect changes in the National Curriculum, DfE Performance Criteria (with a move from 5+ GCSEs at A* -C incl English & maths to an Achievement 'Best 8' measure) and student preference.

KS4 options

Option subjects below are indicative, to be confirmed in consultation with our Principal, students and parents:

Option Pool 1 (OP1): Art & Design, Computing, Triple Science option

Option Pool 2 (OP2): Geography, History, A modern foreign language (Fre or Spa), literacy or skills-based learning (Opening Minds or ASDAN),

Option Pool 3 (OP3): French, Spanish, Religious Education, Expressive Arts, numeracy support or skills-based learning (Opening Minds or ASDAN)

Option Pool 4 (OP4): Music, a Humanity (H or G), Triple Science option

Key Stage 5 (KS5)

At Key Stage 5 there will be a core learning block consisting of 6.5 hours each week, with the remaining time dedicated to four option blocks.

Option Pools will again offer a smaller number of well-taught subjects. The following blocks are illustrative and may not reflect subjects which other partner schools could offer.

Option A (OP A): English, Maths, History, Biology, BTEC Vocational

Option B (OP B): Geography, History, French, Physics, BTEC Vocational

Option C (OP C): Spanish, Further Maths, Chemistry, Computing. Modern Apprenticeship

Option D (OP D): English, Economics, Geography, Maths. Modern Apprenticeship

This curriculum aims to ensure every student has the opportunity to take a challenging but appropriate curriculum. The KS5 option pools allows student choice, allows progression to university and ensures each student has an appropriate pathway that allows them to reach their potential. Students will be guided to make appropriate choices based on data and individual guidance by trained staff.

Content of the Curriculum

At the time of writing, the revised proposals for the National Curriculum have been announced. The school will adopt this new curriculum on opening, and planning will take place on the appointment of staff using this.

An emphasis on Core Subjects: English, mathematics and science

To reflect the importance of these subjects, Hoe Valley Free School will dedicate significantly more time to these subjects than would be allocated in most mainstream schools. At five hours each in KS 4, English and mathematics in particular have around double the amount of time allocated, compared with most mainstream schools. This time fully reflects the school's determination and high ambition to ensure that every student is successful and each student has the greatest opportunity to gain the best examination grade possible in English, mathematics and science. This additional time will provide staff with sufficient time to ensure that every part of the subject syllabus is carefully and systematically taught and tested. In addition, this generous time allocation enables staff to provide sensitive support to those students who need additional help and equally, provide strong and consistent challenge to those very able students, who quickly absorb ideas and processes. For those talented students who can readily absorb the concepts and contents of these two subjects, teachers will build in extension material and the school will consider offering additional examination courses, on the strict proviso that taking these does not affect students' achievement in their main English, mathematics and science examinations. So, most able students will also follow a course of English Literature at KS 4 and where appropriate additional mathematics courses, such as maths with statistics. Longer lessons will be provided too: by creating double lessons, this will give staff greater flexibility to offer a range of teaching formats which will include project-based collaborative learning.

Curriculum Co-ordination

We are committed to ensuring our students acquire strong, transferable skills. The use of project-based, collaborative learning (as evidenced by the Sutton Trust) offers another valuable scheme to co-ordinate and integrate students' learning. The additional time in core subjects will partly be used to look at how these subject areas are applied in real life situations. In addition, we will work round some key themes to teach and assess formally students' range of skills. In Key Stage 3 we will work with organisations such as Enabling Enterprise to train staff and incorporate this approach within the curriculum.

Our commitment to key skills and project based learning will be expressed in four ways:

1. The additional time in core subjects will be used to include greater emphasis on practical applications of these areas to the world of work.
2. All teachers will be required to assess students' key skills such as resilience and teamwork.
3. The after school enrichment activities will be built around common themes
4. Once a term the timetable will be collapsed for a week to allow for a whole school set of study and activities around cross-curricular themes

While the school will adopt a carefully co-ordinated curriculum model, the school recognises the importance of variety and innovation to re-ignite children's interest in themes, topics or issues. The school will seek to adopt a variety of curriculum structures throughout the year which will allow individual year groups, Key Stages or on occasions, the whole school to work together on a variety of topics. We are planning to have the school's four key principles or 'cornerstones' clearly promoted through these themes so they are designed to help students develop a lifelong love of learning as well as highlight creative and independent thinking. For example, by using Enabling Enterprise:

- In a science-based project, students would develop their understanding of the link between science and enterprise – by undertaking numerous scientific experiments and evaluating the commercial implications of their results.
- In a maths projects, students would look to launch their own new brand of chocolate – undertaking market research, branding, packaging, business plans and marketing campaigns.

After lunch learning: Tutor lesson

One of the defining features of the school's curriculum and organisation is that after lunch every day, thirty minutes is defined to enable students and staff to look at issues which are important on a wider context. The school's strong aspiration is that tutor time will provide a dynamic and engaging range of broader learning opportunities. The content of these lessons will be themed and co-ordinated across the school, to ensure that every student benefits from this dedicated time.

Examples include:

- Group discussions e.g. based on topical news content from theday.co.uk
- Individual or small group presentations on a chosen topic with Q&A
- Weekly assemblies
- Meta-cognition & self-regulation
- Mentoring
- Inspirational figures (Past and present) who embody the school's cornerstones and principles

KS4 Learning Pathways

At KS 4, three major learning pathways will be identified.

- **Academic:** In addition to core learning (English, maths, science, PE), students choose subject options which offer a strong degree of intellectual challenge: e.g. History, geography, a modern foreign language, etc.
- **Intervention:** for a small number of students, with particular needs, a curriculum will be offered which focusses on additional time for literacy and numeracy. In addition, the use of a skills-based course, based on Opening Minds may also feature using accreditation from ASDAN and courses from this scheme
- **Vocational:** While the school has a strong aspiration to offer a smaller range of subjects with a high degree of academic rigour, it recognises that for some students, a more practical, broad vocational option course may be more suitable. The school will work with local schools and colleges to offer a small number of places for students who wish to follow this route, looking at apprenticeships or BTEC level 1 and 2 courses.
- At post-16, proposers are aware that with rapid progress in education, provision detailed in this section can only reflect broad intentions. Students will have greater choice; being able to select subjects from up to four option pools. The subjects in these pools will be carefully chosen to maximise students' progression and interest. In order to ensure student satisfaction, preliminary work will be done (in Year 11) to explore students' likely choices, so that options will then most effectively engage their interests. The principle of offering subjects which offer maximum progression and have a strong degree of intellectual challenge will still be paramount, with again three broad learning pathways identified from supporting students' choices, abilities and need:
 - **Academic:** A number of 'A' levels which provide strong intellectual rigour and maximum progression on to Higher Education, employment and training
 - **Intervention:** Will provide the opportunity for a small number of students to work on level 2 subjects; focussing on literacy, numeracy, employability and skills-based learning
 - **Vocational:** For a small number of students for whom progression to A-level may not be appropriate, the school will offer a bespoke range of vocationally-based courses which may include Modern Apprenticeships, BTECs (at levels 2 and 3) and work-based training - and also work with local colleges, employers and other organisations.

Qualifications

KS4 (GCSE)	A Level	BTech	Enrichment and Entitlement
English (Lit & Lang)	English Literature	Business and administration	Duke of Edinburgh's Award (Bronze, Silver and Gold)
Mathematics	Mathematics	Health and social care	St John's Ambulance First Aid certificates
Double Science	(Maths and Further Maths)	Engineering	Associated Board of the Royal Colleges of Music (ABRSM) instrument examinations
Triple Science	Biology	Sport	British Gymnastics qualifications
History	Chemistry	Travel and Tourism	British Science Association CREST Awards (Discovery, Bronze, Silver, Gold)
Geography	Physics		Formula One (F1) challenge and Land Rover 4X4 challenge
French	Computing		The English Speaking Union: Public Speaking in Schools competition
Spanish	History		Arts Council: Drama in Schools competition
Religious Education	Geography		Football Association (through Woking FC, which is keen to become involved with the school)
Art	French		Maths Olympiad
Music	Spanish		
Physical Education	Music		
Computing	Art		
Design Technology (Resistant Materials or Food Technology)			

The school will seek to offer a range of qualifications and accreditations which most effectively show individual students' talents as well as providing incentives for students to broaden their experiences, promotes students' achievement and onward progression.

All students will be required to take maths, English and at least Double Science to GCSE level. High and middle attainers (at the end of KS3) will be required to take 9 GCSEs to include choices that make up the EBACC. We believe this offers all of our middle and high attaining students the opportunity to achieve the best grades in traditional academic qualifications that will enable smooth progress and transition to post-sixteen studies. For our low attaining students the expectation will be that they will take a minimum of 5 GCSEs as we believe that achieving good grades in maths, English and double science as well as two additional subjects will still give them a firm footing from which to access good quality further education.

Post-Sixteen

Given the high proportion of students expected to be taking the EBACC subjects at KS4 we envisage our post-sixteen provision being strongly aligned with the continued study of these subjects. For students requiring less academic options a wider choice, not only in terms of subjects, but also in terms of qualifications, with Advanced Level and BTEC level 3 qualifications will be on offer, including Modern Apprenticeships and other vocationally-based qualifications.

The school's first post-sixteen students will start in 2020 and we have included a new Head of sixth form in our staffing plan to start from September 2019. This will enable us to recruit new students from other schools as well as plan in advance for the compulsory elements of the post sixteen curriculum plan above. As the only non-selective secondary offering 6th form provision locally we are therefore providing in school 6th form places for local students attending other Woking secondary schools. In order to offer students a wide choice and make most effective use of resources, the school will seek to work collaboratively with other local post-16 providers for example Woking College (6th Form) or Guildford College (FE College) .

Enrichment Activities

Hoe Valley's enrichment programme aims to allow each student to find and develop their own area of talent. Planned collaboratively to allow for mapping themes and cross curricular skills, it will be offered in areas such as sport, expressive arts, science and technology and languages.

Using both school and outside session staff, as well as links with local sports clubs (Woking FC and Surrey County Cricket Club have already expressed an interest in supporting these initiatives). The enrichment programme will run before and after school and at certain points in the year as enrichment weeks. The emphasis on building on students' talents should also encourage

involvement in sports teams and musical activities into Key Stage 4 and provide a solid basis for extension work and further development post 16.

In a wider context, the school recognises that for some students, their home backgrounds make it difficult, if not impossible to complete homework and independent study and views enrichment extending beyond end of day provision to also encompass provision before the school day, in breakfast clubs and in parallel with the school's planned enrichment after-school programme, offering a 'safe haven' to students. Within its resources and with the support of charities like Magic Breakfast, the school will offer pre- and post-school healthy snacks and facilities for students to complete their homework in an appropriate environment. School staff will be appointed to work with students during these extended times, providing support and advice around learning, but also sensitive guidance around a range of health and family issues.

There is a strong expectation that whilst these extended sessions will be voluntary to attend in the first instance, dependent upon student progress we would reserve the option of making attendance compulsory.

At interview, staff support for their commitment to our enrichment programme will be explored. The school will assign resources to ensure that our programme of enrichment is efficiently resourced to offer an attractive and interesting range of activities. The school week will be structured to offer three afternoon slots a week for students to choose activities. In addition to staff, the school will seek to draw upon the expertise of the community. A carefully-coordinated programme of selection and vetting will take place to ensure that only parents, volunteers and bona-fide community groups who have Disclosure and Barring Service (DBS) clearance will be able to work with our students.

The proposer group believe that all children, no matter what their socio economic background are entitled to a range of enrichment activities which help to broaden their life experiences. These may include visits to theatres and museums, libraries and galleries, places or people of interest over and above those which may be provided within a regular curriculum. To help ensure students' participation the school will introduce an 'Entitlement Passport' which students will be encouraged to complete, with different activities defined for different Key Stages. We have set aside per student per annum funding for our FSM students to facilitate this through to the end of sixth form.

A strategy for assessing and meeting the needs of all students

The starting point to meet the needs of every student is assessment. The school will be 'data-rich', making extensive use of data to set ambitious, but achievable targets and help teachers prepare well-matched lessons. A carefully-constructed programme of assessment will be devised, to ensure that all useful information is collected and carefully collated for each student. The school will purchase high-quality software such as SIMS Assessment and Progress Manager and appoint on opening a Data Manager who will be responsible for ensuring the robust collation of all data

and its clear distribution to staff (to prepare targeted lessons) and as assessment information is produced, to students and their parents.

This programme of assessment will start well-before our students arrive, with strong links to our primary schools; staff will visit these to meet both staff and prospective students to obtain valuable information. Every student will be well-known, not only in terms of their academic performance, but also in terms of their needs, interests, aspirations and home backgrounds. This will be used to carefully assign students to groups (and where appropriate, suitable intervention) to best support and challenge them.

Thorough 'on-entry' and continuing assessment at Year 7 will be tracked to the understanding and skills required in Year 11, based on the development of a carefully constructed plan which progressively enables each student to acquire the skills s/he needs to make maximum progress and strong achievement. The school will plan for the future by ensuring that skills required for GCSE and Advanced Level are started in Year 7. Students will not therefore have to re-learn skills, enabling GCSE and A-level skills to become 'second-nature' to them. Assessment at Year 7 will determine a range of predicted grades to be achieved in Year 11, with the help of appropriate software (e.g. SIMS Assessment and Recording Manager), with an element of challenge added. These grades will be clearly communicated to students and their parents in meetings, mentoring sessions and through the school's learning platform, so that every person is clear on what they need to do.

In all its operations and certainly around care and provision for students, the school will operate a student-centred mode. As a key element of our development of student leadership within the school, students will be invited through a range of formats to express their views on the way which the school supports them. These formats will include school councils, but will certainly not solely rely on these. A range of 'tools' which includes anonymous surveys (using SurveyMonkey or Kirkland Rowell), informal discussions with students, along with parental contact that will all help the school to form a responsive programme of support, and where appropriate, challenge for each of its students. We are aware too that students who may need the greatest personalised support may be the ones least able to communicate their needs and concerns effectively.

Transition arrangements

Following ongoing dialogue with our local primary school Heads, the school will work hard to collaborate with them on the transition process. This will involve a programme of regular meetings and equally, sharing the school's resources. These resources may be staff; where specialist teachers for example, in science, computing or modern languages could work with selected primary school children, or primary schools could be invited to make use of the school's facilities, for example the playing fields or sports accommodation. At the end of the summer term an informal picnic will be organised so that parents and students can attend and meet in an informal atmosphere at HVFS.

