



**Application to the Secretary of State for Education to open a mainstream
secondary Free School in Hackney**

23rd February 2012

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EXECUTIVE SUMMARY

This section summarises the main points about the educational vision, curriculum design and other elements of HNS education and financial plan in accordance with the guidelines set out in the DfE “Free Schools in 2013 - How to apply” application manual for mainstream and 16-19 Free Schools.

Section A and B contain information about the applicant and an outline of HNS, respectively. The main body of the application is in Sections C-H of this document, and the core message of each of these sections is summarised in the following tables.

C. Education Vision

Table 1. Evaluation Criteria – Education Vision

| Evaluation Criteria | Evidence |
|--|--|
| <p>C1 Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.</p> | <ul style="list-style-type: none"> • HNS will be a mixed, non-denominational school for 11-19 year olds with a specialism in music • The core vision for HNS is <i>“to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society”</i> • The rationale for HNS is based on a) the introduction of a new, innovating teaching and learning model with complete mixed-ability teaching and b) providing an outstanding education to, and changing the lives of, pupils particularly from deprived or disadvantaged backgrounds • Distinctive features of the curriculum will include the focus on music (a GCSE subject for all pupils), an extended day (0730-1800), “Teaching Mornings” and “Study Afternoons”, the organisation of pupils, distinctive subjects emphasizing oral debate and enquiry, outstanding teachers and the extensive HNS Support Network • The HNS Support Network comprises comprehensive provision of children with special needs (SEN, LAC, EAL, disabilities), an Early Development Group, a tutorial network for pupils, peer-to-peer teaching |

and learning, evening and summer schools, and the HNS Wellbeing Centre for children with emotional and behavioural disorders. We believe this support network, together with the education plan for HNS and somewhat smaller class sizes, will help achieve our vision for all students irrespective of their attainment levels when they join HNS

D. Education Plan

Table 2. Evaluation Criteria – Education Plan

| Evaluation Criteria | Evidence |
|---|---|
| <p>D1 Set out a viable curriculum plan with appropriate focus on core areas of learning</p> | <ul style="list-style-type: none"> • HNS will provide a broad and balanced curriculum focused on music, the English Baccalaureate subjects and additional options (for instance in advanced maths/statistics and an additional MFL) to enable all students to take 10 GCSEs at the end of Key Stage 4, and 5 A/AS levels by Key Stage 5 • These essential subjects will be complemented by a range of enrichment activities, an innovative debate-based introduction to the history of ideas called “The Core”, and public performances to promote confidence and team work • The instructional model of HNS combines personalised teaching and learning with backward planning. Backward planning combines challenging goals at KS4 and KS5 with rigorous instruction and regular assessments to ensure that students are always on a path to achieving these goals during their time at HNS • An innovative Virtual Learning Environment will, in partnership with Google and the Google Teachers Network, provide a a flexible and modern ICT infrastructure to support teaching and learning • The HNS Wellbeing Centre and other elements of pastoral care, including dietary provision and the schedule of PE activities, will ensure that children with different needs are looked after and all of them can lead a |

| healthy life at HNS | |
|--|---|
| D2 Provide a coherent and feasible school timetable and calendar | <ul style="list-style-type: none"> • HNS shall become a home away from home for its pupils: this involves a long-school day (0730/0800-1800), 38 weeks of school per year (39 for teachers) and Summer School; HNS will be open on Saturdays for tutorial programmes or performances • Lessons will take place during the “Teaching Mornings”, containing generally 6 lessons at 50 minutes each • “Study Afternoons” will combine traditional with interactive study periods and activities. They will be broken up by enrichment activities (3 hours per week in KS3) and a break, and include tutorials where necessary (e.g. Early Development Group in Years 7-8, GCSE Tutorials, etc.) • Pupils will be organised primarily horizontally for teaching programmes and vertically (across year groups) for pastoral care and HNS support programmes. The school will be divided into 6 houses (at full capacity) through which tutorial support will be provided. There will be ample student representation to integrate pupils into a system of accountability and responsibility at HNS • HNS will provide mixed-ability teaching because it supports peer-to-peer learning, is socially beneficial for child development and consistent with HNS’ admissions policies (we believe there is no evidence that academic setting achieves better outcomes) • Each student will have a personalised learning pathway (“PLP”) which will be supervised by his/her tutor and guide them through their studies to achieve Core Outcomes (which are the same for all) • Students will receive most lessons in the same class room, with teachers moving around between lessons. This is more effective logistically and supports a number of HNS objectives. • Including tutorial lessons during the Study Afternoon there will be 35 lessons of learning experience per week in KS3 and KS5, and 38 lessons in KS4. |
| D3 Set out a clear strategy for ensuring that the needs of | <ul style="list-style-type: none"> • HNS strategy for children with differing abilities focuses on a) identification of needs |

pupils with differing abilities are met

b) intelligent, targeted and personalised intervention and c) effective supervision to ensure compliance with requirements and ensure all students are on track to achieve Core Outcomes

- HNS will have specific intervention programmes and policies for children with SEN (with and without statements), EBD, children with EAL, pupils with disabilities, gifted & talented as well as looked-after children. Ca 28% of Hackney secondary school children have some type of SEN, while 51% are EAL-classified. We expect HNS' pupil intake to reflect this composition.
- HNS' VLE will be used to adapt SEN student's PLP to their specific requirements, e.g. by providing online cognition and learning programmes or speech therapy modules
- This section of the application contains a description of how HNS will comply with the Special Educational Needs Code of Practice

D4 Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement

- HNS will pursue a set of a) strategic targets for the school as a whole and b) individual targets and indicators for success for all of its pupils
- Some of the strategic targets are that HNS will have an 'Outstanding' rating from Ofsted (based on the new January 2012 guidelines) and that KS4 and KS5 performance is in the top-10% of all state schools nationally (including Academies and Free Schools)
- Individual targets include that 100% of students achieve Level 6 in English and Maths at the end of Key Stage 3, FSM attainment levels are the same as for non-FSM children, outstanding behavioural standards, high levels of community engagement and a (small) financial surplus is achieved every year
- These targets are suitable for HNS because the performance threshold rises in line with a national improvement (if any), and they reflect the expected student intake as well as the particular teaching and learning model at HNS that is designed to achieve the same Core Outcomes for all students irrespective of their level of attainment at Year 7.

- Our strategy for achieving HNS' targets relies, inter alia, on a focus on music and performance, strong leadership from outstanding teachers, the combination of challenging goals and personalised learning, supportive student organisation, an innovative curriculum design with long Study Afternoons and a culture of "tough love" that encourages performance and insists on collegial discipline
- HNS will have a performance management system to monitor progress which is based on peer evaluation, self-evaluation, line management and accountability, continuous professional development and inter-school comparisons
- The pupil assessment and tracking system is based on a) regular assessments (weekly) b) regular goal setting and c) rewards for good performance

D5 Describe your admissions policy, confirming commitment to fair and transparent admissions practices

- HNS' admissions policy will be based on the new School Admissions Code ("SAC"), the School Admissions Appeals Code and admissions law and will *"that the practices and the criteria used to decide the allocation of school places are fair, clear and objective"*
- HNS will operate a banded admissions policy (in line with Section 1.25 of the new SAC) to ensure that HNS' intake of pupils includes an appropriate spread of children of different abilities across four groups. A banded admissions system is used in other secondary schools in Hackney (e.g. Mossbourne Academy) and a very important complement to HNS' mixed-ability teaching model
- At its discretion, HNS will make use of its rights under the section 1.24 of the School Admissions Code to select up to 10% of its year 7 intake on the basis of musical aptitude
- In case of over-subscriptions places will be allocated to children with a statement of SEN (1st OSC), looked-after children (2nd OSC), children with a social or medical need (3rd OSC), special aptitude (4th OSC), siblings (5th OSC), primary feeder schools (6th OSC) and, finally, distance from HNS. There will be an appropriate appeals

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|---|---|
| | <p>process</p> <ul style="list-style-type: none">• HNS applications process will be closely coordinated with that for all other secondary schools in Hackney; HNS will ensure that parents can inform themselves adequately about what HNS offers well before relevant application deadlines• HNS students in Year 11 will be eligible to continue to Sixth Form. If places are free or open up for Year 12, and subject to the oversubscription criteria that apply to Year 7 admissions, HNS will admit students from outside the school |
| D6 Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes | <ul style="list-style-type: none">• The central strategy of HNS' behaviour management and attendance policy is "Tough Love" as students will only be able to learn and achieve Core Outcomes in a well-disciplined environment that encourages learning. The 'tough love' concept is based on the importance of trust and consistency in behaviour as well as a detailed system of accountability that involves HNS senior leadership team, governors, teachers, non-teaching staff, students, parents and external agencies (this also applies to attendance management and tracking)• HNS will not seek to achieve Core Outcomes for all students with the help of a liberal exclusion policy – instead we want to address the causes of disruptive behaviour through the HNS Support Network• Safeguarding will be a priority across all aspects of HNS' work, and the responsibility of a senior member of staff, with a dedicated governor of HNS supervising the implementation of HNS' policies in this area• Specific types of pupil behaviour will be encouraged and rewarded through instant recognition or daily/weekly/termly/annual rewards; discouraged behaviours will have specific consequences ranging from demerits, via homework catch-up to detention• HNS will aim for an attendance rate of 98%. This is higher than the Hackney average (94.2% in Spring 2011), but we believe achievable because as a new school we expect HNS to create a culture of excellence and ambition from day 1, which will limit |

absence rates despite the fact that the expected student composition at HNS is likely to reflect the Hackney average.

- Pastoral care initiatives to promote student well-being revolve around HNS personalised learning plans (PLP), and include specific guidance on health and well-being initiatives, drugs & sex education as well as a comprehensive anti-bullying policy to identify cases of bullying and determine adequate remedies for different types of bullying
- HNS' education vision and the tough love approach (combining, as it does, discipline with love), by promoting good behaviour, high attendance and student well-being, support Core Outcomes for all students

D7 Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community

- HNS' community engagement approach is based on providing benefits to local residents and working with community organisations to obtain valuable services for HNS' pupils
- We have undertaken a detailed review of the socio-economic, ethnic and demographic characteristics of Hackney and the areas adjacent to HNS' preferred site. We have a good understanding of the composition of current primary and secondary pupil population in Hackney and Islington, how this compares against the Inner London and England average, and the levels of attainment at the end of Key Stage 2 – and hence the attainment levels that we can expect from Year 7 students at HNS, broken down by sex, ethnicity, special educational need, mother tongue and economic status
- Initiatives and elements of HNS' education plan that respond specifically to our understanding of the local community include the Early Development Group, HNS' music specialism, the combination of a banded admissions policy with mixed-ability teaching and a community engagement policy that seeks to establish HNS as a centre of local life
- HNS has confirmed its intention to the Learning Trust to cooperate with all its school policies in Hackney, and will work with primary schools, other educational establishments, including the Hackney

| | |
|----|--|
| | Music Development Trust, charitable organisations and local businesses and community groups to promote positive community relationships and help support our vision. A detailed overview of the organisations the HNS team has engaged with in preparation for this application is contained in Section D7. |
| D8 | <p>If you are intending to be designated as a school with religious character, show how the needs of all children (whether of a particular faith or none) are fully provided for within the education plan.</p> <ul style="list-style-type: none"> • HNS is a non-denominational school so this criterion is not applicable |

E. Evidence of Demand and Marketing

Table 3. Evaluation Criteria – Evidence of Demand and Marketing

| | Evaluation Criteria | Evidence |
|----|---|--|
| E1 | Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as one of the choices for their child | <ul style="list-style-type: none"> • We are highly confident that there is a very substantial level of demand for HNS from parents and children in the right age group. • As at 21st February 2012, we have signatures from parents of 502 children who have expressed support for HNS. Of these, parents of 489 children have said either (a) that they “<i>will make HNS the first choice</i>” for their child or children, or (b) that they “would seriously consider making HNS their first choice” for their child or children. 13 parents ticked the questionnaire question “Do you support the vision for HNS”, but without ticking the two subsequent questions referred to above¹. • For the first two years of HNS (i.e. 2013/14 and 2014/15) parents of 99 children, i.e. 50% of the pupil intake for those two years, have said they will, or will seriously consider, sending their children to HNS (as their first choice) (52% in 2013/14 and 47% in 2014/15). In subsequent years this “sign-up |

¹ See Appendix for a sample of the survey questionnaire and the full data table

rate” as a percentage of the annual intake of 100 students is 50% in 2015/16, 47% in 2016/17, 66% in 2017/18, 48% in 2018/19 and 42% in 2019/20.

- If those parents of children are included that expressed “support for HNS’ vision”, without being able yet to answer either of the two questions about their intentions with regard to first-choice applications, then the “total parental support”, expressed as a share of the annual intake of pupils in 2013/14 and 2014/15 is 53% and 49%, respectively.
- There are also parents of 137 children who have said they will, or will seriously consider, sending their children to HNS (as their first choice) whose children are currently of an age that would make them old enough to join HNS after the 2020/21 academic year.
- The HNS team engaged widely with the local community. We approached all 53 primary schools in the borough as well as a number of primary schools in Islington. In addition, we held a number of public meetings, canvassed in a wide range of public locations like local leisure centres, parks, supermarkets, retail shops and children playgrounds, advertised in the local media (specifically the Hackney Gazette), handed out more than 8,000 leaflets and set up a website that provides a detailed description of our plans for HNS. Feedback from parents, the media (articles in five online and offline newspapers were written about HNS) and the wider community suggests that our vision for HNS was well received and our plans have become widely known throughout East London.
- The HNS team has also met with a number of officials, including both MPs for Hackney (██████████ Ms Hillier and ██████████) Ms Abbott, representatives from the Learning Trust, representatives from the Local Council, and others to discuss our plans for HNS and ensure that important feedback and information based on these meetings is incorporated into our plans for HNS.

E2 Demonstrate how you intend to reach out to the wider

- The rationale for HNS is in part based on providing an outstanding education to

community, including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

children from deprived or disadvantaged backgrounds – alongside children from other, more advantaged backgrounds. We believe our curriculum design, teaching methods and culture that we want to develop will attract pupils from a wide range of backgrounds. In addition, HNS has developed a strategy of community engagement that seeks to encourage applications from such students.

- We intend to make HNS' premises available to the local community as much as possible, provided this is consistent with our financial plans and duties to look after the children studying at HNS, and have made a modest provision for rental income in our financial plan (not earning this would have effect on financial viability). It is also intended that the HNS Wellbeing Centre will ultimately be open to all EBD children, or other children who need its services, from across Hackney and surrounding boroughs. Depending on the nature of the premises HNS will occupy, we intend to make performance spaces available to other organisations. The Evening School at HNS will also be open to members of the public insofar as places are not fully taken up by parents of pupils at HNS
- HNS has had two meetings with the Learning Trust to discuss, inter alia, pupil admissions projections over the next few years for Hackney, and to what extent demand for additional school places exists in the borough. We intend to cooperate with the Learning Trust to ensure a smooth operation of the secondary school system in Hackney, including the annual admissions process and the allocation of children with SEN or other particular requirements and needs. Based on our analysis of demographic and school admissions data, as well as these discussions with the Learning Trust, we believe that a demand for additional places in an "Outstanding" school exists as a result of rising overall demand for pupil places and the particular vision that HNS offers to parents and their children.

F. Capacity and Capability

Table 4. Evaluation Criteria – Capacity and Capability

| Evaluation Criteria | Evidence |
|--|--|
| <p>F1 Show how you will access appropriate and sufficient educational expertise to deliver your vision</p> | <ul style="list-style-type: none"> • HNS has put together a team of educational experts with a wide range of experience in senior leadership functions in a number of schools, led by [REDACTED], former [REDACTED] of Ofsted and now [REDACTED] • This team will make available sufficient time to help set up HNS if we get approved – approximately 70 person-hours per week. With the possible exception of an additional SEN specialist, we believe no substantial other educational expertise needs to be procured. |
| <p>F2 Show how you will access appropriate and sufficient financial expertise to manage your school budget</p> | <ul style="list-style-type: none"> • HNS has a team of financial experts, led by [REDACTED] who has more than 20 years experience with school finances and budgets. This team will make available more than 30 person-hours per week. We may recruit an additional volunteer for financial modelling. |
| <p>F3 Show how you will access other relevant expertise to manage the opening and operation of your school</p> | <ul style="list-style-type: none"> • Other members of HNS’ project team have expertise in law, project and change management, strategy consultancy, PR and marketing, setting up and opening new schools, school governance, procurement, the management of back-office support services, architecture and construction of commercial buildings and schools, HR, recruitment and training, and ICT and technology. A number of HNS team members have extensive experience in working with the public sector, including in the Department for Education, and are therefore familiar with many of the issues that will need to be addressed before HNS can open. • If necessary, we would expect to commission additional legal, buildings procurement and marketing expertise |
| <p>F4 Show how your staffing structure will deliver the planned curriculum.</p> | <ul style="list-style-type: none"> • We have devised a carefully crafted staffing plan based on the following main principles: <ol style="list-style-type: none"> a) attract outstanding staff in core subjects b) employ an optimal mix of experienced |

and younger teachers c) our staffing structure must reflect HNS' expected pupil intake d) flexibility, for instance in relation to changing roles of leadership and management functions over time e) specialist subject leaders will be appointed in the first year to create the right HNS culture from the outset f) appoint experienced curriculum leaders g) all staff will have whole-school roles h) value for money (for instance by staffing Study Afternoons quite differently from Teaching Mornings) i) our staffing must help achieve Core Outcomes, for instance by providing adequate resources for SEN/Early Development Group provision and tutorial/personalised learning support j) combine teaching and support staff to deliver HNS' music curriculum and vision.

- We are planning for total FTE staff of 17 in year 1, consisting of 10 teaching and 7 non-teaching staff. This is affordable in our 100% and 90% financial plan. In later years staffing levels rise more slowly than pupil intake, resulting in an increase in the pupil-teacher ratio from 10 in Year 1 to 15.2 in Year 8 and steady-state. At that point, when HNS operates at full capacity, there will be ca 86 FTEs with a senior leadership team of 9 (including the Business Manager), 40 teachers and 38 support staff. This staffing structure can deliver HNS vision and is financially viable.
- HNS will have a relatively flat management structure led by the principal, 2-4 assistant heads, 2-3 TLR1 subject leads with functional responsibility, SENCO and Business Manager. TLR2 teachers are subject leads with whole-school responsibilities, including Heads of Year (for Years 7-11); they report to Assistant Heads. Mainscale teachers report to their subject leads in TLR2, while SEN/EAL/EMTAG teachers report to the SENCO.

F5 Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans

- A highly motivated, committed and effective education professional will be sought to become principal of HNS, with an appointment scheduled for January 2013. He/she must fully support HNS' vision of

achieving Core Outcomes for all students. The prospective principal should have significant management experience in schools operating in complex environments, and ideally have some prior experience in music education.

- The principal will oversee, with the board of Governors, the appointment of all (non-) teaching staff, commencing in January 2013. The principal will have freedom to recruit teaching and non-teaching staff from a wide range of backgrounds and qualifications, including but not limited to, individuals with relevant teaching qualifications.
- We have identified a number of prospective governors of HNS. The board of HNS will ultimately consist of up to 16 governors, including parent, staff and local authority representatives, as well as senior executives of the management team of HNS, led by the principal, and governors appointed by the members of HNS directly. Through an executive search firm (operating on a pro bono basis), personal contacts and media advertising we will identify the right candidates with experience in education, project management (including for new school start-ups), SEN, the recruiting, training and management of teachers and non-teaching staff, ICT, financial management, PR and property management
- The interviewing and appointment of prospective governors will be the responsibility of a sub-committee of the board consisting initially of the current directors of HNS, and advised by a number of senior members of its advisory team.