Coordinated by the SENCO under the leadership of the Deputy Head, HVFS staff will meet with Year 6 children and staff as part of an agreed programme of transition. The school recognises that valuable information is obtained on both sides: children become more confident and HVFS staff gain valuable knowledge about prospective students. More formally, a programme of transition will be jointly prepared which has several key elements:

- Primary school visits to HVFS: these will enable children to become familiar with the school. Ideally, children will spend a major portion of a school day at HVFS, so they can enjoy sample lessons, break and lunch. A questionnaire could be given to parents to discuss with their children what format the day(s) should take to inspire parental involvement in the transition process.
- Talks by HVFS staff to children and parents. The school is aware that for a significant proportion of children (and their parents) moving to secondary school is a stressful time. Through a programme of meetings, some held at the primary school, some at HVFS, children's concerns will be addressed. Children who are assessed as likely to be vulnerable and their parents will be assigned a named adult mentor and a student mentor from those already at HVFS so that they feel more comfortable with transition. These mentors will continue the relationship for the autumn term of transition or until secure relationships are established within HVFS for that student.
- The development of 'bridging' curriculum units, which are started in primary schools and continue for the first two weeks when children start in Year 7. This is particularly useful for subjects children may not have studied before like MFL, and should ensure that the dip that sometimes takes place at transition is managed and children's progress is monitored closely.
- Transition to another school, college or university can be managed by making sure students attend Open Days, 'taster' sessions for college and departmental visits for those applying to university. A programme of Careers talks covering as many vocational and academic areas as is practical will help students to make their choices, this should happen from Year 8 onwards to ensure students choose GCSE subjects that are relevant and appropriate for their future career aims.
- For those seen as vulnerable a programme of Independent Living Skills, covering areas like using public transport, budgeting and social skills can be added to college visits and taster days to ensure that the practicalities of attending college are secure.
- A senior member of the SMT should maintain responsibility for UCAS applications, with clear guidance to parents as well as students for the process and timescales. This is particularly important for parents of first generation university applicants and those eligible for free school meals to help them overcome any cultural and financial obstacles to university application. The member of the SMT needs to have expertise and up to date knowledge in order to support all university applications.
- This should extend to up to date knowledge of the skills and learning required for undergraduate courses at all universities, including the most prestigious to support any aspirations of students on the Gifted and Talented register.

Detailed 'on entry' testing

To confirm and extend our information on our new students, the school will organise a number of 'on entry' tests to provide additional data to set ambitious targets, and help teachers plan lessons which are well-paced and challenging. Clearly, students who arrive mid-year will also take these tests as part of their individual school induction process. Tests include:

- Cognitive Ability Tests (CATs) in verbal, non-verbal, spatial awareness and mathematical reasoning. The school finds non-verbal results a particularly effective indicator of future achievement. KS2 SATS results are not well-suited with regard to indicators such as value-added, as so many students attain level 4. The CATs data will help the school to identify each student's strengths, weaknesses and learning preferences.
- Reading Age tests – reading age is an important indicator for the school, as reading is one of the key 'gateways' to knowledge for students. The school will seek to use phonics to ensure that even the best readers are decoding properly, working towards each student having the speed and accuracy to be able to read to 'college level' and ensuring that they are using phonics as a way to increase accuracy in spelling.
- Departmental tests (English, mathematics, etc.) to identify students' detailed understanding on concepts and topics
- Specialised tests including Lucid Cops (Dyslexia test).

The school will investigate the most effective ways of organising these tests which could include:

- Collapsing or suspending the timetable for a several days
- Train suitably-vetted parents or volunteers
- Work with Let's Read (a Woking based reading charity) or Guildford University
- In time, train student mentors to do this

Regular in-year assessment, monitoring and mentoring

The school will make extensive use of data to set clear targets, prepared well-paced lessons, assess students' progress and report to parents. The school will seek to use an analytical approach which carefully 'maps' progress against expected targets at all ages.

The school will ensure that through summative assessment programmes such as APP and digital systems based on a proprietary commercial system such as SIMS Assessment and Reporting Suite, all key student progress results will be robustly stored and collated. On a regular basis; either termly or half-termly, all students will be tested, their results collated and compared with ambitious progress targets. At the start of each new term or half-term, each student will have an individual meeting with a member of staff to review their progress. Where students have reached their ambitious targets, they will be congratulated and appropriately rewarded (with points). Where students fail to reach their targets, this will be immediately and sensitively investigated; with intervention provided, appropriate to the level of concern.

Mentoring and Student Feedback

A detailed programme of mentoring and feedback, involving staff and peers is fundamental to the provision of the school to provide individual, regular and targeted support, to enable every student to achieve their potential. The school recognises the importance of mentoring in a number of dimensions:

- Tutors reviewing the progress of their students on an individual and regular basis
- Teaching staff working with individuals or small groups of students on a particular topic: this may be to resolve a particular issue or conversely challenge and extend very able students
- Peer mentoring is an important element for several reasons. The school will seek to use schemes such as 'Toe By Toe' or Synthetic Phonics (Promethean Trust's 'Dancing Bears'), which have been successful in significantly improving student literacy:
 - This provides valuable leadership experience for 'mentors', significantly increasing students' own feelings of self-worth
 - Peer mentoring not only benefits the mentee, but the mentor too: research has shown that explaining an idea or concept benefits both parties
 - Students feel more relaxed when working with other students
 - This programme can be completed on a regular, daily basis in tutor time and also in enrichment time, providing the opportunity for sustained improvement in a short time span.

The Importance of Parents and Carers

Hoe Valley Free School recognises the huge importance of parents in strongly supporting their children's progress and development. The school will seek to involve parents far more fully in the development of their children than would normally be expected, recognising too that students need to become increasingly independent, self-motivated and critical learners. The school recognises that a significant proportion of students will come from home backgrounds which are significantly disadvantaged, where there is little support for learning at home and where parents themselves may have received a limited education, and as a result, have limited aspirations for the education of their children. To support parents, the school will implement a number of actions:

- Provide high-quality information through regular meetings, school literature and via the school's learning platform
- Provide programmes of meetings which ostensibly are to enable parents to support their children's learning (Dads and lads club, Mums leading learning), but have a powerful role in promoting parents' own literacy, numeracy and IT-skills.
- Provide a range of meetings: formal information meetings to smaller more informal development groups, through to individual support meetings on particular issues
- Provide a regular updates on the progress and achievement of their children. This will be on a termly-basis, through the production of single page reports, which clearly explains progress made against targets using the minimum of jargon. On at least an annual basis,

parents and carers will receive a more detailed report, which includes teachers' comments. This will be closely followed up by a parents' meeting, where parents can discuss their children's reports with staff and seek further clarification and, where necessary, additional support.

- A dedicated 'Parents Portal'. The school will develop a password-protected microsite on the school's learning platform, where parents can confidentially review the progress of their children. In addition, information about the curriculum and specific help with coursework will be provided here. Where parents wish, paper-based reports will also be available, to ensure that every parent is fully informed at all times.
- Staff with specific responsibility for parental engagement. All school staff will have a strong empathy with parents, which will be explored at interview. Teaching staff in particular will be expected to work closely with parents, with tutors forming the principal link between home and school. Tutors will remain with their groups from Year 7 to Year 11 and during this time, will form strong collaborative relationships with parents. It is therefore natural that these positive relationships are fully-developed, with tutors becoming the main link between the school and families. Other staff such as Learning Mentors and Senior Leaders may also be in contact with families, but tutors will be the principal contacts.

Supporting and challenging students with different needs and abilities

Through a programme of careful transition, meetings with parents and carers (and where necessary other professionals), 'on-entry' testing, and continued assessment, the needs and abilities of every student will be known and clearly communicated to school staff. For those students who join the school mid-way through the school year, a detailed and thorough process will be implemented involving all key partners to ensure that all relevant information is collated about each student.

A key consultee in all information about students will be the school's Special Educational Needs Co-ordinator or SENCo. The school will seek to appoint a well-qualified and suitably experienced teacher who will have responsibility with the Deputy Headteacher for ensuring that every student receives the support and sensitive challenge he or she needs in order to make the greatest progress. Our SENCo will ensure that all current guidelines, for example the most recent revision of the Special Educational Needs and Disability (SEND) Code of Practice are fully implemented. To support students and teachers, the school will employ a team of Teaching Assistants, who will work under the direction of the SENCo to provide the specialist support students need.

All students with Special Needs, whether intellectual (including Gifted and Talented), physical, sensory, emotional or social, will receive appropriate educational provision and additional support to enable them to develop their potential to the full. The Special Needs of each student will be identified prior to entry, recorded on the school's SEND register and regularly reviewed. Individual targets will be set, progress carefully monitored and, where progress is inadequate, intervention speedily put in place.

Under the leadership of our SENCo (discussed in more detail in D3), effective liaison and good communication between the school and key support agencies such as the Educational Psychology Service, Education Welfare, and Social Services will ensure that the most complex needs of each

student are met and that all students are able to reach their full potential. The school will comply with all guidance and best practice on SEND including revisions as they are released.

Students with below average levels of literacy and numeracy on entry

In line with its key principles, the school will respond flexibly to the needs of each student and will have a range of strategies for supporting these students and importantly, their parents. To simply define 'below average': using 'on entry' tests and other data, the school will define as below average those students with a reading age below their actual age, allowing for intervention at the point at which a child falls behind and not later. Our strategies will be based on the concept of 'overlearning' – repeatedly teaching the basic, fundamental building blocks of literacy and numeracy so that even students with poor working memories can commit these important fundamentals to their long-term memory.

Most students with low reading ages also tend to struggle with the decoding of words. We will address this problem using a range of successful strategies. Examples include Toe-by-Toe which is being used successfully in a number of Surrey Secondary Schools including Howard of Effingham (OFSTED rated Outstanding). The school will ensure that all students who need it will get phonics practice every day. The school will follow a similar process with numeracy, ensuring that basic calculations are thoroughly committed to long-term memory and that students engage with numbers and calculations on a daily basis.

Additionally the school will be partnering with Achievement for All whose programme has proven very effective at improving the attainment and wider outcomes for all children but particularly those with special educational needs. They will assist with:

- rigorous tracking of children's progress in English and mathematics with intervention when students fall behind;
- a termly structured conversation on educational outcomes between the teacher that knows the student best and the parent;
- a common sense approach to addressing what is getting in the way of learning, such as bullying, persistent absence or poor social skills.

Students with English as an Additional Language (EAL)

Students joining the school with English as an Additional Language will be supported and their rich cultural heritage celebrated and championed. The school recognises that the needs of these children are different from others, requiring specialist support in the early stages of English language acquisition. A weighted average of our 3 local primary schools suggests we will have an EAL student intake of 24.9% and getting our provision and support for these students right, will be crucial to ensuring their success.

Our EAL students will be supported by a combination of careful preparation where information is available in advance, sensitive diagnostic assessment when first joining school and tailored support in lessons. Measures may include:

- Seating students at the front of the class where regular eye contact can be made
- Starting the lesson by explaining the key vocabulary that will be used

- Seating them next to a reliable student translator
- Identifying any cultural content that may be unfamiliar and explaining it
- Integration within lessons for the bulk of the day, with extraction for support at times arranged by our SENCo.

Students who are very able (Gifted and Talented)

Providing sufficient support and challenge for Gifted and Talented students is vital for them to continue to achieve to the best of their ability and make maximum progress. The ethos of HVFS is to provide a culture of high expectations and high aspirations for all its students and this group is no exception. The school will seek to adopt a flexible and dynamic programme of testing and identification which uses best practice from other schools and also seeks to use the expertise of charities and organisations which have a particular focus on supporting the most able students. Such organisations include: Potential Plus and Mensa.

Those students identified will be placed on a Gifted and Talented register, which will be regularly updated to reflect referrals from teachers, parents, and peripatetic staff and on occasions, students themselves. Students on the register will receive a personal education plan called a 'Challenge Programme' which ensures that they have access to appropriate resources and are given opportunities to experience some specialist teaching and subject specific courses wherever possible. Challenge Programmes help students to attain high standards in their particular areas of strength by identifying targets and pinpointing opportunities for enhanced provision. An adult and peer mentoring structure is also provided as part of the programme.

In line with the OFSTED recommendations (Most Able Students June 2013) HVFS will put in place a number of strategies to ensure the needs of this group are met:

- As part of our transition we will ensure that the needs and educational attainment of these students at Primary school is well understood and used to inform the curriculum choices for them in Year 7. This should prevent work being repeated or opportunities to extend and consolidate learning are not missed.
- Work set for them will continue to be stretching and challenging ensuring they continue to make the maximum progress.
- All staff will be fully trained and supported to increase their expectations and understanding of how to meet these students' needs.
- The school will ensure that data tracking is secure, routine and robust and that all leaders and teachers analyse and use this data regularly. If there is any slowing of progress noted there will be swift intervention to rectify this.
- Teachers will work closely with parents and carers of gifted and talented students, giving them better and more frequent information about what their child can achieve and raise expectations if necessary.

Students with emotional and behavioural issues

The school believes that all students at HVFS have earned the right to continue their education regardless of any emotional and behavioural difficulties they may experience. As a school it is our duty and responsibility to ensure every student gets the learning, education and enrichment activities they deserve.

DfE statistics for 2011/12 suggest that as a mainstream comprehensive Surrey school we will

have a small number of these students:

	Permanent Exclusions as % of school population	Fixed term exclusions as % of school population
Surrey	0.04	6.56
South East	0.12	8.62
England	0.14	7.85

In looking at other local schools with potentially similar cohorts we found a small proportion of students who were disengaged from learning and school and who had poor attendance. Some students also display a full range of disruptive behaviours that can obstruct teaching and learning. As a school we have an expectation that each student will strive to achieve exemplary behaviour and make excellent progress in relation to his or her ability.

We have been in discussions with a local organisation *Striving for My Best (S4MB)* which has developed a very successful behaviour management programmes in partnership with a local secondary school. It has reduced their fixed term exclusions by 48% over the last 3 years and has improved the life chances of many students by enabling them to participate fully in their education. They will:

- Provide a focus centre within the school where students can receive targeted support whilst working through their programme
- Provide training and support for the staff involved
- Help the school to work with the parents and carers to reinforce the students need to engage and succeed.

We understand that even with all the right measures and support in place there may be students whose needs are better met outside the school. If this is the case the SENCo will commission external support or alternative provision to ensure each student's needs are fully met.

Middle-ability students

In many schools, these students are often overlooked, as schools focus their resources on those students who have clear needs. The school is also aware that no assessment programme is perfect and that some very able students are content to be nominated as 'average', thereby avoiding attention.

The school recognises that this significant group of students needs support and where appropriate, sensitive challenge to ensure that they use their abilities to the full; the programme of supporting and most effectively promoting the development of these students is wholly in line with that for all other groups:

- Strong transition arrangements with primary schools, seeking particularly staff views on each student and teacher assessments
- Detailed 'on entry' assessment which produces ambitious targets

- Carefully-planned lessons which makes use of prior assessment data, to ensure that every lesson is well-paced and motivating
- Continuous formative and summative assessment, which provides clear guidance for each lesson, constantly challenges students' understanding (through expert questioning and formative marking) and a programme of summative assessment
- A programme of individual mentoring and support, so that every student participates in conversations and targeted support, to enable each one to succeed
- An ethos of praise and coherent celebration of success, so that every student has a positive self-image about their abilities and value as a person
- Through tutor time, students can reflect on their progress and look ahead to future careers and smooth progression
- Through enrichment and the entitlement curriculum, students can participate in a range of experiences which extend their perspectives and are wholly enjoyable

Looked After Children (LAC)

HVFS has high expectations of and aspirations for all its students whatever their background and this includes any LAC. The school will appoint a designated teacher (initially this will be part of the SENCO role) who will have lead responsibility for helping school staff understand the things which affect how LAC learn and achieve and it will be their responsibility to:

- promote a culture of high expectations and aspirations for how looked after children learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children
- make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

Section D2

Before opening the Principal and governors will develop, with the support of its governors, a school development plan (SDP) which will state agreed whole-school objectives, which every member of staff and department will be expected to contribute to and strongly support. The plan will develop from discussions at departmental level as well as at senior management and governor level. The overall aims of the SDP will be aligned with the personal objectives and performance-related remuneration for staff and the measures of success that are given extra focus to ensure that the entire organisation is pulling in the same direction to achieve our ambitious goals. As Hoe Valley will be a new school the first SDP will be focussed on our whole school objectives and the ambitious targets we have set ourselves. However after the first year the annual SDP review and refocus will become the process of reflection and self evaluation with the aim of improving student, professional and organisational learning it is designed to be.

As part of this SDP, the school will identify clear whole-school targets over a range of key indicators, which reflect too the targets identified in the DfE Performance Tables, to ensure the school can easily compare progress with other schools across the country. (Where targets are quoted for end of KS4, these will be broken down into year group targets, then by term and half-term to enable close tracking and early intervention). An accessible computer based scheme will give access to all staff to monitor student progress and parents will be able to access their children’s data on line.

Targets for Academic Achievement

Students will be set ambitious yet achievable targets in terms of progress and attainment. These targets will be clearly communicated to students and their parents through a programme of information evenings and regular meetings. Each student will be set targets for the end of KS4 - which will be further divided into a year-by-year series of ambitious targets and broken-down further into termly targets. Most subjects will feature three elements which reflect in part the school’s key development targets around achievement, progress and effort (in support of the development of a ‘growth mindset’ after Carol Dweck).

Student Progress KS2 to KS4

	2015/16	2016/17	2017/18	2018/19	2019/20
• % students making expected progress in English	93	95	97	100	100
• % students making expected progress in Maths	95	100	100	100	100

Progress targets are benchmarked against the best local schools (SJB) and the best similar schools. Greenford High School in Ealing has been used as the ‘best similar’, which achieves 90% of students making expected progress - with a cohort where EAL is over 60%. Our targets reflect the intention that *all* students will progress *at least* the expected 3 levels of progress each year, with the use of stretching aspirational targets in conjunction with the strategies outlined in our educational plan to achieve beyond this. Our figures for progress in English are slightly lower to reflect our own EAL figures which are still high relative to the LA average. As a consequence of our challenging targets, we also expect our progress figures to put us within the top quintile of schools nationally for progress against best 8 subjects.

Strategies to Deliver Significantly Above Expected KS2 to KS4 Progress

The delivery of continued progress for *all* students is *the fundamental key* to delivering the levels of attainment we want to provide for our entire cohort from their point of entry at year 7. In conjunction with the school's use of data to track progress, our evidence-based strategies to ensure the required levels of progress for all students include the following. Each of these intervention strategies have been shown through extensive research (Sutton Trust) to contribute to significant gains in learning, and which are consistent with our vision and curriculum plan and appropriate to our expected cohort. These have also been elaborated upon in terms of their curriculum implementation during D1 above, so they are not discussed in detail again here.

- Regular and systematic feedback for all students and tutoring for learning
- The highest quality of teaching through a relentless focus on continuous improvement on teaching practice so that every lesson can be delivered better than the last
- The incorporation of 'meta-cognition and self-regulation' through project-based, collaborative learning approaches - to provide opportunities for applied group study and the development of life-long learning practices
- An extended school day to enable effective and supported completion of homework
- Phonics and numeracy interventions working with partners to ensure all students have the necessary fundamental grounding in numeracy and literacy to open up access to the entire curriculum
- Parental/Carer involvement in their child's learning
- Clear understandable targets for every child in every subject

For post-sixteen we expect to continue the same accelerated rates of progress, also achieving top 20% nationally for progress as measured by ALPS/ALIS.

Academic Achievement Targets for KS4 and KS5

Achievement at KS4	2019/20	2020/21	2021/22
• % students attaining 5 GCSEs at A*-C incl. English and maths	85%	87%	90%
• Students' attainment across best 8 subjects (Attainment Best 8 measure)	Top 20% Nationally	Top 20% Nationally	Top 20% Nationally
• % students attaining EBacc standard	55%	58%	60%

Barnfield Academy, one of the best performing similar schools achieves 74% for 5 A*-C inc. E+M. SJB locally achieves 86% with a higher prior attainment KS2 point score. We expect a high percentage to achieve the EBacc relative to most other schools. Our targets also reflect our

ambition to outstrip current rates of progress and in the 5 years through KS3 and KS4 to deliver results which compare with the very best nationally.

Achievement at KS5	2021/22
• Percentage of KS5 students achieving 3 or more A levels at A*-E	80%
• Percentage of KS5 students achieving 2 or more A levels at A*-E	90%
• Percentage of KS5 students achieving 1 or more A levels at A*-E	100%
• Percentage of KS5 students who get 3 A levels AAB, at least 2 of which are in “facilitating” subjects	20%

Our KS5 achievement targets are benchmarked against the best local schools (SJB) and the best similar schools. Having committed to achieving ambitious results for KS4 it is only natural that we would expect our cohort to continue to be successful at KS5 and our targets reflect our ambition to ensure a good percentage of students achieve results that will allow access to Russell Group Universities.

Strategies to achieve KS5 Achievements

Similar strategies will be used to ensure KS5 students are supported to make similar accelerated rates of progress and surpass clear ALIS/ALPS targets. Tutoring, work experience and early support for UCAS entry will ensure high quality preparation for competitive high ranking universities.

Disadvantaged Students & Value-Added

	2019/20	2020/21	2021/22
• % gap between FSM and others for students achieving 5+A*-C GCSEs (or equivalent) including English & maths	5%	3%	0%
• Value Added from KS2 – KS4 (based on Attainment Best 8 GCSEs)	1072	1080	1086
• % of students moving to sustained education, employment or training the year after KS5	100%	100%	100%

The LA Average for attainment gap at KS4 is over 30%. Greenford High School, a similar school in Ealing today achieves 11%. Our Value-Add figures by necessity are extremely high to drive the results required. They are however currently comparable to Barnfield Academy, Luton, a similar school based on prior attainment which is delivering similar value-added.

Strategies to Close the Gap

Whilst the strength of evidence supporting the effectiveness of particular interventions to close the gap are mixed, the majority of strategies already being deployed in our teaching and learning approaches are well aligned with those approaches believed to provide more positive outcomes for disadvantaged learners. The following specific strategies will be focussed upon to ensure the quality of execution in these areas is extremely high:

- Our KS3 programme, supported by strong entry-level testing and interventions including phonics and numeracy support, combined with a strong focus on reading and maths
- Our extended day to ensure disadvantaged children have the opportunity to complete their work in a supportive and safe environment
- Strong use of structured feedback and mentoring
- Project-based, collaborative learning approaches and peer tutoring
- Use of meta-cognition strategies to improve learners' skills and strategies to learn
- A culture of high aspirations including parents' and carers' involvement

Close monitoring on a half termly basis will ensure that pastoral and academic support both internally and externally will be used early to minimise the attainment gap and support individuals that need additional help and support.

Targets for Attendance

The school will have a strong expectation for individual students of 100% attendance. Across the whole school we will target 96.5%, benchmarked against SJB locally and other high performing academies. This will be achieved through:

- The creation, communication and publication of the school's attendance policy on the school website, available to parents online.
- The assignment of responsibility for the improvement of attendance to a senior member of staff
- Communication of clear expectations at student induction and regular newsletter coverage regarding attendance and punctuality
- Reinforcement of strong messages at student assemblies covering the consequences of poor attendance – for them and their parents/carers
- Recognition of both 100% attendance through a certificate programme and external business-sponsored prizes as well as acknowledging improvements where made with children and parents/carers
- Appropriate use of Fixed Penalty Notices, letters home to parents and an escalation point to request meetings with parents
- Provision of attendance data to staff to discuss with parents at parents evenings
- The implementation of First Day Response technology solution with response procedures defined in the school's attendance policy
- A small maths project to work out how much time out of learning results from varying levels of absence over a school career – including graphs, percentages etc.

- Link attendance performance into House system competition and/or the implementation of a prize draw where tickets are awarded for each full week of attendance

	Nat Av 2012	2015/16	2016/17	2017/18	2018/19
% HVFS students achieving 100% attendance	-	95	96	97	97.5
% overall absence	5.7	3.5	3.0	2.5	2.5
% student persistent absence (15% +)	6.8	4.5	3.7	2.7	2.0

Targets and Approach for Behaviour

The school will be ‘praise-rich’ and students will be strongly encouraged through consistent messages; good behaviour recorded and recognised. A wide range of positively oriented strategies will include:

- The highest expectations of politeness and respect between all students and staff at all times
- Consistent responses to behaviour issues across all staff with a commonly understood framework of sanctions and praise
- A system to reward good behaviour which provides students with access to privileges and opportunities to undertake leadership roles within the school
- The use of peer mentoring, particularly with regard to literacy and numeracy support
- The school will establish a school council structure, to which students will be elected, which will discuss and influence key elements of school life including staff appointments and regular feedback to governors by the Head Boy/Girl.
- The school will establish, with suitable training, a group of students as a Junior Leadership Team who will work with members of the Senior Leadership Team (SLT), shadowing them, to appreciate the role of senior leaders within school
- Students as Researchers: following careful selection and suitable training, with the agreement of staff, students will work with teachers to review and sensitively comment on lessons and learning, with an aim of improving these.
- Prefects and school monitors – students will be given opportunities and encouraged to take leadership and responsibility around school
- Community involvement: our students will be encouraged to work with local primary schools and other community organisations, such as nurseries and senior citizens during Enrichment time, or school holidays
- Targets would additionally be developed to track the effectiveness of the pastoral provision considering feedback on students’ feelings of safety, empathy from staff, responsiveness to

issues raised and overall capacity within the school to respond to and resolve pastoral issues effectively

Through the use of electronic mark books and other digital systems, rewards will be totalled on a weekly, half-termly and termly basis for individual students and for larger groups, such as year groups and Houses. A points system will be used, with appropriate rewards at each level. Improvements in performance will also be recognised by identifying those with the greatest improvements in behaviour over time.

Award	Points	Reward
Bronze	50	Postcard home
Silver	100	Certificate and entry into prize draw
Gold	250	Meet with Principal and letter from Principal home. Priority as prefect and on Junior Leadership team
Platinum	500	Free access to annual school trip. Refreshments with HT and Governors.

Targets for Behaviour

Indicator	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019
• % Students achieving Bronze Award	80	82	84	86	88
• % Students achieving Silver Award	50	52	54	56	58
• % Students achieving Gold Award	30	32	34	36	38
• % Students achieving Platinum Award	15	16	17	18	19
• % students on fixed-term exclusion	1.0	0.9	0.8	0.7	0.5
• % students permanently excluded	0	0	0	0	0

Data will also be recorded over time to provide the opportunity to reward improvements in behaviour.

Targets for Teaching Quality

The approach to continuous improvement of teaching quality is discussed in a later section relating to monitoring and evaluation. The ambition for HVFS is to develop a ‘centre of excellence’ practise for teaching through the application of a systematic programme of continuous improvement in all aspects of lesson delivery. The below measures will be based on observed lessons within a systematic programme of teaching evaluation operating within the school based on peer and SLT reviews in accordance with Ofsted’s criteria for the Quality of Teaching and National Teachers’ Standards.

	2014/15	2015/16	2016/17	2017/18	2018/19
% observed lessons judged ‘Good’ or better	80%	85%	90%	95%	100%
% observed lessons judged ‘Outstanding’	15%	20%	25%	28%	30%

HVFS aims to develop a ‘centre of excellence’ mentality and practise for teaching quality. In support of this, strong working relationships will be sought with other like-minded schools and external research agencies to accelerate the rate of competency development. Use of Leading teachers with specific responsibility for improving learning and teaching will be a key part of this strategy, as will the adoption of multiple measures of effectiveness to reflect the complexity of the practise with the specific goal of increasing students’ learning.

Overall Ofsted Effectiveness

The school development plan will target the aim of being an outstanding school and seeking to be recognised as such at the earliest opportunity. In support of this aim, areas requiring development, across all areas of the school and its management will relentlessly be scrutinised, opportunities for improvement be identified and actions taken to improve our capabilities.

Ofsted Area	Autumn 2015	2018	2021
Overall Effectiveness	Good	Good with Outstanding	Outstanding
Student Attainment	Good	Outstanding	Outstanding
Student Behaviour	Good	Good	Outstanding
Quality of Teaching	Good	Outstanding	Outstanding
Quality of Leadership and Management	Outstanding	Outstanding	Outstanding

Further details of our ambitious measures of success are found in Section C.

A System of Assessment & Data Tracking

HVFS teaching staff will monitor attainment and progress through a variety of summative and formative assessments. Data will be collected half termly in the form of 'data drops' providing accurate attainment levels. The responsibility for use of data will reside with the Deputy Head. With the support of the SLT and the Data Manger they will be responsible for managing the use of this data to drive progress improvement throughout the core school operations. In addition to half-termly testing, teachers will also utilise means of interim assessments to ensure that monitoring of progress occurs constantly, highlighting any requirement for immediate interventions. The use of data will be a fundamental driver in the implementation and monitoring of all strategies impacting teaching and learning including:

- Lesson preparation, delivery and evaluation (discussed further in next section)
- Setting ambitious targets
- Assessment (which is integral to every lesson)
- Regular testing
- Mentoring, coherently rewarding success and a programme of flexible intervention which will all be well-understood and fully utilised

The school intends to utilise management information systems (both SIMs and SISRA would be suitable to store this data) in order to analyse patterns and trends for core subjects, specialist subjects, in addition to the links between attendance and the attainment of individual students and the close tracking of specific groups such as disadvantaged, EAL or G&T. For post-sixteen students, the school will seek to use more specialist target-setting software such as ALIS (Advanced Level Information System) or ALPS. Data collected will be utilised to monitor students individually, as a whole school, by class and in accordance with RAISEOnline groups to ensure all segments of our cohort are learning well.

Each student's electronic record will be regularly compared with their predicted ambitious targets, which have been suitably 'chunked-up' into smaller sub-targets. At the start of every half term, each student will have an individual meeting with their tutor, co-tutor or professional DBS-checked community volunteer e.g. students or staff from Surrey University, to review progress. Where students have reached their ambitious targets, this will be clearly recorded and reported and new targets set to ensure continued achievement. Where students do not reach their targets, mentoring meetings will be prioritised, so that the reasons why students under-achieve can be immediately investigated, with a flexible system of support and intervention instigated. This range of intervention and support will be flexible and wide-ranging: reflecting for example, student's age, gender and prior progress. For some students, a 'pep' talk may be all that is required; for other students, particular subject teachers may be involved, which results in additional support or additional work being given, or perhaps a move to another group and another teacher. Whatever

the degree of under-achievement, this will be immediately and robustly addressed, so that students quickly return to their defined accelerated trajectory of improvement.

CAT testing is widely recognised as a means through which students' abilities can be identified and removes the risk of underachieving. CAT4 testing will be used to provide HVFS staff with the means by which to personalise the learning experience for each of our students, with baseline testing being undertaken at Year 7 entry level and repeated prior to entry to KS4.

CAT4 results data, with the inclusion of the new Spatial Ability test which identifies abilities crucial for STEM type activities and subjects, provides a greater variety of diagnostic reports enabling teaching staff to be able to build a comprehensive learning picture of the academic potential of our students. Teaching and support staff will be able to plan, track and monitor the progress of students and tailor learning experiences appropriately. Using the CAT4 indicators in conjunction with results from KS2 data and Fischer Family Trust information, under-performing students can be more easily identified. Projected KS4 and KS5 data is also more detailed, identifying targets for GCSE results and including extension target grades to ensure the student is challenged to achieve their absolute best with the school's support.