F6 Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school

- There are three layers of governance at HNS – a) the senior management team b) the board of governors c) members. The board will ultimately be answerable to the members and governors will be appointed for 3-year terms that are renewable once, i.e. they can serve for a maximum of six years. It is our intention to invite all parents, members of the local community and representatives of Hackney Council, HMDT and DfE to become members of HNS. We believe a large membership base would

greatly strengthen HNS' legitimacy in Hackney. Members would, we believe, feel and act like owners, exercising their supervisory rights and choosing to be actively involved in the development of HNS.

- The principles of good governance that we will seek to implement are a) positive relationships between governors and HNS based on trust, openness and transparency b) governors can rely on high-quality, accurate information that is focused on student achievements, including detailed timelines and targets c) outstanding governors are able to take and support hard decisions in the interests of students d) asking challenging questions to support an honest, insightful self-evaluation by HNS is the standard role of each governor so that any problems can be recognized early and steps identified that are needed to address them
- There will be a clear decision planner that shows to which decision-making level (full board, a sub-committee, an individual governor, the principal) the board may legally delegate functions
- We have developed a comprehensive framework for identifying and managing conflicts of interest that may arise at the board

G. Initial Costs and Financial Viability

Table 5. Evaluation Criteria – Initial Costs and Financial Viability

| | Evaluation Criteria | Evidence |
|--------|---|---|
| Step 1 | You must complete two different financial plans for your school | <ul style="list-style-type: none"> • Please see soft and hard copy of the first and second financial plan |
| Step 2 | In addition, you must include an explanation in your application form of how you developed your financial plans and the thinking behind them. | <ul style="list-style-type: none"> • [REDACTED] |
| G1 | Show how the school will be financially viable and offer good value for money | <ul style="list-style-type: none"> • [REDACTED] Please see enclosed soft and hard copies of the Excel model for the first financial plan and the second financial plan |

| | | |
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| | up to the point where there are pupils in each year | |
| G2 | Show how the school will be financially sustainable once there are pupils in each year | <ul style="list-style-type: none"> • Please see enclosed soft and hard copies of the Excel model for the first financial plan [REDACTED] |
| G3 | Show how the school will be financially resilient to reductions in income | <ul style="list-style-type: none"> • Please see enclosed soft and hard copies of the Excel model for the second financial plan [REDACTED] • [REDACTED] |
| G4 | Provide realistic financial plans that are consistent with other aspects of your application | <ul style="list-style-type: none"> • [REDACTED] |
| G5 | For existing independent schools, show that the existing school has a good track record of financial management and explain any existing financial issues which could impact on becoming a Free School | <ul style="list-style-type: none"> • [REDACTED] |

H. Premises

Table 6. Review Criteria – Premises

| Review Criteria | Evidence |
|----------------------------|---|
| Possible Site Options | <ul style="list-style-type: none"> • The HNS team prepared a detailed brief of its site requirements and asked a number of local property agents to identify candidate sites. In addition, we had numerous conversations with [REDACTED], the [REDACTED], and The [REDACTED] (a large local landowner) to identify potential sites. These initiatives produced a number of potential site options |
| Details of preferred sites | <ul style="list-style-type: none"> • We have identified an interim site on [REDACTED], London [REDACTED], a former college building which we believe can accommodate HNS in its first two years (2013/14 and 2014/15 accommodating 100-200 students). • There is an alternative site between [REDACTED] and [REDACTED], London [REDACTED], which could also become available for a new build for HNS. • Both locations would provide access to sports facilities at the [REDACTED] (we have discussed use of the facilities there with the current owners) and Shoreditch Park for outdoor activities. • The HNS team has reviewed a number of potential sites in the |

South-West part of Hackney around the [REDACTED], including the currently largely unoccupied [REDACTED] ([REDACTED], London [REDACTED]) which is owned by Hackney Council. The [REDACTED] is in need of, and being considered for a substantial redevelopment, although we cannot be certain as to the timing of the commencement of such a scheme. However, HNS has discussed its plans for a new school with Hackney Property Services and other members of the Council, arguing that the inclusion of a new school in the redevelopment plan would add significant value to the scheme. In addition, we have discussed our plans with [REDACTED] (“ [REDACTED]”), an infrastructure investment firm, and [REDACTED], a major local residential landlord in De Beauvoir / Hackney, who would both be prepared, on appropriate terms, to invest in / fund such a redevelopment, or parts thereof. This could represent a significant opportunity for HNS and DfE.

- The [REDACTED] owns a number of sites that could be used or adapted for HNS. For some of these the cooperation from Hackney Council could be required.

Capital investment

- The capital investment required for the interim site will be minimal as it has been previously used as a college building and is in good condition.
- GCP is in discussions with Hackney Council about funding the construction of new social housing as part of a large redevelopment of the [REDACTED] south of Downham Road in Hackney. This is based on two precedents involving Tower Hamlets and Haringey Local Authorities where [REDACTED] is at an advanced stage of agreeing terms for an investment to build new social housing stock for the councils. Its discussions with Hackney Council are based on a similar proposition, but have only started more recently.
- HNS has discussed with [REDACTED] and [REDACTED] the idea of inserting HNS into the [REDACTED] redevelopment project, and both parties are in principle prepared to consider doing so, subject to appropriate financial and contractual arrangements and approval by the Local Council.
- For the right site, this could become an extremely attractive source of capital for the development of HNS, and we believe should therefore be explored closely by all parties.

I. Due Diligence & Other Checks

“Suitability and Declarations” forms have been submitted separately from this application in hard copy only.

SECTION A. APPLICANT DETAILS

Main contact for this application

- 1 Name: [REDACTED]
- 2 Address: [REDACTED], London [REDACTED]
- 3 Email address: [REDACTED]
- 4 Telephone number: [REDACTED]

About your group

5. Please state how you would describe your group:
 - Parent/community group
 - Teacher-led group
 - Academy sponsor
 - Independent school
 - State maintained school
 - Other
6. If Other, please provide more details:
7. Has your group submitted more than one Free School application in this round? Yes No
8. If Yes, please provide more details:
9. In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation? Yes No
10. 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:

HNS worked with Wey Education Plc (“Wey”), an educational services provider, in relation to the following aspects of the application: a) financial planning and modelling b) staffing structure c) certain elements of the timetabling and scheduling of the curriculum. Subject to OJEU procurement rules, Wey may provide a range of services to HNS (if approved), including educational support (e.g. in relation to recruitment) and other services. If approved, we expect to be able to draw on some of Wey’s services during the pre-opening phase of HNS.

Details of company limited by guarantee

11. Company name: New Hackney School
12. Company address: [REDACTED], London [REDACTED]
13. Company registration number: 7923624
14. Does the company run any existing schools, including any Free Schools? Yes
 No
15. If Yes, please provide details: N/A

Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

16. Please confirm the total number of company members: 3
17. Please provide the name of each member below (add more rows if necessary):
 1. Name: [REDACTED]
 2. Name: [REDACTED]
 3. Name: [REDACTED]

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

18. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

5. Name: [REDACTED]

19. Please provide the name of the proposed chair of the governing body, if known:

[REDACTED]

Related organisations

20. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations. Yes No

21. If Yes, please provide the following information about each organisation:

- their name:
- their Companies House and/or Charity Commission number:
- the role that it is envisaged they will play in relation to the Free School:

The HNS team has had discussions with the following organisations about possible

cooperations and partnership with the school, if approved. None of these discussions have led to formal agreements, and hence are entirely speculative at this stage. Any and all future contractual relationships will be entered into only after a thorough procurement process subject to OJEU rules.

Related Organisations

| Organisation | Companies House and/or Charity Commission number | Envisaged Role |
|------------------------|--|--|
| Wey Education Plc | 06342555 | Subject OJEU procurement rules, Wey Education Plc may provide a range of services to HNS (if approved), including educational support (e.g. in relation to recruitment) and other services. |
| Kids Company | 1068298 | HNS has discussed a possible partnership with Kids Company to operate the HNS Wellbeing Centre |
| ██████████ | OC332060 | ██████████ has had discussions with Hackney Council in relation to a substantial redevelopment of parts of ██████████ in south-west Hackney; HNS has discussed with ██████████ integrating its target site into this redevelopment project, with capital funding provided by ██████████ in return for a long-term lease from the relevant public sector entity |
| The Safety Box ("TSB") | 05746091 | TSB is an organisation that develops programmes to help young people develop important skills such as leadership, communication, team working, presentation, conflict resolution and problem solving. HNS has discussed a possible partnership with TSB for certain behaviour management initiatives. |
| Debate Mate | 1121222 | Debate Mate is an educational charity dedicated to improving verbal intelligence and higher order thinking of young people. HNS has discussed a role for Debate in the provision of |

debating-based elements of its curriculum.

Members and directors of HNS have links to the following organisations – none of these organisations are in any way linked to HNS or this application:-

██████████ - ██████████
██████████ - ██████████
██████████ - ██████████
██████████ - ██████████

22. Please specify any religious organisations or institutions connected to your application (local, national and international). 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 (eg Pentecostalism, Deobandism, Reform Judaism, etc).

Existing providers

23. Is your organisation an existing independent school wishing to become a Free School? Yes
 No
24. Is your organisation an existing independent school wishing to establish a new and separate Free School? Yes
 No
25. Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? Yes
 No
26. If Yes to any of the above three questions, please provide your six digit unique reference number here: N/A

27. If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity: N/A
28. If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: N/A
29. If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years:
30. If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:

Declaration to be signed by a company member on behalf of the company.

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 and the funding agreement with the Secretary of State. 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

Print name: [REDACTED]

Date: 23rd February 2012.