Moderation will take place on a half termly basis to ensure that assessments are accurate. Relationships will be established with other local schools or other free schools to further check the robustness of marking and assessments.

Use of further data sources will supplement HVFS staff's view of their cohort's progress and attainment. This will start before students arrive at the school and continue for the duration of their entire school career. In setting student targets, the school will make full use of a range of data in addition to the CAT4 tests which will include:

- Teacher visits and observations of students in their primary schools
- Teacher assessments from KS2
- Non-validated KS2 results; released in June for English, mathematics and science
- Specialised tests for particular students which include: Dyslexia Screening Tests, Salford Reading Tests, etc.

In support of the school's intention to deliver extremely ambitious progress and attainment results for its students, the relevant aspects of these data collected will be used to monitor progress towards half-termly, year to date and annual and multi-year targets for thresholds and value-added targets.

Reports for students and parents/carers is another key strategy to work in partnership with families, discussed further in the section to follow. Utilising these would enable the children to understand their strengths and abilities, as well as providing actions for parents/carers to take to further the development of their child.

Project-based, collaborative learning, where incorporated into the curriculum has a requirement for relatively more qualitative assessment which we will work hard to develop the skills amongst staff to undertake in accordance with established frameworks – as part of the delivery of our collaborative learning programmes. The partners with whom we will work e.g. Enabling Enterprise have established methods of assessment of the key employability skills which we are looking to develop in our students through this approach and these means of assessments will also be incorporated into the overall student profiles and tracked accordingly.

Additional data sources to support school operations would include:

- Incidents of bullying, racism or assaults (verbal or physical)
- Accidents, health & safety
- Behaviour – both positive and negative
- Survey data – from students or parents/carers
- Attendance & punctuality

A Process of Monitoring and Evaluation

Role of the Governing Body

The governing body of the school has an important role to play in determining the accelerated success of the school in several ways:

- Based on strong data, it will define, with the Principal and Senior Team a number of key strategic targets which will strongly promote the growth of the school
- It will regularly review on at least a termly basis, students' progress, attainment, behaviour and other key indicators (defined above). While the governing body will identify a committee of governors with a particular focus on for example, curriculum and achievement, whole governing body meetings will have a mandatory element on progress and standards, with the school's success at reaching these targets clearly understood by all Governors.
- The governing body will identify two or three appropriately experienced and qualified governors to act as the Principal's Performance Management objectives assessors, setting ambitious, but achievable targets for the Principal, to strongly support continued improvement in all areas of school life. It is likely that the Principal will have four or five objectives, which will focus on key elements of the school's outcomes: progress, achievement, behaviour, quality of teaching, etc.

School Development Planning

Every year, the school will work with staff, governors, parents and students to develop a school development plan, which identifies a range of actions and outcomes to strongly promote the ambitious development of the school, leading to higher levels of progress, student and staff satisfaction and achievement. Within this plan, a range of outputs and targets will be clearly

defined. These targets will be strongly based on the areas identified earlier in this section but over time may adapt to reflect areas of particular focus.

Every department will be incentivised to support the achievement of these targets through the creation of SMART objectives aligned with these aims, and the incorporation of performance measures into the HVFS pay policy. Each department will have a member of the Senior Leadership Team nominated to work with it, who will act as a mentor, helping to spread best practice and an assessor; who will also work with the department to critically review the department's contribution to achieving whole school targets. On occasions where departments do not meet their targets, this SLT mentor will help departmental members to improve.

Towards the end of every academic year, school leaders will be expected to report on progress in their annual departmental or whole school reviews. The Principal will discuss this report with individual leaders and assess progress made. These reviews will be collated to form part of the Principal annual report to the Governing body. The school development plan for the following year will take into account progress made, where necessary adjusting targets to take into account increased progress or barriers.

Five Year Strategic Plan

With the support of governors and other staff, the Principal will agree and publicise a five-year strategic plan for the school, which contains a 'vision for learning in 2020' and a range of strategic targets around achievement, leadership, community engagement, etc.. The governing body will review this plan on at least an annual basis to ensure progress towards this is robust and in line with expectations. This plan will also be discussed with and publicised to staff to ensure buy-in.

Quality Assurance (QA)

A rigorous and robust Quality Assurance programme which is clearly understood, carefully-coordinated and implemented by all staff and reported on, will be a major element in ensuring the accelerated progress of this new school. The Quality Assurance programme will have a number of key elements:

- A programme dedicated to the improvement in teaching effectiveness, discussed further below
- A School Improvement Partner will be appointed by the governing body to advise on opportunities for improvement and the recommendation of strategies
- A programme of work scrutiny: students' work will be inspected at several times of the year, each scrutiny focussing on a different subject or area, as part of a co-ordinated programme.
- A programme of joint professional development. Subject leaders and senior leaders will seek to work collaboratively alongside classroom teachers in several ways including: joint lesson preparation, team teaching and informal lesson sampling.
- Use of data to track groups of students, both internally and also with respect to other schools nationally and locally. Progress will be carefully evaluated for several groups as described in the assessment section

- Learning Walks. The Principal and other school leaders, will participate in learning walks which concentrate on one (or more elements). Examples include: behaviour management, use of Assessment for Learning strategies / effective questioning, effective use of ICT, student leadership, etc.
- Regular inspection of medium and short-term plans: both middle and senior leaders will regularly review these – short term plans on a weekly basis, medium-term plans on a half-termly basis.
- Sampling of Key Stage and team meetings, to ensure they are purposeful and supporting the development of high-quality teaching and strong student performance.
- Enrichment reviews. Enrichment is an important area of school life, so regular reviews of this element will be carried out. The school will look not only at participation levels, but also seek students' and parents' comments with regard to the quality of provision. A report on this will be included in the HT termly report to governors
- Parental feedback through anonymous surveys, In addition, the school will carry out termly audits of parental satisfaction through the use of telephone calls to a random but representative sample of parents, use of 'Your Views' postcards at meetings, reviewing parental compliments and, (though the school will work hard to avoid these) any concerns or complaints.
- Student feedback: this will take place formally through the School Council and less formally, but equally systematically through surveys and planned meetings with groups of students

Quality of Teaching

The school has a strong expectation that through a rigorous selection process, a detailed induction programme, and a strong focus on CPD and Joint Professional Development (JPD), the quality of teaching will not only improve strongly but aim to develop a 'centre of excellence' mentality to teaching quality. Central to JPD will be joint lesson and learning scheme planning and joint lesson observation, providing all teachers with strong professional development. Our programme of evaluation of teaching quality will recognise the goal of effective teaching – to ensure all students learn as well as they can. To reflect this, assessments of quality and practise are made alongside data on student learning. It will acknowledge the contribution of teaching inside and outside of lessons. This key area will be evaluated in several ways:

- Formally observed lessons: HVFS teachers will operate in the school in full knowledge that any lesson may be observed and students and staff alike will accept the transparent culture which will support the accelerated improvement of teaching quality from any starting point.
- All staff in classrooms will have a personal objective (tied into the Performance Related Pay plan) relating to the development of their teaching expertise which will be continuously tracked and assessed to ensure success. This will apply to all staff and encompass not just teaching practise but also lesson planning, feedback and coaching of other staff
- As part of a well-publicised programme, senior leaders will observe and give prompt feedback on all lessons. Where support is needed, this will be provided by a responsive

programme of joint professional development (working with other colleagues) and CPD (using external consultancies).

- Implementation and impact of CPD and Joint Professional Development (JPD). CPD will be closely linked to Performance Management objectives and the School Development Plan, in which Quality of Teaching is a coherent theme in all of these. Observation of teaching will be referenced against CPD and JPD training. This will seek to assess over a period of time whether professional development is having a positive impact on the Quality of Teaching.
- The tracking of timely and appropriate use of well executed interventions to ensure that progress and attainments targets are met for all student groups

Reports on the quality of teaching using the QA programme will be produced on a termly or half-termly basis and reviewed by the Principal and Senior Leaders directly alongside student progression and attainment data. This will ensure that changes in teaching practises are supported by robust data and align with the objectives for student performance. These reports will also feature strongly in Governing body meetings, identifying areas of strength and areas for development. Improving the quality of teaching will be a mandatory section of the School Development Plan, which includes KPIs around Quality of Teaching and resources will be clearly identified to support staff in this area. The Principal will appoint a senior leader to take responsibility for ensuring that monitoring of this key area and increased improvement is achieved and appropriately supported. The systematic improvement to lesson delivery will also be driven by the collection and review of feedback from:

- Observed lessons
- Self-review of lessons supported by video recording
- Student feedback – e.g. instant feedback through traffic light indicators of how well they feel they grasped the lesson content, and from frequent surveys
- A culture of radical transparency on teaching practise and competency development including outward-facing consultation with like-minded schools and other agencies
- Pupil outcomes: the impact teaching has on learning and achievement

With the establishment of frequent and rapid response feedback, we aim to create a system of constantly improving lesson delivery which has been shown to be a fundamental contributor to effective learning. The trust recognises that it is the quality of teaching over time that is most significant – and evidence comes from a range of sources – observations, written work, talking to students, talking to teachers, assessment, examination results and student's behaviour.

Reporting and collaboration with parents

The active involvement of parents and carers in the school and in the learning and progress of their children is a key element within Hoe Valley Free School, reflecting one of the Trust's four cornerstones: pastoral care.

The school recognises that parents are not only their child's first educators; parents' views on learning and education subtly influence students' own attitude and aspirations. Indeed, in the school's proposed catchment area, there are pockets of significant disadvantage, low aspirations and high levels of disengagement from education. Often, these parents have had a poor experience of formal education themselves and a critical role for the school will be to try to re-engage with these parents, to change their views on the importance of education and help to improve their levels of literacy, numeracy and general education.

Through a range of measures, the school will seek to gain parents' confidence and increased support. This approach will be founded first of all on making the school welcoming to parents, acknowledging the barriers that some parents may have and then through several channels gaining their confidence.

- Reception desk close to the main entrance, with staff trained to offer a warm welcome
- School staff trained to be friendly and helpful under all circumstances
- A programme of formal information evenings and parents' evenings
- A programme of informal meetings which could include coffee mornings to meet the Principal and Governors
- Increased communications through increased meetings, seeking parents' comments via telephone conversations, 'Your Views' postcards and through the school's learning platform
- The establishment of parental information classes: 'Mums leading learning', 'Dads and Lads', IT courses, etc which ostensibly are to support parents helping their children, but also promote parental skill development and confidence
- The promotion of the school's facilities and resources e.g. sports fields and indoor sports accommodation, to again increase parents' familiarity and ease in attending school
- The formation of a Parents' Association which will plan with the school a range of social events to encourage parental involvement
- Reviewing and signing student's handbooks on a weekly basis (The school sees student handbooks as an important route to communicating regularly with parents regarding homework set, quality of homework done and speedy feedback of teachers' comments. At information evenings and through signing the Home-School Agreement, parents will be strongly encouraged to view and sign this handbook)
- Increased reporting on their children's progress in a clear and attractive format, with the minimum of numbers and jargon

This last element is particularly important. The school will seek, through a programme of formal information meetings and informally with small groups of parents to ensure that parents are aware of, and confident in understanding progress targets and progress reports issued on a termly basis about their children.

The school will, in discussion with parents, produce a reporting format which is short (around one page of A4), clear (minimum of numbers and educational jargon) and attractive (through use of diagrams, 'maps' and colour (Red / Amber / Green notification)).

The reporting form will be produced initially on a termly basis and concentrate on:

- Attendance
- Good behaviour – the emphasis will be on acknowledging students' positive behaviour and leadership
- Effort
- Progress (against targets set) (using Red /Amber/ Green traffic lights system)

This form will be available for parents on a secure, password-protected parents' microsite on the school's learning platform or if preferred, sent home as a paper report. On an annual basis, the school will produce a more detailed report on each student's progress, which will be closely supported by a parents' evening, where parents can discuss this report with teachers.

Finally, parents will be strongly encouraged to stand for election to the Governing body, where two parents will be elected, ensuring that parental views on the governance of the school is clearly heard.

Section D3

An affordable staffing structure and sensible phasing plans

The school will open in September 2015, with 120 students in Year 7 and at capacity in 2021 will have 840 students.

Appointment of staff will be made using key principles:

- In the first years of opening, the school will seek to secure a small team of permanent, well-qualified teachers (QTS-registered) and support staff. At interview, teachers' willingness to be flexible, for example by teaching more than one discipline will be explored, as will similar flexibility with roles in support, admin and other areas.
- In the early years, the principal and other senior leaders may have some teaching commitment, which will be reduced as the school increases in size, to reflect their greater management and leadership roles.
- Teaching staff will be appointed using a curriculum analysis and in line with the school's organisation of learning, in terms of group sizes and numbers
- Where permanent staff appointments are economically unaffordable for the early years of the school's life, for example in Music or PE, the school may seek to appoint, following interview, specialist staffing through SLAs or limited contracts
- Learning Support staff will be appointed sustainably in line with student numbers, recognising that the school has a strong intention to offer support and resources outside of core school hours. For example, Learning Mentors to be present at Breakfast Clubs to support students in

terms of their independent learning, literacy and numeracy skills and wider social support after school.

- Staff numbers will increase in line with student numbers.
- Permanent staffing appointments at all levels will only be authorised when there is strong evidence that these posts can be sustainably afforded. The Governing body will ensure carefully-reasoned staff appointments are made.
- A full time SENCO will be recruited in Yr 1.

Catering staff have not been included in this analysis, as the school is exploring the option of outsourcing all catering. Key criteria will be high-quality and healthy meals, a varied menu and procuring excellent value.

The Principal

The role of the Principal is especially important, and this person will be carefully selected following a well-publicised recruitment campaign and rigorous selection process. The Governing body recognises the vital role the Principal will play in not only defining high standards of teaching and learning, and promoting student progress; the Principal will effectively represent the 'face' of the school, providing an attractive and engaging personality, which will attract parents, students and staff to enthusiastically participate in all aspects of the school. With Governors, the Principal will appoint excellent practitioners, set challenging targets for key areas of school life and be extensively involved in Quality Assuring each of these key areas. Ultimately, the Principal is accountable to Governors for the performance of the school, particularly around Key Performance Indicators as defined in the annual School Development Plan targets, but more widely, in terms of Department for Education (DfE) targets and more widely still, for the ethos and reputation of the school. The Principal will be strongly supported by a talented range of leaders and staff, who will have clear roles, responsibilities and targets. Through a programme of Quality Assurance, the Principal will work with staff to promote improving standards.

Senior Leadership Team (at capacity)

The Senior Leadership Team (SLT) will provide high-quality leadership, support and appropriate challenge to drive up the quality of provision around teaching and learning, curriculum innovation, the use of data and assessment, which will promote strong student progress and achievement. As the school grows, areas of responsibility will change and be assigned coherently, reflecting too that senior leaders' roles will change over time, to provide strong professional development. In the latter stages of the school's growth the Governing body will review this structure to either increase the size of the SLT, or (as has been done for this application) increase the proportion of non-contact time to maintain the present SLT's size, roles and increased leadership. It is likely that further changes to this team will take place to generate professional development and fresh perspectives, which are not included in this plan.