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

SECTION B. OUTLINE OF THE SCHOOL

| | | |
|-------|--|--|
| 1. | Proposed school name: | Hackney New School |
| <hr/> | | |
| 2. | Proposed academic year of opening: | 2013 |
| <hr/> | | |
| 3. | Specify the proposed age range of the school: | <input type="checkbox"/> 4-11 |
| | | <input type="checkbox"/> 4-16 |
| | | <input type="checkbox"/> 4-19 |
| | | <input type="checkbox"/> 11-16 |
| | | <input checked="" type="checkbox"/> 11-19 |
| | | <input type="checkbox"/> 14-19 |
| | | <input type="checkbox"/> 16-19 |
| | | <input type="checkbox"/> Other |
| | | If Other, please specify: |
| <hr/> | | |
| 4. | Date proposed school will reach expected capacity in all year groups: | 2019 |
| <hr/> | | |
| 5. | Will your proposed school be: | <input type="checkbox"/> Boys only |
| | | <input type="checkbox"/> Girls only |
| | | <input checked="" type="checkbox"/> Mixed |
| <hr/> | | |
| 6. | Do you intend that your proposed school will be designated as having a religious character? | |
| | <input type="checkbox"/> Yes | |
| | <input checked="" type="checkbox"/> No | |
| | <i>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</i> | |
| <hr/> | | |
| 7. | If Yes, please specify the faith, denomination, etc of the proposed school: | |
| <hr/> | | |

8. Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?

Yes

No

9. If Yes, please specify the faith, denomination, etc of the proposed school:

10. Postcode of the preferred site of the proposed school: TBC

11. Local authority area in which the proposed school would be situated: Hackney

12. If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities: Islington

13. This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). 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 below. You will also need to address these differences in more detail in the relevant sections of the *application*.

SECTION C. EDUCATION VISION

Main Points

Table 7. Evaluation Criteria – Education Vision

| Evaluation Criteria | Evidence |
|--|---|
| <p>C1 Provide a clearly focused, coherent vision that underpins the application with a compelling rationale for establishing the school.</p> | <ul style="list-style-type: none"> • HNS will be a mixed, non-denominational school for 11-19 year olds with a specialism in music • The core vision for HNS is <i>“to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society”</i> • The rationale for HNS is based on a) the introduction of a new, innovating teaching and learning model with complete mixed-ability teaching and b) providing an outstanding education to, and changing the lives of, pupils particularly from deprived or disadvantaged backgrounds • Distinctive features of the curriculum will include the focus on music (a GCSE subject for all pupils), an extended day (0730-1800), “Teaching Mornings” and “Study Afternoons”, the organisation of pupils, distinctive subjects emphasizing oral debate and enquiry, outstanding teachers and the extensive HNS Support Network • The HNS Support Network comprises comprehensive provision of children with special needs (SEN, LAC, EAL, disabilities), an Early Development Group, a tutorial network for pupils, peer-to-peer teaching and learning, evening and summer schools, and the HNS Wellbeing Centre for children with emotional and behavioural disorders. We believe this support network, together with the education plan for HNS and somewhat smaller class sizes, will help achieve our vision for all students irrespective of their attainment levels when they join HNS |

Hackney New School (“HNS”) will be a secondary school, for boys and girls aged 11-19 in Hackney, specialising in music and providing a broad and balanced curriculum in core subjects.

1. Rationale: Why we are setting up Hackney New School

Our central objective will be:-

To provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society.

The rationale for setting up HNS revolves around this objective and has two, main foundations:-

1. There are a number of innovative curriculum design and delivery models that have been successfully used in Continental Europe (e.g. Austria) and the USA, but which have not been widely adopted in the UK even though, we believe, they have very beneficial outcomes for students. At HNS we want to demonstrate that a school that incorporates these initiatives can achieve outstanding results for its students. Some of these initiatives at HNS include
 - an long school day that starts with Breakfast Club at 0730 and finishes at 1800,
 - separate teaching sessions in the morning from study periods in the afternoons, and
 - a spatial organisation of the school around students, who will have their own fixed classroom for most sessions in each year, with teachers going to these classrooms for lessons.

Most importantly, HNS will have complete mixed-ability teaching. We believe there is no substantive evidence in support of the theory that strict setting improves academic attainment². On the other hand, strict setting can be emotionally debilitating for students and achieve the opposite of what we want to achieve at HNS and our curriculum design with its emphasis on challenging

2 See, for instance, <http://www.sussex.ac.uk/newsandevents/pressrelease/media/media640.html>. See also her book *Experiencing School Mathematics: Teaching Styles, Sex and Settings*, Open University Press, 1997. Country studies (e.g. of Finland) corroborate this view.

goals. Students, parents and peers naturally lower their expectations of what they can achieve when they find themselves (potentially consistently) in lower-ability groups. The need to separate set groups physically for teaching and, on occasion, study periods merely reinforces this. Students develop low levels of self-esteem as a result, which is the opposite of what we want to achieve at HNS. Mixed-ability teaching, by contrast, involves students learning from each other – reciprocal learning and peer tutoring is an extremely powerful instructional device and can play a central role in teaching knowledge and skills to less able students. It also provides an environment where students support each other emotionally and learn to understand how to operate in a group where each group member has different interests and skills. It is therefore an important mechanism to teach and convey the importance of one HNS Core Outcome, responsibility towards others in society. Indeed, Jo Boaler's same research in the US showed that an approach that involved students being given a shared responsibility for each other's learning, led to a significant improvement in the achievements of high and low achieving students.³

We believe that the combination of curriculum, teaching and learning innovations referred to above and described in more detail in this document, while being rare in England, are nonetheless capable of producing outstanding educational results for children. One of the main reasons for establishing HNS is to give parents the option of an education for their children that does not rely on some of the traditional teaching and learning methods deployed in English state (and private) schools, and still achieves outstanding results for all pupils.

2. Despite significant levels of progress in some parts of England over the past 10-20 years, children from the least privileged backgrounds continue to perform significantly worse than pupils from wealthier backgrounds. Table 8. provides national data for educational attainment at Key Stage 4 which highlights the influence of socio-economic conditions, health status and ethnicity on educational attainment (based on 2008 information, the most recent data set available). This national data is reflected in local performance

3 Ibid.

data for Hackney, thereby supporting a rationale for a school such as HNS that is based on improving the lives of disadvantaged and deprived children:-

- Hackney is the second most deprived local authority in England. Ca 90% of the borough is within the top-20% of wards nationally where children are affected by income deprivation. More than 58% of young people (aged 0-19) live in households in receipt of means-tested benefits.⁴ The borough is also characterised by poor housing conditions caused by homelessness, affordability, and overcrowding which causes it to rank low in terms of the quality of its living environment.⁵
- A number of socio-economic indicators such as free-school-meal eligibility and having statement of special education need continue to have strong predictive power about educational attainment in Hackney. For instance, the achievement gap⁶ at KS2 between FSM and non-FSM students is 6% - which suggests that income deprivation has a significant influence on educational outcomes in Hackney. Ca 16% of SEN students with a statement achieved level 4 or above in English & Maths at Key Stage 2 in 2011 compared with 76% for all students.

Table 8. Educational Attainment by Socio-Economic Group – National Data

Key Stage 4 Results in 2008, by domain⁷

| | |
|------------------|---|
| Ethnicity | <ul style="list-style-type: none"> • Pakistani and Black boys ranked in the 40th percentile or below • Black Caribbean children perform particularly poorly, with only Gypsy/Roma achieving lower KS4 scores • White British boys/girls are ranked in the 40th -41st percentile |
| SEN ⁸ | <ul style="list-style-type: none"> • Any level of SEN is associated with “<i>much lower levels of performance at GCSE, particularly when there was a formal statement</i>” • In England there is a strong association between living in a |

⁴ Source: Les Mayhew et al., “Counting Hackney’s population using administrative data ~ An analysis of change between 2007 and 2011 (2011)

⁵ Source: Department for Communities and Local Government (<http://communities.gov.uk>).

⁶ The difference in the percentage of FSM-eligible and all pupils achieving level 4 or above in English and Maths at Key Stage 2.

⁷Source: *ibid.*, Data reported is for England only, but the report covers Scotland and Wales as well. <http://eprints.lse.ac.uk/28344/1/CASEREport60.pdf>. This report was published in 2010, but relies on 2008 data which is therefore the most recent and most reliable dataset available as at the date of this application.

⁸ 22% of students in England in 2008 had some form of SEN.

deprived area and being identified as having social, emotional or behavioural difficulties or a learning disability.

- FSM⁹
- Half of boys receiving FSM are in the bottom quarter of the GCSE results distribution, and two thirds are in the bottom fifth. 10% of boys have no more than two passes at grade F
 - Similar conclusions apply to FSM girls
 - On leaving school, 32% of non-FSM children go on to receive higher education, but only 13% of FSM-children do
 - Note that there is hardly any difference between boys not receiving FSM and the results of all children; non-FSM girls actually perform better than average – i.e. FSM has historically been a very powerful indicator of poor educational performance: at HNS we intend to break this link

- Deprivation
- Within the least deprived areas 70% of boys achieve results in the top half of the overall GCSE results range; in the most deprived areas only 30% do so
 - Half of all girls in the least deprived areas achieve results in the top quarter, but only 20% in the most deprived areas
 - The difference between most and least deprived areas (in terms of ranking) is 35 places out of 100; very few top achievers come from the most deprived areas, and vice versa

Other Evidence

The Observer (August 2009) *“31% of privately educated students achieved three A grades at A-level last year, compared with 26% of selective grammar Academy students and only 7.7% of those in comprehensives.”*

Higher Education Statistics Agency *“2.7% of full-time undergraduates at Oxford in 2008/09 – 75 students out of a total intake that year of 2,875 – were from disadvantaged areas. At Cambridge, the figure was 3.7% - 105 students out of 2,930.”*

We do not believe that this differential performance reflects systematic differences in ability¹⁰. Rather, it demonstrates how hard it is to change the lives of children when their personal and family backgrounds present difficulties linked to poverty, language barriers, disabilities or learning difficulties, emotional and behavioural disorders, or a range of other socio-economic and demographic reasons.

HNS’s second central mission will therefore be to

- transform the lives of children from disadvantaged and deprived backgrounds;

⁹ Ca 12.5% of students in England in 2008 received free school meals.

¹⁰ Socio-economic differences tend to widen as children grow older whereas ethnic differences become less pronounced. Source: *An Anatomy of Inequality in the UK. Report of the National Equality Panel* (January 2010).

- demonstrate that these children can achieve outstanding levels of educational attainment and personal development along with their peers;
- achieve this through mixed-ability teaching and, therefore, the learning that can be achieved when gifted and talented students are combined with others¹¹
- help them develop as responsible, interested and engaged citizen of a liberal society, and
- provide an outstanding education to children from less deprived backgrounds alongside, and
- do all of the above by using innovative teaching and learning models that have proven to be highly successful in other countries.

Note that HNS mission is therefore to achieve what might (perceived to) be difficult – i.e. change the educational attainment levels and lives of children using new teaching and learning techniques and regardless of these children’s personal or family backgrounds, mother tongue, disabilities, learning difficulties or other emotional or behavioural disorders. While we clearly need to plan for the socio-economic composition of our student population, HNS’ Core Outcomes are the same for everyone, and we are not setting different targets for students with different levels of ability at Year 7 when they join HNS

HNS is focusing on a secondary school with 11-19 age range because our analysis of the supply-demand balance in Hackney and South-West Islington suggests that the 11-19 age range is the cohort with the greatest need for additional educational capacity. This cohort is characterised by

- High emigration rates of students who go to school outside Hackney: ca 18% of secondary students in Hackney go to school outside the borough
- High over-subscription rates in nearby secondary schools: the secondary schools that are nearest to HNS’ target site (Haggerston & Bridge Academy in Hackney, Central Foundation School for Boys, City of London Academy – Islington, and Elizabeth Garrett Anderson in Islington) on average receive 3.1 applications per published admission number. While this reflects in part multiple applications by parents, it is nonetheless strong evidence that more

¹¹ How we intend to achieve this while looking making sure that standards are challenging for all students, including gifted & talented pupils, is described in Section E.

parents would like to send their children to schools in this area than is possible based on the places available at these schools.

- In Hackney and Islington, five out of 22 secondary schools (23%) have an “Outstanding” rating by Ofsted¹², with the City Academy in Hackney being the most recent addition to this list (January 2012). We believe a) this ratio can and should be higher b) the very high oversubscription rates for “outstanding” schools (which average 392%, i.e. 4.9 applications for each open place) mean that only a minority of students who want to go to an outstanding school can actually do so.¹³

Most importantly, while the Mossbourne Academy and Bridge Academy both have music specialisms, HNS will really be a music school that also provides children with an outstanding education in core subjects and a broad and balanced curriculum – whereas Mossbourne/Bridge are “conventional” schools that also specialise in music. Music will “permeate” everything we will do at HNS (see below for more detail on why we have taken this approach). HNS would therefore add educational capacity of a new and different kind to Hackney.

HNS will monitor developments at the school and in local education provision over time to decide whether it might make sense in the future to open up a primary school unit as well. While we believe our policies to manage transition and integration risk are appropriate to ensure that students can benefit fully from the beginning from HNS’ educational program, an all-through age range does have advantages that can be explored in the future, (note that no part of the current plan is contingent upon this eventuality becoming reality).

2. HNS’ Education Vision & Ethos

¹² As of the date of this application, Hackney has three secondary schools with an “Outstanding” rating, i.e. 25% of all secondary schools. In Islington two out of ten (20%) secondary schools have such an Ofsted rating.

¹³ The 392% average excludes the Jewish Yesodey Hatorah Senior Girls School in Hackney which only has a 5% oversubscription rate, but is also not really open to a mixed, non-denominational pupil population. While oversubscription rates reflect multiple applications, we believe that ‘outstanding’ schools are generally ranked first, supporting our belief that only a minority of applicants go to their first choice school if this is an ‘outstanding’ school.

At HNS our central objective will be *to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society.*

This will have been achieved if by the time they graduate from HNS pupils have developed...

- a) ...**Core Characteristics**...
- b) ...which are aligned to the **Core Outcomes** of HNS' vision and support...
- c) ...a set of **Core Beliefs** and personality traits that will provide, when used regularly and methodically throughout their lives, the foundation for each of them to develop as successful and fulfilled individuals and citizens.

Table 9. Our Vision of HNS Pupils

| Core Outcomes | | Core Characteristics |
|--|--|--|
| Academic Excellence | | <ul style="list-style-type: none"> • Knowledgeable • Skilled |
| Self-Belief | | <ul style="list-style-type: none"> • Confident • Resilient |
| Intellectual Curiosity | | <ul style="list-style-type: none"> • Open-minded • Reflective and self-aware |
| Responsibility towards others in society | | <ul style="list-style-type: none"> • Responsible • Engaged |

Core Beliefs

1. Remain curious and flexible in your mind
2. Use precedents, but use them with care
3. Use your judgement
4. Listen and watch carefully
5. Know how to use data and evidence
6. Learn when to use and when to control your emotions
7. Everything can be interesting and almost everything can be done better
8. Be generous in your arguments and with others
9. Combine opinions with knowledge
10. Knowledge means independence

Widest Range of Opportunities in Life

Everything we do at HNS is designed to achieve these Core Outcomes, Characteristics and Beliefs. They are the unique contribution of HNS to the network of secondary schools in Hackney. We believe they are capable of enriching the lives of students and all those who share their lives: their families, their friends, their communities, as well as future colleagues in their professional careers.

3. Rationale for Music & Performance Speciality¹⁴

Musical education and performance teaches children the direct relationship between input (i.e. practice) and output (i.e. performance), translates individual effort into team work, requires dedicated commitment and, in the end produces something beautiful. HNS believes that children who play an instrument or engage in musical performance on a regular basis learn very valuable skills at a young age and, in so doing, build confidence and acquire self-esteem.¹⁵ There is evidence that musical education benefits core academic skills as well – for instance, better reading skills, abstract reasoning skills, and maths.¹⁶ Academic excellence and self-belief are HNS Core Outcomes.

There is therefore strong evidence that music education supports superior levels of **academic attainment** and **personal and social development**, both by being a unique and versatile form of self-expression and by encouraging students to experience other cultural features than those they are familiar with themselves. Both of these are central to HNS' Core Outcomes and the design of HNS' curriculum seeks to support both of these. All students at HNS will take a GCSE in music because we believe doing so will ultimately help them achieve Core Outcomes in other subjects as well. Music is also a focus of what HNS will do because of the expected composition its pupil intake. The evidence¹⁷ suggests that a focused education in music and performance will, for instance, help students with SEN or

¹⁴ References to "Music" and "Music & Performance" in this application as they relate to HNS curriculum and education plan are used interchangeably throughout this document.

¹⁵ This is supported by a McGill University study in 1997. See http://www.paulborgese.com/report_benefitofmusic.html

¹⁶ <http://www.sciencedaily.com/releases/2009/03/090316075843.htm> and *ibid.* as well as the Department for Education's November 2011 "The Importance of Music. A National Plan for Music Education" (<https://www.education.gov.uk/publications/eOrderingDownload/DFE-00086-2011.pdf>)

¹⁷ *Ibid.*

looked after children perform better at school than would otherwise be the case. There is a wide range of anecdotal evidence that supports this conclusion – for instance, Rhythmix, a music education charity for young people from challenged backgrounds, and Drake Music, an organisation working with children with physical or communication barriers, have had outstanding results in their music education programmes. As described elsewhere in this document, the HNS Wellbeing Centre will be the first centre for children with emotional and behavioural disorders (“EBD”) in Hackney and it will be open to all children in Hackney. It is our intention that music programmes will be a central element of the services offered there. These will help children deal with their particular circumstances and open a route to academic and personal development that might not otherwise be available, or which would be far more difficult to achieve without the HNS’ focus on music education. Similarly, the HNS music focus will, we expect, make the transition from primary to secondary school for HNS’ pupils easier.

HNS’ emphasis on “music and performance” combines a traditional focus on instrumental music training with performing arts, in particular, operas, concerts, musicals and other musical performances. *Public performance* is a central element of HNS’ enrichment activities because it helps children build confidence. We believe this public performance specialism is unique in Hackney, and it will be supported by HNS’ relationship with a number of institutions in the music & performing arts world.

4. Main Features of HNS Curriculum and Teaching & Learning

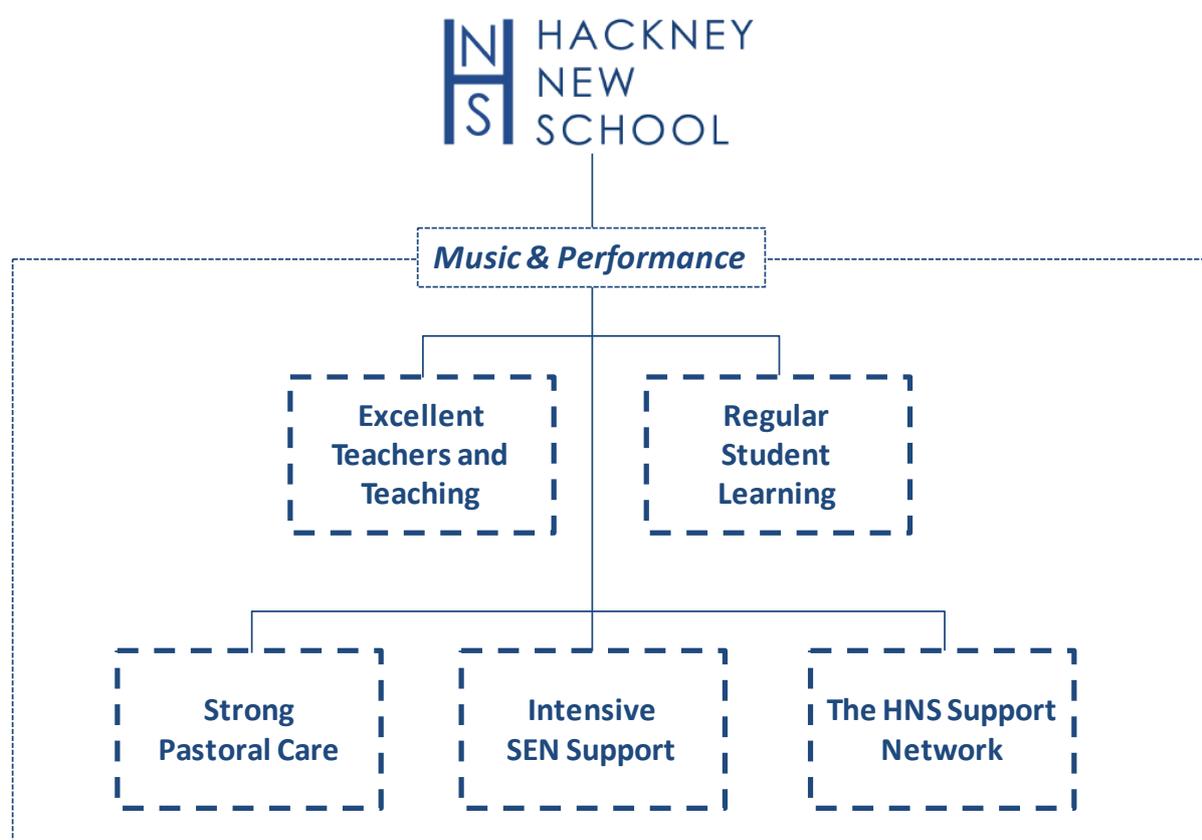
HNS’ curriculum design reflects a specific approach to teaching and learning which incorporates lessons from two highly successful school projects:-