Our final indicative responsibilities follow:

- **Principal:** Quality Assurance, School Development Planning, Whole school target-setting. Ethos and partnerships.
- **Deputy Principal:** Curriculum. Use of Data. School Organisation.
- **Assistant Principal 1 (from Yr3):** Quality of Teaching and Learning. Staff Development
- **Assistant Principal 2 (from Yr5):** Transition and links to Primary schools. Assessment, Recording and Reporting Programme. Parental Engagement. Enrichment and Community Development
- **Assistant Principal 3 (from Yr7):** Student support. Pastoral Programme. Careers Programme. Tutorial Programme. Engagement with employers and post-16 progression
- **Head of 6th Form (from Yr5):** Post 16 Curriculum, Development of Core Curriculum, Tracking student data. Engagement with University and employers, post-18 progression.

Middle Leaders and Teacher Teams

Middle leaders will be appointed who are not only excellent practitioners; they are equally committed to develop the skills and expertise of their staff through a range of programmes and protocols. Proposers recognise that teachers gain significantly when they can work together to plan lessons and learning through joint professional development, which involves for example, team teaching and informal lesson observation. Middle leaders will have a clear time allocation and a strong expectation that they will work closely with their teams. Those subject specialists who could be relatively isolated will be clearly included within staff teams and participate in full professional development.

The Role of the SENCo

The SEN Coordinator, in collaboration with the Principal and governing body, will play a key role in determining the strategic development of the SEN provision in the school in order to raise the achievement of students with SEN. A full time SENCo will be recruited from Year1.

The SENCo will take day-to-day responsibility for the co-ordination of the provision made for individual students with SEN, working closely with staff, parents, carers and other external agencies such as educational psychology services, speech and language therapy, health and social services and voluntary bodies. The SENCo will be supported by a team of Teaching Assistants (TAs) and where appropriate, TAs with Higher Level status (HLTA), and together with the Principal and other teachers will develop effective ways of overcoming barriers to learning, and sustaining effective teaching through the analysis and assessment of student's needs, by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement. The SENCo will collaborate with subject leaders to ensure that the learning for all children is given equal priority, and available resources are used to maximum effect.

The SENCo will ensure that the current SEN Code of Practice and all statutory requirements are met, which includes:

- Identifying and supporting students with Special Educational Needs and maintaining the Special Needs register, the G&T register
- The designated person having responsibility for promoting the educational achievement of registered looked-after children at the school
- Assessing students who are causing concern academically, physically or with their behaviour
- Assisting and advising teachers in planning appropriate programmes of work for students with Special Educational Needs (SEN)
- Disseminating information about specific students to relevant staff
- Monitoring SEN student's progress and setting up 1:1 interventions and group interventions
- Deploying and directing non-teaching support for students with SEN
- Ensuring that TAs have the necessary training and support to deliver programmes of work and interventions
- Communicating with parents of students who are being supported
- On-going organisation of the staged assessment in line with the Code of Practice including writing and reviewing IEPs, IHPs and recently-introduced Education Health and Care (EHC) plans
- Identifying and organising resources
- Communication with outside agencies in relationship to the needs of the identified students
- Organising and attending annual Consultation Meetings and multi-agency review meetings
- Conducting annual reviews of Statemented and School Action Plus (SA+) students

Teaching support staff will be carefully selected by the SENCo and will be trained to provide support which is unobtrusive and inclusive, so that students with particular needs are not made to feel different or isolated.

Administration and other teams

The school business manager (SBM) has a fundamental role: the school has strong expectations to offer provision well-beyond that of most schools, for example through pre-school breakfast clubs and through an extensive post-school enrichment programme. The efficient use of school resources is fundamental to help ensure this wider provision can be sustainably provided and the SBM will seek to procure resources and services through 'best value' protocols identified by the DfE and National Audit Office (NAO). One other element within the school business manager's job description is likely to focus on income-generation. An SBM will be recruited initially at 4 days per week in Yr1, increasing to full time from Yr2.

A Data Manager will provide effective and continuing use of data and is central to the work of teachers to plan challenging lessons and set and monitor clear and ambitious targets. Moreover, as part of the school's Quality Assurance programme the school will constantly seek to look critically at the progress of key groups of students, to ensure provision is correctly targeted and, on a whole school basis, compare the school with other similar schools in the region and nationally, to

ensure whole school progress is consistently strong. The Data Manager role will be 2.5 days per week in Yr 1, increasing to full time (term time) from Yr2.

Administration, Technical and Other Staff

The proposers recognise the importance of promoting high-quality relationships, not only within school teams, but equally importantly with parents and the community. This important element will form a key part of every recruitment process. The school will seek to make the best use of all non-teaching staff, including administration and technical staff, particularly with regard to student mentoring. The school recognises that non-teaching staff often bring an extensive experience of working in a variety of occupations and environments and is keen to encourage staff to share this experience with students.

The Proposers are keen to use the freedoms and flexibilities offered by the Free Schools initiative and will seek to offer attractive salaries which encourage strong candidates to apply, while at the same time making efficient use of the school’s resources.

Curriculum Analysis and Teaching Time

The proposer team have carried out a high-level curriculum analysis to accurately define teaching commitments needed in each year. The table below provides details of how these analyses were produced. Future years’ analyses will not be show in such detail, but have been derived in the same way using a student intake of 120 (4 forms) per year. Time allocated to each subjects alters at KS4 accordingly.

The curriculum is defined at post-16 in the broadest terms to indicate a direction of travel and staffing numbers are indicative.

Table 1: Curriculum Analysis and Teacher Time for Year 1

Year Group	Year 7				
Subject	Hrs per week	Proportion of curriculum week	Number of Groups	FTE Teacher time	Plus 10% PPA time
English	6	0.18	4	0.74	0.81
Maths	6	0.18	4	0.74	0.81
History	2	0.06	4	0.25	0.27
Geography	2	0.06	4	0.25	0.27
MFL	2	0.06	4	0.25	0.27
RE	1	0.03	4	0.12	0.14
Tutor	2.5	0.08	4	0.31	0.34
Science	5	0.15	4	0.62	0.68
Computing(in OP1 at KS4)	1	0.03	4	0.12	0.14

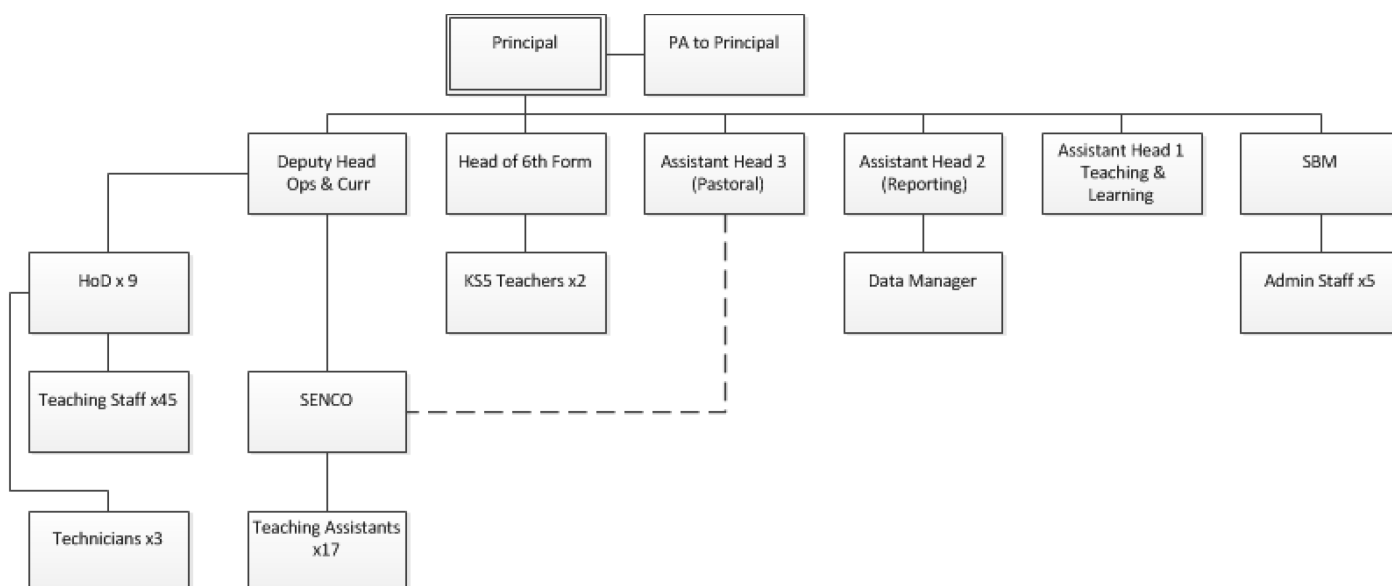
Art (in OP1 at KS4)	1	0.03	4	0.12	0.14
Design Technology (OP1 at KS4)	1	0.03	5	0.15	0.17
Music	1	0.03	4	0.12	0.14
PE	2	0.06	4	0.25	0.27
Grand Total	32.5	1.0	53	4.03	4.43
Teachers required: 4.5					
Teachers on staff: 6					

Table 2: Curriculum Analysis and Teacher Time Year By Year

Year Group	KS3		KS4			Post 16		TOTAL
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
English	0.81	0.81	0.85	0.85	0.85	0.76	0.76	5.69
Maths	0.81	0.81	0.85	0.85	0.85	1.12	1.12	6.41
History	0.27	0.27	0.25	0.25	0.25	0.71	0.71	2.71
Geography	0.27	0.27	0.25	0.25	0.25	0.36	0.36	2.01
MFL	0.27	0.27	0.51	0.51	0.51	0.71	0.71	3.49
RE	0.14	0.14	0.41	0.41	0.41	0	0	1.51
Tutor (after lunch)	0.34	0.34	0.34	0.34	0.34	0.34	0.34	2.38
Science	0.68	0.68	1.35	1.35	1.35	1.68	1.68	8.77
Computing(OP1 at KS4)	0.14	0.14	0.11	0.11	0.11	0.36	0.36	1.33
Art (in OP1 at KS4)	0.14	0.14	0.10	0.10	0.10	0.24	0.24	1.06
DT (OP1 at KS4)	0.17	0.17	0.10	0.10	0.10	0.24	0.24	1.12
Music	0.14	0.14	0.14	0.14	0.14	0.24	0.24	1.18
Vocational						1.00	1.00	2.00
PE	0.27	0.27	0.27	0.27	0.27	0.34	0.34	2.03
Grand Total	4.45	4.45	5.53	5.53	5.53	8.1	0.81	41.69
Additional Teachers Required:	4.5	4.5	5.5	5	5.5	8	8	
Total Teachers Required:	4.5	9	14.5	20.5	26	34	42	42
Total Teachers on Staff (excl SLT):	6	12.5	17	26	30	40	45	45

Organisation of School, Staff and Responsibilities at Capacity

The following table details the staffing structure, lines of accountability and responsibilities once the school reaches capacity.



STAFFING

The following table details the phased addition of staff, as required, until the school reaches capacity in Yr7.

Position	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Yr7
	2015	2016	2017	2018	2019	2020	2021
Student Numbers	120	240	360	480	600	720	840
Principal	1	1	1	1	1	1	1
Deputy	1	1	1	1	1	1	1
Assistant Head Teacher (1)			1	1	1	1	1
Assistant Head Teacher (2)					1	1	1
Head of Sixth Form					1	1	1
Assistant Head Teacher (3)							1
Head of English (1)	1	1	1	1	1	1	1
English (2)		1	1	1	1	1	1
English (3)			1	1	1	1	1
English (4)				1	1	1	1
English (5)				1	1	1	1
English (6)						1	1
English (7)						1	1
Head of Maths (1)	1	1	1	1	1	1	1
Maths (2)		1	1	1	1	1	1
Maths (3)			1	1	1	1	1
Maths (4)				1	1	1	1
Maths (5)				1	1	1	1
Maths (6)						1	1
Maths (7)						1	1
Head of Science (1)	1	1	1	1	1	1	1

Science (2)		1	1	1	1	1	1
Science (3)			1	1	1	1	1
Science (4)				1	1	1	1
Science (5)				1	1	1	1
Science (6)						1	1
Science (7)						1	1
Computing (1)		1	1	1	1	1	1
Computing (2)						1	1
Art, Music & DT (1)		1	1	1	1	1	1
Art, Music & DT (2)				1	1	1	1
Art, Music & DT (3)						1	1
Art, Music & DT (4)							1
Lead Humanities (1)	1	1	1	1	1	1	1
Humanities (2)			1	1	1	1	1
Humanities (3)					1	1	1
Humanities (4)						1	1
Humanities (5)							1
Lead MFL (1)	1	1	1	1	1	1	1
MFL (2)				1	1	1	1
MFL (3)						1	1
MFL (4)							1
Lead RE/PSHE (1)		0.5	1	1	1	1	1
RE/PSHE/Careers (2)					1	1	1
RE/PSHE/Careers (3)							1
Lead PE (1)		1	1	1	1	1	1
PE (2)				1	1	1	1
Lead Vocational (1)					1	1	1
Vocational (2)					1	1	1
Vocational (3)							1
SENCo (1)	1	1	1	1	1	1	1
Total Teaching (inc SLT)	8	14.5	20	29	35	45	51
Teaching Support Staff (1)	1	1	1	1	1	1	1
Teaching Support Staff (2)	1	1	1	1	1	1	1
Teaching Support Staff (3)	1	1	1	1	1	1	1
Teaching Support Staff (4)	1	1	1	1	1	1	1
Teaching Support Staff (5)		1	1	1	1	1	1
Teaching Support Staff (6)		1	1	1	1	1	1
Teaching Support Staff (7)			1	1	1	1	1
Teaching Support Staff (8)			1	1	1	1	1
Teaching Support Staff (9)			1	1	1	1	1
Teaching Support Staff (10)				1	1	1	1
Teaching Support Staff (11)				1	1	1	1
Teaching Support Staff (12)					1	1	1
Teaching Support Staff (13)					1	1	1
Teaching Support Staff (14)						1	1
Teaching Support Staff (15)						1	1
Teaching Support Staff (16)							1
Teaching Support Staff (17)							1
Receptionist (1)	1	1	1	1	1	1	1
Receptionist (2)				0.5	0.5	0.5	0.5
Cover Supervisor/Admin (1)		0.5	0.5	1	1	1	1
Cover Supervisor (2)					0.5	0.5	0.5

Secretary/Admin (1)					1	1	1
HT PA	0.5	1	1	1	1	1	1
School Business Manager	1	1	1	1	1	1	1
Data Manager	0.5	1	1	1	1	1	1
Technician (1)	1	1	1	1	1	1	1
Technician (2)					0.5	1	1
Technician (3)							1
FTE Site Manager (1)	1	1	1	1	1	1	1
FTE Site Manager (2)			0.5	1	1	1	1
Total FTE Staff	9	12.5	16	19.5	23.5	26	29

Year 1(2015/16)

Both the Principal and Deputy Principal may have some teaching commitment in Year 1 and their teaching subjects will be taken into account when deciding on other teaching posts.

To promote teachers to become excellent practitioners, the school will seek to provide opportunities for team teaching and joint lesson planning and joint lesson observation, where affordable, in addition to the 10% of teachers' time for Planning Preparation and Assessment (PPA) duties. While this is seen as vitally important, the school recognises that all provision must be affordable within the school budget.

Both the teaching and the Admin team will have a wider-than normal range of responsibilities and again, staff flexibility particularly in the early stage of the school's development will be explored at interview.

Middle leader appointments

It is likely that the teaching posts advertised will be to appoint middle managers:

- Head of English (Main Pay Scale M6 plus equivalent of TLR 1)
- Head of Mathematics (Main Pay Scale M6 plus equivalent of TLR 1)
- Head of Science (Main Pay Scale M6 plus equivalent of TLR 1)
- Head of a Humanity (History or Geography) (Main Pay Scale M6 plus equivalent of TLR 2)
- Head of Modern Foreign Languages (Main Pay Scale M6 plus equivalent of TLR 2)
- SENCo (Main Pay Scale M6 plus equivalent of Special Needs 2)

Teaching staff and middle manager roles above are indicative. Certainly in Year 1, teachers will be expected to teach in more than one discipline. For example the Head of Science would be expected to cover DT in the first year. This broad and balanced offer is important, so the school will work hard to retain this breadth rather than reduce it. Appointing staff who have the appropriate qualifications and enthusiasm to teach in more than one discipline will be an important consideration. All teaching appointments will include an assessed lesson, to ensure that either outstanding practitioners or those with the potential to be outstanding will be appointed. The school will seek to appoint a range of youth and experience in all elements of its staffing, to bring a

mixture of enthusiasm and high-levels of professional practice to all elements of school life and learning.

Year 2 (2016/17)

Principal and Deputy Principal may have some teaching commitment in Year 2, particularly to support key areas around literacy, numeracy and the sciences.

New Middle Leader Roles

- Head of Physical Education (Main Pay Scale M6 plus TLR 2)
- Head of Design Technology and Art (Main Pay Scale M6 plus TLR 2)

Year 3 (2017/18)

As the Senior Leadership Team grows, the Principal will re-schedule roles and responsibilities to team members, wherever possible assigning these with some degree of stability, to enable SLT members to become familiar with their roles.

Where funding permits, some middle leaders and teachers will be encouraged to think about long-term curriculum planning, to prepare effectively for GCSE examinations and, where appropriate for cross-curricular links.

New Leadership Posts

- Assistant Head (Leadership Spine L16)
- PSHE/ Citizenship / RE Lead (Main Pay Scale M6 plus TLR 2)

Year 4 (2018/19)

As the school increases in size, senior leaders will take increasing responsibility for planning, organising and assessment. Whole-school themes and learning will include:

Literacy	Numeracy	Scientific understanding & methodology	Computing
PSHE	Enterprise	Citizenship & Careers	Personal learning & thinking skills
MFL	Cultural awareness		

Year 5 (2019/20)

With an increased Senior Leadership Team, roles will be carefully designed to focus on key elements around:

Quality Assurance	Use of data	Quality of teaching	Student progress and performance
Curriculum design & innovation	Staff development	Community engagement	

These roles will be discussed with SLT members and with the governing body. While the Principal will wish to support SLT interest and expertise, the Principal will also seek to strongly promote the professional development of the SLT team and will seek to change on a three or four-year basis, SLT roles and responsibilities.

New Leadership Posts

- Assistant Head (2) (Leadership Spine L16)
- Head of 6th Form (Leadership Spine L17)

The increasing size of key departments will necessitate a greater proportion of middle leaders' time devoted to leadership and management. The school recognises that in doing so, there is a careful balance to be reached: often, these middle leaders are talented and inspirational teachers in their own right, so reducing any teaching commitment could be seen to be counter-productive. However, through the school's senior leaders, these talented middle leaders will be given clear responsibility for developing the professional expertise of their teams. So, time out of teaching will be devoted to a carefully-co-ordinated programme of joint professional development, team-teaching and informal lesson observations, to most-effectively improve the professional skills of their teams. Where teachers are sole subject specialists, for example in Art, Music, RE, Computing, the school will arrange for these staff to be incorporated into other teams, with senior leaders providing additional strong professional development to these staff.

Year 6 (2020/21)

In this year, the school will welcome its first cohort of Post-sixteen students. Study at this level provides greater choice, with up to 80% of students' learning time selected by them. In order to provide students will an engaging range of subject choice and at the same time, make efficient use of the school's resources, the school will seek to work collaboratively with other local schools, colleges and suitable employers to offer a number of courses. Staff numbers linked to subjects above are indicative only and may not accurately reflect provision, with some services being purchased from colleges, or local schools

New Middle Management Posts

- Senior Maths ('A' Level provision): (Upper Pay Scale U3 Plus TLR1)
- Senior English ('A' Level provision): (Upper Pay Scale U3 Plus TLR1)

Year 7 (2021/22), school reaches capacity with 840 students

New Senior Leadership Posts

Assistant Head (3) (Leadership Spine L16)

Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
Reception								
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Year 7	120	185		155%	120	215		180%
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	120	185		155%	120	215		180%

Section E: Evidence of need – part 2

Section E1

Evidence of need, shortage of places

There are four secondary schools serving Woking and its surrounding area. St John the Baptist (SJB), Woking High(WH), Winston Churchill(WC) and Bishop David Brown (BDB). The local secondary school for the South Woking area is SJB, however this is a selective Catholic school, providing places only for Baptised practising Catholics who attend one of their feeder schools, none of which are located in South Woking. Most of South Woking falls outside the priority admissions area for both WC and WH, who are both currently oversubscribed, leaving BDB as the only school with some capacity. As a result, local children are being sent to a range of different schools, out of the area. The Surrey County Council school commissioning team have estimated a shortage of places for students entering Year 7 in the coming years as follows. There is further detail in Section C 'The need for new school places':

Year of entry into Yr 7	Shortage of local school places
2015	43
2016	56
2017	87

These figures have been disputed by the CEO of Woking Borough Council - who actually predicts demand being much higher due to significant levels of housing development in the area. The largest developments, highlighted on the map at the end of this section are as follows:

	Total Number of Homes	Type of Housing	No. of Affordable	First Phase Ready
Moor Lane	371	Predominantly family homes	224	Early 2015
Westfield Avenue	149	Houses & Flats	N/A	Summer 2015
Brookwood Farm	297	3, 4 & 5 Bed Houses	75	Early 2014
Sheerwater	500	Family homes	N/A	TBC

As detailed on the map, the proposed area of location for Hoe Valley Free School, will make it the nearest secondary school for children on both the Moor Lane and Westfield Avenue developments, while the Brookwood Farm development will put more pressure on Woking High and Winston Churchill Schools.

Evidence of Low Standards

Although 2 out of the 3 non selective secondary schools are Ofsted rated as Good, parents are concerned about the low attainment, with each school underperforming the LA and national average for progress in English and 2 schools underperforming with progress in maths and GCSE grades A*-C. Bishop David Brown, rated as requiring improvement, is the only school in the area SCC are planning on expanding.

School (distance from HVFS site area in brackets)	Ofsted Rating	PAN	% Pupils achieving 5 GCSE's grade A*-C (including English & Maths)	% Pupils making expected progress in English	% Pupils making expected progress in Maths
St John the Baptist(1.6m)	Outstanding	210	86%	93%	95%
Winston Churchill(2.6m)	Good	300	66%	66%	77%
Woking High(3.3m)	Good	240	54%	62%	69%
Bishop David Brown(4.0m)	Requires Improvement	90	35%	52%	54%
All Schools	n/a	n/a	59.4%	68%	68%
LA Average	n/a	n/a	64.2%	70%	74%

Figures in red indicate levels below national averages

Attainment Gap

Whilst SJB does a good job of closing the attainment gap (disadvantaged groups actually make better progress than other pupils in both English and maths at SJB, though FSM only accounts for 3.6% of children), other local secondaries are less effective, with stark differences in progress and attainment between disadvantaged pupils and others:

% of pupils making expected progress for English and Maths in 2012

School	English (FSM)	English (Other)	Maths (FSM)	Maths (Other)
St John the Baptist	89%	94%	100%	95%
Winston Churchill	54%	68%	49%	81%
Woking High	33%	67%	44%	74%
Bishop David Brown	39%	58%	45%	58%

Figures in red indicate progress below national levels for that group

HVFS will incorporate specific strategies to better serve disadvantaged student groups and ensure the attainment gap is eliminated. See the end of section C for the relevant measures of success.

Evidence of Demand

As detailed in the table in Section E1, we are currently 155% oversubscribed for 2015 and 180% oversubscribed for 2016. Overall we have over 800 children signed up from over 700 families. A map showing where the sign-ups are from is included in the geographical analyses at the end of this section. Parents have registered their interest either via our website or in paper form. Both have the same wording allowing parents to demonstrate that they are making an informed choice for Hoe Valley Free School.

The wording is as follows:

Hoe Valley Free School will be a small (3-4 form entry), co-educational, mainstream, secondary school including a Sixth Form, serving local children in the South Woking area. Our school will welcome children of all abilities. The school is proposed to open in September 2015 starting with Year 7 places, based around the National Curriculum using a flexible, innovative and personalised approach to teaching and learning. The school will have an extended day, intended to provide extra tuition time for all students and allowing for creative use of the time table. This will be complemented with a range of extracurricular and enrichment activities, breakfast clubs, homework clubs and study support groups. More details on our vision are available here: [\[Link to Vision on website\]](#).

To register an interest in a place at our school for your child, and help us prove the demand for our school, please fill in the form below. We can't do this without you!

Commitment:

In our application to the DfE we will need to show that there is strong local demand for our school and they will want to know how many families will make our school their first choice.

	Yes	No
Do you support the vision of our proposed school?		
Will you make this school the first choice for your child/children?		

Section E2

Community Feedback

We have had an overwhelmingly positive response from prospective parents and other stakeholders, who believe we will be increasing choice, improving educational outcomes and also keeping families who would otherwise move away for secondary school, in the area. Some comments from those we have engaged with:

██████████ (██████████)

██████████ (██████████)

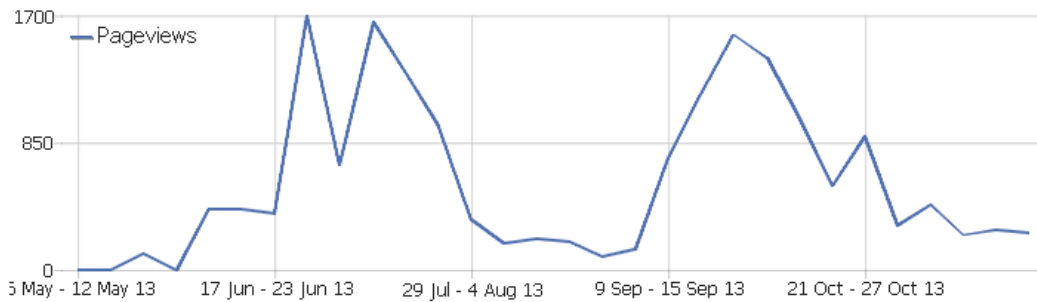
“As the local Borough and County Councillor for the South Woking area, I am fully in support of the Hoe Valley Free School. I believe that without this Free School, Woking Borough would clearly not have enough school places and my local residents would be forced to send their children further and further afield for their secondary education. The Hoe Valley Free School is vital to ensure South Woking children have access to a good quality education and be attend a school within their local community.” (Will Forster, County Councillor for South Woking and Borough Councillor for Kingfield, Westfield and Barnsbury)

“Woking is a town on the up. Significant investment in the area's amenities and much needed residential development is inevitably increasing demand for other facilities that local families need. The case for a further secondary to serve the residents of south Woking is a very strong one and I am confident the newly proposed Hoe Valley Free School would be a great asset to the area. I am therefore happy to support this application.” (Rt. Hon. Jonathan Lord, MP for Woking)

The proposer group has looked to respond to feedback and ideas from the parents we have met. The following characteristics of the school have been incorporated following feedback: parents felt strongly that the use of the National Curriculum would provide the assurance and credibility needed for parents to consider the school seriously as an option for their children, and the inclusion of homework/’prep’ time within the extended day and the enlargement of the school intake from 3 to 4 forms of entry came as a result of the significant demand expressed from parents slightly outside our immediate catchment.

The proposer group has been keen to ensure that all prospective parents have been made aware of the plans for Hoe Valley Free School. We have contacted all local primary schools, attended school fairs and other local community events, produced e-newsletters and run regular campaigns on Facebook. Our Facebook page has over 830 followers and has kept our followers engaged with the process and our progress.

The Hoe Valley Free School website (www.hoevalleyfreeschool.org) contains full information regarding the school's vision and details of the proposer group. The following chart shows the number of pageviews since its launch in May. The high spikes of activity relate to traffic driven by our facebook campaigns. The following graph shows our website traffic from May to November.



Hard to Reach Groups

We have also made concerted efforts to engage with 'hard to reach' parents. These parents and carers are traditionally less engaged in the experience of their child's education and may have additional barriers to learning about our school proposal and how it may benefit their children. We have targeted these parents and carers specifically through contact and meeting with local sure start centres, church groups and the local mosque. Additionally, we have undertaken door to door leaflet drops all around the local estates and obtained sign-ups face to face on the doorstep.

All advertising has included our web address and also a phone number to contact should paper information be required. A paper pack has included prints from our website detailing our vision, the team, FAQs and a registration of interest form. We have placed posters across the area, covering housing estates, community centres and shopping areas, and the reception areas of supportive primaries.

Local Community and Free School Community Engagement

The founding parents are active networkers within the Free School community, having forged valuable relationships with other Free School groups. Additionally, local secondary schools (but not immediately within Woking) have also proven to be extremely valuable to meet with and discuss ideas. We have recruited various team members through these valuable meetings and networking efforts. We have had regular contact with Surrey County Council, their school commissioning and admissions team, and regular meetings with [REDACTED]. We have held, to date, 3 large public meetings at the local community centre, which have been very well attended with around 140 attendees across the 3 meetings. An overview of our community engagement activities timeline is as follows:

Date	Activities
October 2012	Meeting with [REDACTED] of Surrey School Commissioning Team.
November 2012	Contact made with Head Teachers of local Primary & Secondary Schools, email to local counsellors, visit with Wapping High, meeting with [REDACTED] of SCC.
December 2012	Meeting with [REDACTED], 2 articles in local Surrey Advertiser.
January 2013	Meeting with [REDACTED], [REDACTED] of 'Secondary Schools for Send' support/campaign group, and article in Surrey Advertiser. Successfully applied for the NSN Development Programme.
February 2013	2 articles in Surrey Advertiser, contact with local primary heads.

March 2013	Meeting with [REDACTED] at Surrey School Admissions, contact with Primaries and visit to Reach Academy.
April 2013	Visit to Oakbank, meeting with [REDACTED].
May 2013	Contact with Primaries, article in Surrey Advertiser, meeting with Jonathan Lord MP, newsletter by email to registered parents.
June 2013	Information leaflets to local community spaces and schools, launch of new website, leaflets in school book-bags, attending local school summer fairs, Facebook advertising campaigns, meeting with [REDACTED], meeting with [REDACTED] of Surrey Admissions.
July 2013	Newsletter to registered parents, 6 facebook ads, contact with primaries, stall at Woking Party in the Park, public meetings at Pirbright and West Byfleet, interview for BBC Radio Surrey.
August 2013	Leaflet drop and door-to-door in local estates
September 2013	Posters covering wider area promoting public meetings, 1 Public Meeting (evening), 5 facebook ads, contact with primaries, leaflet drop, meeting with [REDACTED], email to all local councillors.
October 2013	Meeting at local Sure Start, 2 Public Meetings (evening), visit to Salesian School (Chertsey), 2 facebook ads.
November 2013	Day ' drop in' session, meeting with [REDACTED], visit to Wapping High, meeting with Thamesmead School.