- The ***Theresianum*** in Vienna, Austria, which for over 200 years has taught students from a wide range of abilities and backgrounds with extremely impressive results. It is an extended-day school which offers four compulsory languages (French, English, Latin, Russian), all three sciences and extensive training in the core subjects (German, maths). Student revision takes place in the afternoon, supplemented with a diverse enrichment and PE programme. HNS has incorporated Theresianum ideas about the organisation of teaching and study sessions, mixed-ability teaching and breadth into its curriculum.

- The **KIPP** schools in the US have demonstrated that a relentless focus on results with high levels of teacher, student and parental investment and an *a priori* expectation that all students can perform equally well and can achieve outstanding results, irrespective of their starting positions or personal backgrounds. HNS has incorporated KIPP ideas about the extended school day, behaviour management & discipline (tough love) and parental engagement into its curriculum.

The guiding principles of how we will organise teaching and learning at HNS are:-

Chart 1. Principles of HNS Curriculum and Teaching & Learning



Excellent Teachers & Teaching Ideas

- Appoint an inspirational principal with strong proven leadership skills
- Have outstanding teachers in every classroom: HNS will recruit motivated and committed teachers
- Mix less experienced with more experienced teachers
- “Train & refresh” will be a central part of teachers’ professional development

- Use innovative teaching methods, including ICT, to support Core Outcomes
- Accountability: HNS will deploy clear lines of accountability and responsibility, with pay and promotions highly performance-related

Regular Student Learning

- Backward planning: set challenging goals at A/AS and GCSE level and work backwards so that every lesson and every week of learning helps students work towards these goals
- Curriculum design: Focus on breadth, specificity and challenging goals
- Personalised Learning Pathways (PLP) for each student so that they can adjust their own work schedule with their own personal tutor to achieve Core Outcomes
- Assessments: There will be regular assessments every week to measure success and amend PLPs
- Mixed-ability teaching (i.e. no setting) to achieve best results for all students
- Early Development Group in Years 7-8 for students with low levels of attainment so that they can achieve rapid progress in English and Maths. The EDG provides additional instruction to achieve Core Outcomes for all students, and is therefore entirely consistent with HNS' mixed-ability approach
- Timetable: School days divided into Teaching Mornings and Study Afternoons
- Tutorial groups for extra support and revision; these will be rigorously monitored to ensure results are incorporated into PLPs
- Enrichment Programme and Learning Expeditions will expand horizons and support Core Outcomes and teaching objectives

Strong Pastoral care

- Personal tutor for each student
- House system to establish networks of support between different age groups
- Peer-to-peer mentoring schemes to help students help and support each other
- HNS will develop close relationships with parents, visiting them in their home, arranging parent evenings and engaging them with the evolution of HNS via a parental association

- High emphasis on well-being, providing a good diet and four hours of physical activity per week (three hours in KS4-5). Meal-times will be an important opportunity for the school community to come together

Intensive SEN Support

- Students with SEN will study the same curriculum as other children, supported by their PLP, and have access to additional tutorial sessions in the Study Afternoon and high-quality teachers with excellent SEN qualifications
- HNS Wellbeing Centre will provide specific interventions for students with children with emotional and behavioural disorders
- Support initiatives open to all pupils in Hackney

The HNS Support Network

- Breakfast Club – students can have breakfast in the morning (with reading programmes)
- Extended day – the school day concentrates effort and can provide an alternative for pupils from unsupportive environments. Activities during the extended day (e.g. tutorials in the Study Afternoon, enrichment activities) will be personalised and included in PLPs, for instance to support numeracy and literacy skills.
- Evening School – available to parents to support core skills in English, maths and in professional life
- Summer School – HNS' summer school will be open to students, parents and other members of the community to deepen core skills and broaden horizons
- HNS Language Centre will be a hub for MFL learning
- HNS Wellbeing Centre: the only centre for children with emotional and behavioural disorders that will be open to all children in Hackney and possibly other boroughs
- Extensive community relations will embed HNS in Hackney and establish its central role as a Home away from Home and a School beyond School

Our financial plan makes full provision for the cost of the HNS Support Network that we expect has to be borne by HNS itself.

Music & Performance is a central and unifying pedagogical framework for these five building blocks of HNS' curriculum design and teaching & learning program: it will form a greater part of the entire curriculum than in other schools, support students' learning efforts and HNS' pastoral, SEN and other support programmes that will be offered to help all students achieve Core Outcomes.

5. What makes HNS distinctive?

There are eight highly distinctive features that characterise HNS:-

| | |
|---|--|
| <i>HNS specialises in music and performance</i> | Music & performance will be at the heart of HNS' learning environment for everyone, and will permeate through all elements of its curriculum, including pastoral care and other support programmes (e.g. the HNS Wellbeing Centre) |
| <i>Curriculum design</i> | HNS' distinctive timetable of Teaching Mornings and Study Afternoons is unique. It provides time for concentrated teaching and reflective study with regular assessments, supported by backward planning and personalised learning pathways to ensure achievement of target outcomes |
| <i>School Organisation</i> | HNS will be the only mixed-ability teaching school in Hackney with no setting. Its house and tutorial system will reward responsibility and provide a network of support between and within year groups |
| <i>Outstanding teachers</i> | Outstanding and innovative teachers and teaching methods (including the use of ICT), will stimulate pupils' interest in their studies. HNS will train and retain exceptional teachers and give them the space and infrastructure to flourish |
| <i>"Home away from Home" – "School beyond School"</i> | HNS' long school day, the Summer School, the breadth of its curricular, and the range of its extra-curricular activities will establish HNS as refuge of learning and pleasure for students and parents alike |
| <i>Distinctive Subjects & Learning Methods</i> | "The Core" program is unique at KS3-4, and HNS will be one of a small number of schools to offer French. The Core supports the attainment of academic excellence by deepening intellectual understanding through the particular emphasis of oral debate & learning |
| <i>HNS Wellbeing Centre</i> | The HWC will be only centre for children with emotional and behavioural disorders that is available to all children in Hackney |
| <i>Tough Love</i> | Students will learn and develop in a calm and safe environment in which respect and discipline are upheld by everyone. We expect pupils to be accountable for their actions and to be rewarded for good performance |

6. Target Outcomes

We have set very demanding targets for a) the school as a whole and b) HNS students, that reflect our education vision of achieving Core Outcomes, Core Characteristics and Core Beliefs for all students, irrespective of their background. Our objectives are ambitious given the anticipated composition of HNS' intake and the financial constraints under which it is likely to have to operate. However, demanding goals are necessary to achieve exceptional results. We are confident that HNS' innovative curriculum design and the outstanding leadership forthcoming from all teachers, will help us achieve these objectives by establishing a culture in which all students and teachers accept them as entirely natural and achievable.

a) Strategic Targets for HNS

| Indicator | Target Outcome |
|--------------------------|--|
| 1. Ofsted Rating | - HNS receives an Outstanding rating from Ofsted at its first and all subsequent inspection ¹⁸ |
| 2. Attainment | - All HNS students enter further education, training or employment after their GCSEs - Results are in the top-10% nationally of all state schools, including free schools and Academies |
| 3. Progress | - All HNS students make required progress each year and in each term to remain on track for the target outcome at the end of each phase |
| 4. Character Development | - All HNS students will develop Core Characteristics and Core Beliefs and will therefore be able to succeed in their chosen career path or at university |
| 5. Pupil Satisfaction | - All HNS students are happy to be at HNS and they and their parents are satisfied with the education they receive |
| 6. Teacher Satisfaction | - HNS recruits, trains, develops and retains a body of outstanding and inspiring teachers who enjoy working at HNS and are driven to achieve Core Outcomes for all their students |
| 7. Community Centre | - HNS establishes itself as a centre for all members of the local community throughout the year, for instance through the Evening and Summer schools and the HNS Wellbeing Centre |
| 8. HNS Music School | - HNS is renowned as a centre of music and performance excellence among secondary schools in London |
| 9. Financial Success | - Financial success involves HNS remaining financially |

¹⁸ Based on the new January 2012 inspection framework. See <http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012>

viable at all times and being able to secure additional funding from sponsors and partners to provide an outstanding education for its students

- | | |
|------------------|--|
| 10. Demographics | - The demographics of the school reflect the demographics of Hackney and Islington |
|------------------|--|

a) Target Outcomes for HNS Students

| Indicator | Target Outcomes |
|---|---|
| 1. Attainment | <ol style="list-style-type: none"> 1. 100% of all students achieve Level 6 by end of KS3 in English and Maths 2. The number of students achieving grades A*-C in the English Baccalaureate by end of KS4 is in the top-10% of all state schools (including free schools and Academies) nationally 3. The number of students achieving grades A*-C in A/AS-level by end of KS5 is in the top-10% of all state schools (including free schools and Academies) nationally 4. FSM students' attainment is the same as that of non-FSM students 5. Attainment levels are not achieved by exclusions |
| 2. Progress | <ul style="list-style-type: none"> - Students progress so that they are on track to achieving target levels of attainment - FSM students' progress exceeds that of non-FSM students¹⁹ |
| 3. Teaching Quality | <ul style="list-style-type: none"> - All lessons taught at HNS will be judged to be good or better against Ofsted criteria, and more than 60% of lessons will be judged outstanding |
| 5. University & ETE Readiness ²⁰ | <ul style="list-style-type: none"> - On leaving school, all students continue in education and no students become classified as 'not in education, employment or training' |
| 6. Student Attendance | <ul style="list-style-type: none"> - Minimum of 98% for each academic year |
| 7. Behaviour | <ul style="list-style-type: none"> - Behavioural standards at HNS are outstanding |
| 8. Community Engagement | <ul style="list-style-type: none"> - All students are involved in HNS' community engagement programme |
| 9. Character Development | <ul style="list-style-type: none"> - Students develop Core Characteristics and Core Beliefs |
| 10. Musical aptitude | <ul style="list-style-type: none"> - Every student achieves at least level 6 at the end of KS3 - Every student achieves A*- C at GCSE |

¹⁹ For all those FSM students whose level of attainment upon joining HNS at the end of KS2 is lower than that of non-FSM students. This is necessary to achieve the same level of attainment at the end of KS4 and KS5.