We will continue to hold public meetings in the New Year after our application has been submitted, to keep our local community abreast of progress and ensure they are constantly updated on timelines, key milestones, and generally ensure parents remain completely engaged in the project to ensure that HVFS is a natural choice for them once admissions are open. We currently have public meetings planned for January & February, and will continue with our use of Facebook and email newsletters throughout the period following the application submission.

Geographical Analyses

Our sign-ups, when plotted on a map show very strongly the concentration of demand in the south Woking area, very close to the preferred site location. High proportions of sign-ups also originate from the Old Woking and Kingfield & Westfield wards, referred to in the deprivation analyses earlier in the section.

Map showing:

- Green dots – All sign-ups in the Woking borough
- Red stars – Local secondary schools with comprehensive admissions
- Orange star – Local 'Outstanding' secondary with selective admissions (SJB)
- Blue houses – Currently planned significant housing projects described in the table at the beginning of E1
- Yellow circle – An approximate 1 mile radius around the preferred school location.
- Red Ward boundary - Showing the Old Woking and Kingfield & Westfield wards which are described in further detail highlighting the deprivation. Many of our sign-ups come from this area.



Section F: Capacity and capability

F1 (a) Pre-opening skills and experience

While our team has been drawn from the local community, it contains the majority of the key skills and experience to progress the school through its pre-opening phase. The skills include a deep knowledge of governance, school finance, school improvement and leadership. We also have skills in general project and risk management and marketing.

In addition, members of the proposer team bring with them expertise in running successful schools. This has equipped us to deliver elements of the school operation from the Education and ICT vision through curriculum analysis and design to pastoral care and safeguarding, covering all points in between.

We are engaged with a number of education professionals who bring direct secondary school teaching leadership experience to further strengthen our core team and eventually, our governing body.

Our capacity and capability is outlined in brief in the table below and CVs for team members can be found in the annex. We believe that our core team, wider group and proposed governing body bring with them all the experience and expertise to deliver the vision of HVFS dynamically and effectively.

For pre-opening we plan to form advisory working groups to make the most of the expertise available and to be time efficient. These groups will be required to report back to the interim governing body at regular intervals and will be arranged as follows:

Governance: Their responsibilities will be to ensure a smooth transition from pre opening group to effective governing body by developing the governance structure, actively recruiting to fill skills gaps, identifying appropriate training for the whole interim body, identifying and writing appropriate policies.

Senior Leadership Team (SLT) Recruitment: Members will be responsible for the organisation and administration of the staff recruitment including the Head Teacher (HT) and other members of the SLT.

Finance and Legal: Their responsibilities will include managing the pre-opening funding, choosing the method of Project management ie within the group or recruiting an outside team of experts and then managing this process. They will also oversee all legal documentation including any HR or other statutory employment policies.

Premises: This group will be made up of members of the finance group and include the chartered surveyor who is a Member and the appropriate EFA contact. This will be a time limited group tasked with ensuring the delivery of either the permanent or temporary accommodation required for opening in September 2015.

Learning and Development: This group will be formed once the HT has been recruited and will advise and assist with the development of the curriculum, School Development Plan (SDP) and appropriate reporting processes.

Name	Member of core applicant group	Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
██████████	Y	██████████	██████████	20
██████████	Y	██████████	██████████	15
██████████	Y	██████████	██████████	5
██████████	Y	██████████	██████████	4
██████████	Y	██████████	██████████	4
██████████	Y	██████████	██████████	6

██████████	Y	██████████	██████████	6
██████████	Y	██████████	██████████	4
██████████	Y	██████████	██████████	6
██████████	Y	██████████	██████████	4
██████████	Y	██████████	██████████	6
██████████	Y	██████████	██████████	4
██████████	Y	██████████	██████████	8

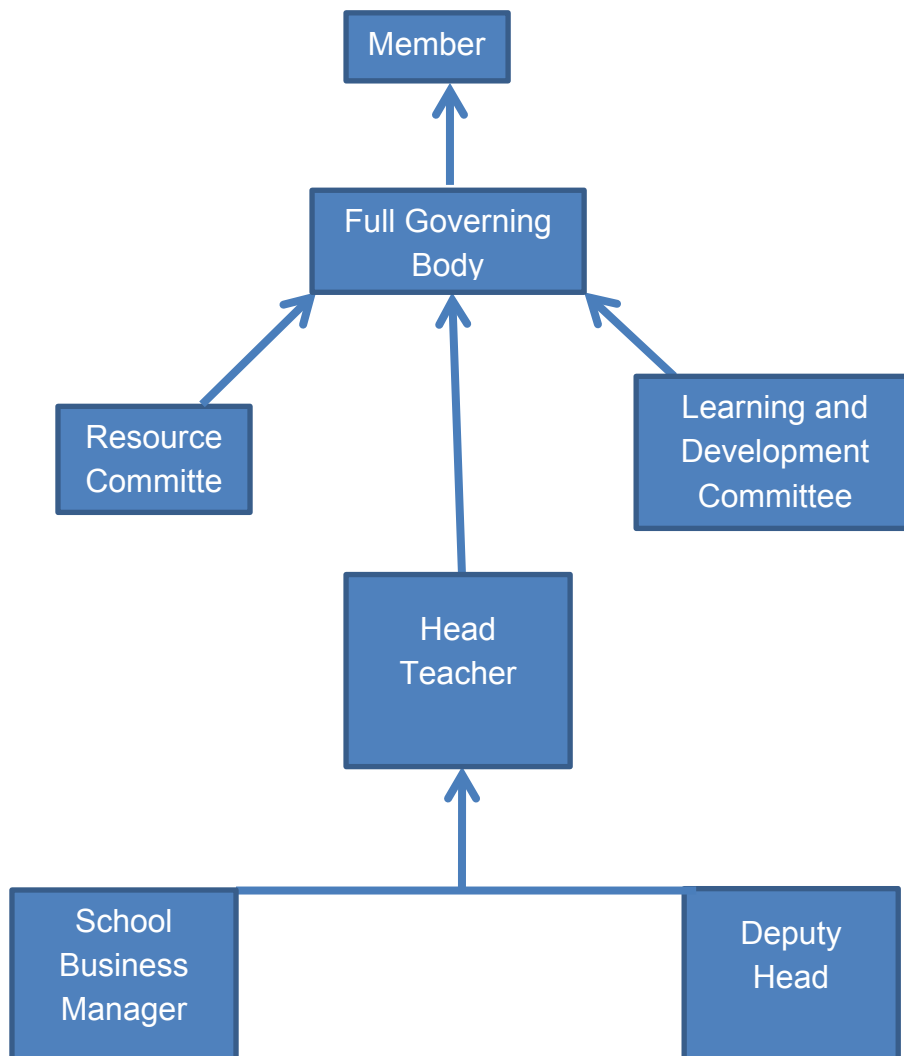
██████████	N	██████████	██████████	4
██████████	N	██████████	██████████	4
██████████	N	██████████	██████████	4
██████████	N	██████████	██████████	4

F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Secondary school education expertise	We are engaged with a number of education professionals who will bring direct secondary school teaching, leadership and school improvement experience to the interim governing body as advisors. We will continue to use our networks to recruit someone to the core group with these skills.
Accountant	As part of the core group we have a spread of financial expertise including business and school finance. However we do not have a qualified accountant and so are continuing to use our networks to fill this role.
Education Project Management	We would like to tender services such as Section 10 Consultation and the key elements of the pre-opening critical path to a suitably qualified and experienced DfE Approved Project Management Company. This would be funded from our Project Development Grant
Legal	Appoint a suitably experienced law firm through procurement process to deal specifically with Funding Agreement
Ofsted Framework	We will be partnering with Achievement for All and implementing their programme of whole school improvement. This includes preparing the school for the OFSTED framework.
Marketing	Although a number of the team have generic marketing experience no one has specific educational marketing expertise so we would look to appoint an appropriate agency to assist with this.

Section F2

Overall Governance structure



The Full Governing Body (FGB) will report into the Members and there is more detail on this below. The Head Teacher (HT) will report into the FGB and although the School Business Manager (SBM) will report to the Resource Committee (RC) and the Deputy Head (DH) to the Learning and Development Committee (L+D) they will be line managed by the HT. Chairs will liaise to ensure efficient meeting cycles and appropriate cross-reference and communication where responsibilities overlap.

Roles and Responsibilities

Members

The members will ensure the charitable company achieves its objectives, sign off the financial accounts and annual report, and appoint some of the governors. Therefore we believe the HVFS members should be seen as the “keepers of the vision”. They will be the 6 original parents who first set up the proposer group and also a very senior secondary school leader who has helped to shape and support the original vision. They will be there to make sure the original vision and ethos of the school are adhered to and to ensure that the objectives of the charitable company are achieved and that the governing body is discharging its duties correctly.

They will meet three times a year with the Chair of Governors (CoG), away from the school and will also take part in annual and extraordinary general meetings. Whoever is CoG will also be a member. Together they are responsible for signing off the company’s financial accounts and annual report and therefore will need a written report from the SBM tabled at each members meeting. One of these meetings will be focussed on the accounts to ensure sufficient time and preparation for this important task. Additionally they will receive an executive summary of the Head Teachers Report as well as having access to the SDP and other relevant information . The CoG will be a Member although this will be role based and not named. The FGB will look to appoint an outside School Improvement Partner (a link has already been made with Achievement for All with this in mind) who will also attend the members meetings to ensure the members are kept fully informed of their findings and recommendations. Within the members there is sufficient educational, governance, financial and business experience to ensure they are capable of providing rigorous scrutiny of the governing body and to hold them to account.

A skills analysis has already been done on the proposed interim governing body and this will be done again annually or when there is any significant change to the constitution of the governing body (two governors or more within 3 months). Where any gaps are identified a strategy will be agreed with the CoG for filling them. This will ensure that the governing body will continue to have the skills and experience needed to drive and challenge the school effectively and that the members are active in this process. This will also enable the governing body to remain current and relevant at all times.

The members are responsible for overseeing the work of the governing body and not for providing the strategic direction for the school. They do not work with the Head

Teacher but with the governing body. They have the power to amend the Articles of the company and where appropriate to remove directors/governors if necessary. We have decided to have 2 members who will not be Directors in order to maintain the separation necessary to ensure proper oversight. There will be protocols in place for the removal of governors should this be necessary.

Directors/Governors

The governing body manages the academy on behalf of the Academy Trust and the key responsibilities are to:

- Ensure the quality of educational provision
- Challenge and monitor the performance of the school
- Manage the school's finances and property
- Manage the Principal
- Discharge their statutory duties as an employer

GB will be responsible for the overall strategy of the governing body, implementing any strategy agreed by the members regarding the composition of the governing body following a skills audit and appointing any working groups that may be needed to work on specific tasks which may arise around premises, admissions etc. They will also ensure the Ethos and values are carried through the work of the school.

Effective Decision Making

For the HVFS governing body we have gone for a relatively simple structure of governance for the initial few years with a view to updating it as the school expands in later years. Five of the members will also be governors and there will be a further 6 who have already been identified for the interim governing body to take the school through pre opening to opening. This gives a total number of 11 which includes the proposed Chair. The Head Teacher will also be an ex officio governor. We have also recruited two specialists to act as advisors pre-opening and to be co-opted governors for the first year of opening. They bring school finance and senior secondary school leadership experience to the governing body.

Once the school is open we intend to make provision for at least 2 elected parent governors who were not part of the proposer group. Our vision includes an expectation of parental involvement in all aspects of school life and so the parent governors with their views and perspective are considered crucial. We will also appoint at least one staff governor which will bring the total number once the school is open to 14 governors.

We believe that an FGB of this size allows us to include sufficient breadth of knowledge and experience for the FGB to discharge its duties competently whilst still ensuring it is able to make decisions efficiently. All governors will be expected to participate fully both at sub committee and FGB level. We do not wish to see any decisions being made away from these meetings or without proper scrutiny. Two of the directors have experience of school Governing bodies where this has happened and it has resulted in poor levels of challenge. The expectation is for each governor to commit a minimum of 13 days a year.

There will be 2 committees as detailed in the organisational structure:

1. **Resource committee** which will be responsible for school budget and financial management policies and procedures, Premises, Health and Safety and Pay Policy
2. **Learning and Development (L+D) Committee** which will be responsible for staffing issues, policies relating to staff and the wider school community, admissions, the school environment, curriculum, inclusion, pastoral support, policies relating to students, teaching and learning, student progress and achievement

Membership of each committee will be determined with reference to the skills of the relevant governors so for example we would expect those currently involved in education to be part of the L+D committee whilst those with finance or premises experience to be on the Resource Committee. This should provide each committee with the sufficient skills and expertise to enact their responsibilities to the best of their abilities.

Chairs will liaise to agree the meeting cycle and ensure that areas of overlapping responsibility are properly considered and communicated across committees. We will make full use of ICT to facilitate communication and collaboration between committees, to maximise the effectiveness of the governing body, and to maintain transparency so that governors are fully aware of what happens between meetings.

Both the GB and two sub-committees will have very clearly defined Terms of Reference drawn up using best practice and these will be reviewed and agreed annually by the GB including the post of Chair and Vice Chair of the GB as well as the committees. These will dictate the membership and remit of each committee and any delegated responsibilities requested that may have been agreed at the start of the year. Two directors are currently part of existing school governing bodies that are currently working through the academisation process and so are very familiar with these procedures.

The FGB will meet 4 times a year. The first meeting will be at the start of the school year to agree the terms of reference, submit the business interest forms, agree the membership and terms of reference for each subcommittee and appoint any new

governors if necessary. There will then follow at least one meeting each term, the dates will be agreed at the first meeting and will take cognisance of any particular milestones in the academic year that need to be monitored or discussed for example the release of performance Data, signing off the school's accounts etc. During the first two years of opening it may be that the FGB needs to meet more regularly than the minimum of four meetings, this will again be agreed by the full committee in advance.

Each subcommittee will meet at least once a term although for the first 2 years that the school is open we envisage these meetings to be held twice termly in order to allow sufficient oversight and decision making opportunities in what will be a busy and evolving environment. The subcommittee meetings should be held at least 2 weeks prior to the FGB meetings to allow sufficient time for preparation of the minutes and any papers that need to be revised before presentation to FGB. This will allow time for a full and informed discussion.

Each FGB meeting should have presented by the PRINCIPAL a paper detailing contextual information (numbers on role and waiting lists, admissions, breakdown of numbers of FSM, SEN etc, absences and attendance rates, a teaching summary (teaching for learning observations, staff turnover or changes, outcomes from learning walks, student progress and analysis (examination and test results, results of inclusion group tracking including pupil premium, general teacher tracking), pupil behaviour data (bullying, racist incidents) , finance and premises planning, leadership effectiveness and management (teaching training, appraisals) and any self evaluation processes that may have been undertaken (OFSTED, SEF, SDP).

The chair of each sub- committee will answer any questions arising from the minutes of their meetings, present any papers that they may have been asked to provide as well as any monitoring reports that have been scheduled. They will also report on the progress made against the School Development Plan (SDP) in their areas.

Effective Challenge

In order to ensure effective challenge each member of the GB will expected to undertake a number of visits to the school. These may be informal as each class will have an allocated buddy governor who will visit and spend some lesson time with the class each term. Each governor will also be allocated a specific target from the SDP to monitor which may include literacy, numeracy, curriculum design, Special educational needs etc. These targets will be monitored through more formal visits and recorded on an agreed proforma. The governor will then either table a paper or present orally at the relevant committee meeting which may be GB, RC or L+D depending on the focus of the target. This report will be written following class visits and meetings with the subject heads at which they are able to gather data from the senior leader as well as question closely any assumptions. Ideally governors should build up expertise in certain areas which will enable them to quickly and efficiently judge the data they are presented with, and in turn to answer questions raised by other governors. These visits and the reports generated will play an important role in up skilling the whole governing body, ensuring they have the knowledge and understanding to be fully accountable and also to understand and challenge all the information made available.

School visits should follow a Governor Visits policy protocol. Governor Visits forms needs to be filled in after each visit and given to the Principal for feedback and discussion having been agreed with the member of staff visited before going to any committees.

Part of the remit of each subcommittee will be to develop an annual workplan which will link into the School Development Plan. Each committee will have a member of the SLT co-opted to the committee (seen in the organogram above) to report back on their area of work and work plan items. These areas will be linked to the SLT member's roles and responsibilities within the school. This workplan will be a standing agenda item for each of the subcommittees which will enable that committee to review the work of the leadership team and how they are performing against their targets. These will be linked to appraisal targets so there will be a half yearly interim review. Although the Principal is responsible for the SLT targets, the committee chairs' input will be an integral part of this so that any concerns could be raised. By continuously reviewing SLT targets any underachievement can be reviewed and questioned at least termly. It is the Principal's responsibility to ensure the SLT team are meeting targets and to deal with any under performance and to do what is necessary to sort it out. Therefore it's very important that the Principal and CoG have a very open and honest relationship about what is happening in the school. It is then the governor's responsibility to review the PRINCIPAL's performance and targets so it's vital that there is total transparency and very good reporting from the chair to the rest of the committee as well as the reporting done to each subcommittee by the SLT member.

Of the 11 proposed governors, 4 have extensive governance experience which includes chairing. 3 are currently serving. The Secondary school converted to Academy status over 2 years ago, the other two schools are recent converters which means all have current, extensive experience of what is required under the new OFSTED framework. They are planning to have a detailed induction process which is discussed below in F3, with all the governors who are new to governance, using this knowledge and experience. We should therefore be a board that is well equipped to effectively challenge the PRINCIPAL and SLT.

The Senior Leadership Team

The head teacher will be appointed by the governing body and we then expect to delegate to them those powers and functions they need to ensure the smooth running of the school. For example we would expect them to help, alongside the Governing body and other members of the Senior Leadership team, to develop the School Development Plan and then to effectively implement it to secure continuous school improvement. They would also be responsible for the monitoring and evaluation of the performance of the school and to report on this to the governing body. They would also be expected to make sure at all times that the management, finances, organisation and administration of the school supports its vision and aims.

The GB will monitor the performance of the Head Teacher through the individual monitoring targets for each governor, through rigorous interrogation of the data presented, through the work of each subcommittee and at the FGB during the Principal's report presentation. We will check the achievement of the school against its SDP targets as well. The Principal will also be held to account through their own

performance management. This may be by for example aligning the Principal's targets in line with the school's strategic objectives.

Conflicts of Interest

There are currently no identified conflicts of interest identified with any members of the governing body. However before we hold our first formal meeting we will ask all members of the governing body to fill in the Pecuniary Interests and declaration form following handing out a document containing the most recent DfE guidance and the section in our Articles of Association that refers to this. At the start of each committee meeting, full or subcommittee there will be an agenda item requesting anyone declare any conflicts there may be with any agenda item for that meeting. These forms will be kept together and updated at least annually if not more regularly.

If anyone does declare a conflict with an agenda item there will need to be agreement reached within the committee as to the most appropriate course of action. For example if it's a short term conflict it may be enough for the person to leave the room for the duration of the discussion. If the conflict is to be longer term it may be appropriate to suspend their membership of the committee altogether. The Articles of Association have very clear guidelines on how any potential conflict should be managed. We believe that any process should be open to scrutiny by the FGB and transparent at all times.

F3 (a) Proposed governors

Name	Role on governing body	Area(s) of expertise (e.g. educational, financial, etc.)	Other relevant area(s) of expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	See F1	20
[REDACTED]	[REDACTED]	[REDACTED]	See F1	15
[REDACTED]	[REDACTED]	[REDACTED]	See F1	5
[REDACTED]	[REDACTED]	[REDACTED]	See F1	4

[REDACTED]	[REDACTED]	[REDACTED]	See F1	6
[REDACTED]	[REDACTED]	[REDACTED]	See F1	4
[REDACTED]	[REDACTED]	[REDACTED]	See F1	6
[REDACTED]	[REDACTED]	[REDACTED]	See F1	4
[REDACTED]	[REDACTED]	[REDACTED]	See F1	4
[REDACTED]	[REDACTED]	[REDACTED]	See F1	8

[REDACTED]	[REDACTED]	[REDACTED]	See F1	6
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F3 (b) Skills gap for governing body

We have undertaken the National Governors Association recommended Skills Gap Audit and the following gaps have been identified:

Skills/experience missing	How you plan to fill the gap
Safeguarding	Those members of the governing body who are not either working in a school or current governors will all complete a governor focussed Safeguarding course within the first 6 months of pre opening
Handling complaints/grievances or appeals	All governors will be encouraged to attend a relevant governor focussed training course which deals with how to approach these issues.
Premises	One of the members is a chartered surveyor and has a great deal of experience in premises issues. Whilst he can't commit to being full governor he will be closely involved in assisting us to secure the appropriate premises. We have also been approached by a prospective parent who is in the construction business and has refurbished several schools who is also happy to be an advisor during the pre-opening process and has indicated he would be interested in one of the parent governor roles once the school has opened.
Secondary school leadership	As discussed above we have recruited a number of advisors to help fill this gap. We will also be continuing to try and recruit a suitable member to the core group. However two of the advisors have agreed to become members should the school be approved and we are confident that this will ensure that the governing body maintains its high standards and levels of efficacy.

Section F4

The expectation of the Hoe Valley Free School interim governing body is to begin the recruitment of their Principal immediately following pre-opening approval. This section outlines the plan for the activities to identify and recruit an exemplary secondary school leader to create in reality the school described in our vision. The process has been created in accordance with best practise guidance produced by the National College for School Leadership.

Proposed Salary Range

The proposed salary range for the Principal role is planned to be L28. It is expected that the significant opportunity to found an entirely new school will provide an attractive proposition for an ambitious and entrepreneurial candidate, potentially in an existing Deputy Head role. Allowance has been made within the financial plans to allow the salary for the Principal's role to progress to L32 in year 4 and L36 in year 6. This is expected to provide an attractive offer for the right calibre of candidates and is line with the entry point of a Principal position at a local outstanding Catholic secondary school in Guildford.

The Trust is aware of its responsibilities under safeguarding legislation and aim to comply with both the Health Standards (England) Regulations 2003 and Section 60 of the Equality Act 2010. We also note and will use guidance on Safer Recruitment (2007) and have devised our process with this in mind. Members of the Trust are currently undertaking Safer Recruitment Training and we will ensure that at least one member of the selection panel has undertaken this and briefs other members.

The high level activities and durations, discussed in further detail below will include:

	Expected Dates
Creation of interviewing panel and coordination of interview dates	May 2014
Creation of role description	June 2014
Marketing of the role	June 2014
Application review and first interviews	July 2014
Informal individual meetings between Chair of Governors and shortlisted candidates	July 2014
Second practical interviews	July 2014

Offer and contractual negotiations	July 2014
Likely earliest start date	October half-term
Likely start date for a currently employed Principal	January 2015

We acknowledge that this is a tight timeline but this would give us the opportunity to readvertise if we were unsuccessful in finding the right candidate the first time. It also provides the best chance of getting our Principal appointed by January assuming a worst-case of our candidate having a notice period of a full term.

Interviewing Panel

An interview panel will be formed comprising members of the interim governing body plus selected other domain experts. The panel is expected to comprise 5 or 7 individuals and the requirements to have a member of the panel trained in Safer Recruitment will be covered.

We expect to also seek external expertise to assist with the interview process to support both a thorough HR representation together with Educational expertise to establish competencies to lead teaching and learning in line with the school vision.

Administratively, the availability of the interview panel members will be defined in advance to support interview dates which can be included in the advertisement of the role. A member of the interview panel will be available to manage the administrative arrangements of the interview process.

Following visits to two local outstanding secondary schools offers have been made by both Head Teachers of the use of their premises and expertise for the recruitment of this vital member of the SLT. This includes the use of their classrooms for observing and judging lessons as well as meeting rooms for other group based activities. They have also both offered to be part of the recruitment panel.

Role Description

The creation of a role description born of the vision of the school will form the basis for the search and selection process. We will seek to attract the highest quality of candidates as defined by a demonstrable track record that is well aligned with our vision and ethos.

We expect that the Principal will have achieved the NPQH qualification, but this will not be an absolute requirement as we are mindful of guidance from DfE which states that NPQH is not mandatory for Free School leaders, and we do not wish to rule out the appointment of an outstanding Principal from the independent sector. However, we will take account of the most up to date position in this regard.

As well as an exemplary record of academic leadership we will additionally be looking for evidence of personal attributes and values that will come to underpin the creation of the Hoe Valley Free School ethos. Some of the personal competencies that we will be looking for in successful candidates will include:

- A track record of recruiting high calibre staff and effective succession planning
- Evidence of having driven the creation of a strong school culture that has high expectations of all children
- Proof of having created positive personal relationships with all children and staff
- Utilisation of effective strategies for the active engagement of parents in their child's schooling
- Having personally led the development and running of enrichment experiences for children which have given significant opportunities to identify new strengths and passions
- Exemplification of the habit of life-long learning that we wish to develop in our children, through ongoing professional and personal development as well as the commitment to processes of innovation and continuous improvement

Having developed a complete role description, this will form the basis for an effective competency-based interview where structured questions will be used to elicit evidence of the candidate's proven capabilities. HR expertise supporting the process will provide review and oversight of the interview questions and ensure a safe and secure record is kept of the interview process and discussions.

Marketing

The Principal's role is expected to be advertised in the leading educational jobs supplements for 2 issues, with a closing date for applications around 10 days after the second issue. We will additionally explore the potential to use Executive Search companies as a means to identify candidates who may not actively be looking for other roles.

Application review and interview candidate selection

Applications may be submitted online. All candidates will receive acknowledgment of their application and interested applicants will be afforded the opportunity for an informal telephone discussion, at their request, with a named individual, to learn more about the role and answer any preliminary questions.

In expectation of a fairly typical 12-15 applications for the role, the interview panel would seek to review and shortlist around 6-8 candidates for first interviews. The interview shortlist will be derived on the basis of the application demonstrating strengths in the capabilities required by the role description. The interview panel alone will have access to the application details and a meeting to review and agree upon the

initial interview candidates will take place. Interview candidates will be notified of the request to attend a first interview and unsuccessful candidates will also be notified.

The selection process will be timed to ensure that it can take place to allow time for serving Principals to serve their notice. Our process for preparation will follow the accepted best practice from the National College:

The elements we will use to recruit our PD will be as follows:

- Application form
- References including structured proforma matched to selection criteria and role description
- Structured panel interview to test required competencies

At a second practical session to review

- The candidate's presentation of a plan for the first HVFS open evening to show how the school's culture of high expectations will come to life for students. To include an actual presentation covering the opening to parents and prospective students, followed by an overview of the plan itself for the duration of the evening. Looking for:
 - Clarity of vision and ethos and conveying a strong sense of purpose and visible leadership
 - Commitment to students and parents and showing empathy with their decision to choose HVFS, addressing concerns they may have choosing a new school
 - Clarity of vision around the school's partnership with parents
- The candidate's presentation on a proposed approach to implement an 'adaptive' process of lesson planning and teaching feedback which will form the basis for making every lesson better than the last - through:
 - Reference to practices of continuous improvement
 - Recognition of opportunities to collect, interpret and act on data from multiple sources
 - Practical considerations around the implications of creating such a process including integration with teacher's performance management and CPD
- Presentation on the 100 days before opening and the 100 days after
 - Supporting all aspects of school's operations in planning for and successfully launching a completely new school
 - Finding the right people and fostering the right culture from the outset
 - Planning effectively but responding to change

The Proposer group includes expertise both qualified and experienced in the use of, and interpretation of outcomes from, psychometric tests including use during the appointment of Headteachers and Principals of existing Free Schools and UTCs that opened in September 2011 and 2012.

Section G: Budget planning and affordability









<Redacted>

G3 Financial resilience to reductions in income

<Redacted>

Section H: Premises

Please refer to the relevant section of the 'How to apply' guidance and the assessment criteria booklet for what should be included in this section.

Please complete the Excel application form.

Annexes

Any annexes you add:

- are excluded from the page limit and restricted to CVs for key individuals;
and
- should be submitted as part of your application, i.e. as one Word document.

CV template

CV template		
1.	Name	
2.	Area of expertise (i.e. education or finance)	
3.	Details of your last three roles including: <ul style="list-style-type: none"> ▪ name of school/ organisation ▪ position and responsibilities held ▪ length of time in position This should cover the last four years. If not, please include additional roles	Name: Position: Time period:
		Name: Position: Time period:
		Name: Position: Time Period:
4.	For finance only: details of professional qualifications, including: <ul style="list-style-type: none"> ▪ date of qualification ▪ professional body membership number ▪ how your qualifications are maintained 	

CV template	
5.a	<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 ▪ school's best 8 value added scores for the years you were in post, if applicable
5.b	<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

CV template		
	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	

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Self-assessment form for independent schools (including privately run alternative provision and special schools)

Name of school						
Girls/Boys/ Co-educational		% Special Educational Needs	% Free School Meals (or pupils on bursaries)	% English as an Additional Language	% Persistent Absence	% Attendance
Name of principal	Additional information about the school					
	<i>[Please provide details about your school's site, physical environment and any finance issues, including any debt you may have.]</i>					
Chair of governors						
Number of pupils currently on roll						
Capacity						

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Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Overall	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 28-29 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Achievement of pupils at your school	<p><i>[Please provide a commentary on achievement of pupils at your school, with reference to the Ofsted grade descriptors (available at page 33-34 of the school inspection</i></p>			

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	<p><i>handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Quality of teaching in your school	<p><i>[Please provide a commentary on the quality of teaching in your school, with reference to the Ofsted grade descriptors (available at page 37-38 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			

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Your assessment against Ofsted framework (please provide a commentary)		Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
Behaviour and safety of pupils	<p><i>[Please provide an overall commentary on your school, with reference to the Ofsted grade descriptors (available at page 41-42 of the school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Quality of leadership in, and management of, your school	<p><i>[Please provide a commentary on the quality of leadership in, and management of, your school, with reference to the Ofsted grade descriptors (available at page 47-48 of the</i></p>			

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	<p><i>school inspection handbook here).</i></p> <p><i>please delete this guidance before submitting this form]</i></p>			
Spiritual, Moral, Social and Cultural development of pupils at your school	<i>[Please provide a commentary]</i>			

Your assessment against Ofsted framework (please provide a commentary)	Your self-assessed Ofsted grade (1-4)	If needed, proposed actions to improve self-assessed rating	FOR INTERNAL USE ONLY- Not for completion
The extent to which the education provided by your school	<i>[Please provide a commentary]</i>		

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<p>meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs.</p>				
<p>Any other comments or observations not captured above. Please note, AP schools should state whether they are registered and if their existing provision is interwoven with</p>				

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the LA.				
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Department
for Education

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