²⁰ ETE stands for "further education, training or employment".

| | |
|-----------------------------|--|
| 9. Stakeholder Satisfaction | <ul style="list-style-type: none">- All students are excited about coming to HNS and enjoy their learning experiences- Parents are strong supporters of HNS- Teachers are loyal and enthusiastic about their work at HNS with retention rates significantly above the average for Inner London |
| 10. Financial Viability | <ul style="list-style-type: none">- HNS breaks even or achieves a small financial surplus in each financial year |

We believe these target outcomes are appropriate for HNS because:-

- they support the creation of the infrastructure – good teachers and a culture of learning – that is needed to achieve HNS’ Core Outcomes, Core Characteristics and Core Beliefs;
- they emphasize a high level of achievement in English and maths at KS3, which will be the most important target for a large part of HNS’ expected student in-take;
- a relative attainment target is, we believe, more appropriate to allow HNS to be measured dynamically against changing conditions and performance in all state-funded schools (whereas an absolute performance metric is always arbitrary and more susceptible to manipulation²¹);
- they recognise the importance of above-average behaviour and attendance to ensure Core Outcomes can be achieved for all;
- they reflect the music & performance speciality of HNS;
- they recognise the singular importance which HNS attaches to the quality of the teaching
- they are derived in part from HNS mission to become a central community hub that provides services and benefits to a large group of people in its neighbourhood and across the borough

²¹ As has happened, for instance, through the BTEC system and liberal exclusion policies.

SECTION D. EDUCATION PLAN

PART 1. PUPIL PROJECTIONS

We expect to start with 100 pupils, consisting of four classes @ 25 pupils each, in year 7 in 2013, adding 100 additional pupils in each subsequent year so that by 2019 HNS will have ca 700 students from age 11-19.

Table 10. Projected Pupil Numbers

| <i>Academic Year:</i> | 2013 / 14 | 2014 / 15 | 2015 / 16 | 2016 / 17 | 2017 / 18 | 2018 / 19 | 2019 / 20 |
|-----------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Year 7 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Year 8 | | 100 | 100 | 100 | 100 | 100 | 100 |
| Year 9 | | | 100 | 100 | 100 | 100 | 100 |
| Year 10 | | | | 100 | 100 | 100 | 100 |
| Year 11 | | | | | 100 | 100 | 100 |
| Year 12 (Sixth Form) | | | | | | 100 | 100 |
| Year 13 (Sixth Form) | | | | | | | 100 |
| Totals | 100 | 200 | 300 | 400 | 500 | 600 | 700 |

PART 2. EDUCATION PLAN

Main Points

Table 11. Evaluation Criteria – Education Plan

| Evaluation Criteria | Evidence |
|---|---|
| <p>D1 Set out a viable curriculum plan with appropriate focus on core areas of learning</p> | <ul style="list-style-type: none"> • HNS will provide a broad and balanced curriculum focused on music, the English Baccalaureate subjects and additional options (for instance in advanced maths/statistics and an additional MFL) to enable all students to take 10 GCSEs at the end of Key Stage 4, and 5 A/AS levels by Key Stage 5 • These essential subjects will be complemented by a range of enrichment activities, an innovative debate-based introduction to the history of ideas called “The Core”, and public performances to promote confidence and team work • The instructional model of HNS combines personalised teaching and learning with backward planning. Backward planning combines challenging goals at KS4 and KS5 with rigorous instruction and regular assessments to ensure that students are always on a path to achieving these goals during their time at HNS • An innovative Virtual Learning Environment will, in partnership with Google and the Google Teachers Network, provide a a flexible and modern ICT infrastructure to support teaching and learning • The HNS Wellbeing Centre and other elements of pastoral care, including dietary provision and the schedule of PE activities, will ensure that children with different needs are looked after and all of them can lead a healthy life at HNS |
| <p>D2 Provide a coherent and feasible school timetable and calendar</p> | <ul style="list-style-type: none"> • HNS will provide a broad and balanced curriculum focused on music, the English Baccalaureate subjects and additional options (for instance in advanced maths/statistics and an additional MFL) to enable all students to take 10 GCSEs at the end of Key Stage 4, and 5 A/AS levels by Key Stage 5 |

- These essential subjects will be complemented by a range of enrichment activities, an innovative debate-based introduction to the history of ideas called “The Core”, and public performances to promote confidence and team work
- The instructional model of HNS combines personalised teaching and learning with backward planning. Backward planning combines challenging goals at KS4 and KS5 with rigorous instruction and regular assessments to ensure that students are always on a path to achieving these goals during their time at HNS
- An innovative Virtual Learning Environment will, in partnership with Google and the Google Teachers Network, provide a flexible and modern ICT infrastructure to support teaching and learning
- The HNS Wellbeing Centre and other elements of pastoral care, including dietary provision and the schedule of PE activities, will ensure that children with different needs are looked after and all of them can lead a healthy life at HNS

D3 Set out a clear strategy for ensuring that the needs of pupils with differing abilities are met

- HNS strategy for children with differing abilities focuses on a) identification of needs b) intelligent, targeted and personalised intervention and c) effective supervision to ensure compliance with requirements and ensure all students are on track to achieve Core Outcomes
- HNS will have specific intervention programmes and policies for children with SEN (with and without statements), EBD, children with EAL, pupils with disabilities, gifted & talented as well as looked-after children. Ca 28% of Hackney secondary school children have some type of SEN, while 51% are EAL-classified. We expect HNS’ pupil intake to reflect this composition.
- HNS’ VLE will be used to adapt SEN student’s PLP to their specific requirements, e.g. by providing online cognition and learning programmes or speech therapy modules
- This section of the application contains a description of how HNS will comply with the Special Educational Needs Code of Practice

- D4 Tell us how your definitions and measures of success will deliver your aspirations for pupil achievement
- HNS will pursue a set of a) strategic targets for the school as a whole and b) individual targets and indicators for success for all of its pupils
 - Some of the strategic targets are that HNS will have an 'Outstanding' rating from Ofsted (based on the new January 2012 guidelines) and that KS4 and KS5 performance is in the top-10% of all state schools nationally (including Academies and Free Schools)
 - Individual targets include that 100% of students achieve Level 6 in English and Maths at the end of Key Stage 3, FSM attainment levels are the same as for non-FSM children, outstanding behavioural standards, high levels of community engagement and a (small) financial surplus is achieved every year
 - These targets are suitable for HNS because the performance threshold rises in line with a national improvement (if any), and they reflect the expected student intake as well as the particular teaching and learning model at HNS that is designed to achieve the same Core Outcomes for all students irrespective of their level of attainment at Year 7.
 - Our strategy for achieving HNS' targets relies, inter alia, on a focus on music and performance, strong leadership from outstanding teachers, the combination of challenging goals and personalised learning, supportive student organisation, an innovative curriculum design with long Study Afternoons and a culture of "tough love" that encourages performance and insists on collegial discipline
 - HNS will have a performance management system to monitor progress which is based on peer evaluation, self-evaluation, line management and accountability, continuous professional development and inter-school comparisons
 - The pupil assessment and tracking system is based on a) regular assessments (weekly) b) regular goal setting and c) rewards for good performance
- D5 Describe your admissions policy, confirming commitment
- HNS' admissions policy will be based on the new School Admissions Code ("SAC"), the

| | |
|--|--|
| <p>to fair and transparent admissions practices</p> | <p>School Admissions Appeals Code and admissions law and will <i>“that the practices and the criteria used to decide the allocation of school places are fair, clear and objective”</i></p> <ul style="list-style-type: none"> • HNS will operate a banded admissions policy (in line with Section 1.25 of the new SAC) to ensure that HNS’ intake of pupils includes an appropriate spread of children of different abilities across four groups. A banded admissions system is used in other secondary schools in Hackney (e.g. Mossbourne Academy) and a very important complement to HNS’ mixed-ability teaching model • At its discretion, HNS will make use of its rights under the section 1.24 of the School Admissions Code to select up to 10% of its year 7 intake on the basis of musical aptitude • In case of over-subscriptions places will be allocated to children with a statement of SEN (1st OSC), looked-after children (2nd OSC), children with a social or medical need (3rd OSC), special aptitude (4th OSC), siblings (5th OSC), primary feeder schools (6th OSC) and, finally, distance from HNS. There will be an appropriate appeals process • HNS applications process will be closely coordinated with that for all other secondary schools in Hackney; HNS will ensure that parents can inform themselves adequately about what HNS offers well before relevant application deadlines • HNS students in Year 11 will be eligible to continue to Sixth Form. If places are free or open up for Year 12, and subject to the oversubscription criteria that apply to Year 7 admissions, HNS will admit students from outside the school |
| <p>D6 Describe how your approach to behaviour management, pupil wellbeing and attendance will improve pupil outcomes</p> | <ul style="list-style-type: none"> • The central strategy of HNS’ behaviour management and attendance policy is “Tough Love” as students will only be able to learn and achieve Core Outcomes in a well-disciplined environment that encourages learning. The ‘tough love’ concept is based on the importance of trust and consistency in behaviour as well as a detailed system of accountability that involves HNS senior |

leadership team, governors, teachers, non-teaching staff, students, parents and external agencies (this also applies to attendance management and tracking)

- HNS will not seek to achieve Core Outcomes for all students with the help of a liberal exclusion policy – instead we want to address the causes of disruptive behaviour through the HNS Support Network
- Safeguarding will be a priority across all aspects of HNS' work, and the responsibility of a senior member of staff, with a dedicated governor of HNS supervising the implementation of HNS' policies in this area
- Specific types of pupil behaviour will be encouraged and rewarded through instant recognition or daily/weekly/termly/annual rewards; discouraged behaviours will have specific consequences ranging from demerits, via homework catch-up to detention
- HNS will aim for an attendance rate of 98%. This is higher than the Hackney average (94.2% in Spring 2011), but we believe achievable because as a new school we expect HNS to create a culture of excellence and ambition from day 1, which will limit absence rates despite the fact that the expected student composition at HNS is likely to reflect the Hackney average.
- Pastoral care initiatives to promote student well-being revolve around HNS personalised learning plans (PLP), and include specific guidance on health and well-being initiatives, drugs & sex education as well as a comprehensive anti-bullying policy to identify cases of bullying and determine adequate remedies for different types of bullying
- HNS' education vision and the tough love approach (combining, as it does, discipline with love), by promoting good behaviour, high attendance and student well-being, support Core Outcomes for all students

D7 Demonstrate your understanding of the local community and its needs, and your plans for sharing facilities with other schools and the wider community

- HNS' community engagement approach is based on providing benefits to local residents and working with community organisations to obtain valuable services for HNS' pupils
- We have undertaken a detailed review of the

socio-economic, ethnic and demographic characteristics of Hackney and the areas adjacent to HNS' preferred site. We have a good understanding of the composition of current primary and secondary pupil population in Hackney and Islington, how this compares against the Inner London and England average, and the levels of attainment at the end of Key Stage 2 – and hence the attainment levels that we can expect from Year 7 students at HNS, broken down by sex, ethnicity, special educational need, mother tongue and economic status

- Initiatives and elements of HNS' education plan that respond specifically to our understanding of the local community include the Early Development Group, HNS' music specialism, the combination of a banded admissions policy with mixed-ability teaching and a community engagement policy that seeks to establish HNS as a centre of local life
- HNS has confirmed its intention to the Learning Trust to cooperate with all its school policies in Hackney, and will work with primary schools, other educational establishments, including the Hackney Music Development Trust, charitable organisations and local businesses and community groups to promote positive community relationships and help support our vision. A detailed overview of the organisations the HNS team has engaged with in preparation for this application is contained in Section D7.

D8 If you are intending to be designated as a school with religious character, show how the needs of all children (whether of a particular faith or none) are fully provided for within the education plan.

- HNS is a non-denominational school so this criterion is not applicable

D1. CURRICULUM PLAN

This section of the application sets out a viable curriculum plan with appropriate focus on the core areas of learning, and is divided into the following sub-sections:-

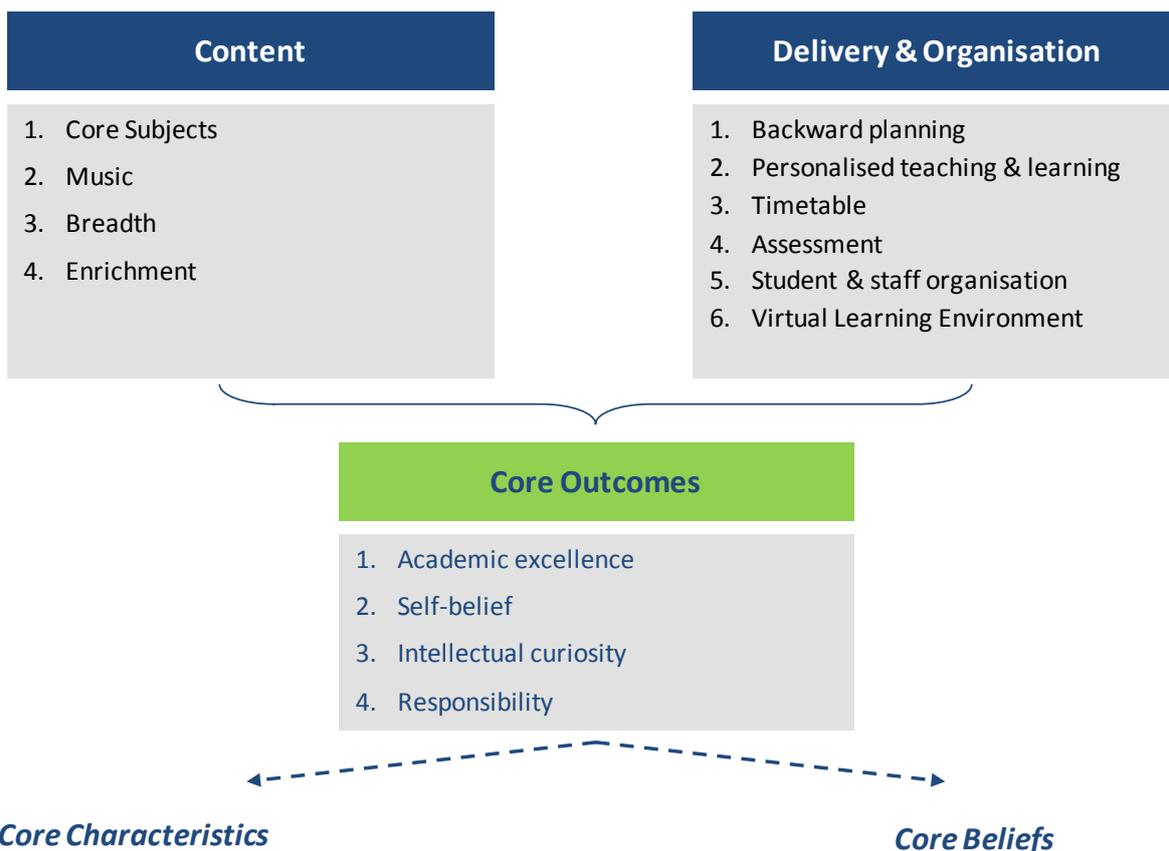
- a) Key Features of the Curriculum
- b) Backward Planning: Challenging Goals and Effective Execution
- c) Review of the National Curriculum: Implications for HNS
- d) HNS Exam Subjects
- e) Enrichment Programme
- f) Using ICT at HNS: The Virtual Learning Environment
- g) Health & Well-being

D1 – (a) Key Features of the Curriculum

The central objective of HNS' curriculum design is *to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society.*

To achieve its Core Outcomes HNS will teach a curriculum organised around the traditional subjects, with a particular specialism in music, embellished and supported by a “fringe” of broad subjects and an enrichment programme to encourage pupils to develop their own individual interests and talents and become familiar with, and fascinated by the diversity of the world today and the breadth of knowledge and skills available to understand it (Chart 2). The content of HNS' curriculum will be organised and delivered in an innovative way, and HNS itself as a social and professional entity will be organised and managed in an innovative way, to ensure Core Outcomes are achieved and each student is capable of developing Core Characteristics and Core Beliefs. On this basis, we hope, they will be able to lead rich and rewarding lives.

Chart 2. HNS' Curriculum: Main Principles



Core Characteristics

- All HNS students have the **knowledge** and **skills** to attend a Russell Group University...
- ...can pursue their career choices **confidently** and are **resilient** in the face of adversity...
- ...while developing an **open-minded, reflective and self-aware** view of themselves and the world around them...
-for which (and its citizens) they develop a sense of **responsibility** and **engagement**.

Core Beliefs

This curriculum fulfils the requirement for being “broad and balanced”. Table 12. shows the proportion of learning experiences (lessons during the Teaching Morning, tutorials in the Study Afternoon) allocated to each subject in Years 7-9. Table 13 shows the same information or Years 10-11 (i.e. Key Stage 4) and Years 12-13 (Key Stage 5).

At the end of Key Stage 4, all students will take the E-Baccalaureate GCSE, i.e. Maths, English Language, English Literature, two sciences, one humanity and one MFL (French or Spanish), plus music and two other subjects from a pool of options including one additional humanity (geography or history), advanced maths / statistics, one additional science (so that together with the two E-Bacc sciences students can take all three sciences GCSEs), RE, art, and one additional MFL

(French or Spanish). The Core, which is described in detail in Section D1-(d)F below, will provide an inter-disciplinary investigation of the history of ideas in support of the E-Bacc. subjects, in particular sciences, the humanities, English and MFL.

Table 12. Years 7-9 Allocation of Learning Experiences across Subjects

| | Year 7 | | Year 8 | | Year 9 | |
|---|-----------|---------|-----------|---------|-----------|---------|
| Maths | 5 | 14% (a) | 5 | 14% (a) | 4 | 11% (b) |
| English | 5 | 14% (a) | 5 | 14% (a) | 5 | 14% (b) |
| Science | 3 | 9% | 3 | 9% | 4 | 11% |
| MFL | 3 | 9% | 3 | 9% | 3 | 9% |
| Geography | 1 | 3% | 2 | 6% | 2 | 6% |
| History | 2 | 6% | 1 | 3% | 2 | 6% |
| ICT | 2 | 6% | 2 | 6% | 2 | 6% |
| Core Light | 2 | 6% | 2 | 6% | 1 | 3% |
| Music | 4 | 11% | 4 | 11% | 4 | 11% |
| Art | 2 | 6% | 2 | 6% | 2 | 6% |
| PE | 4 | 11% | 4 | 11% | 4 | 11% |
| Enrichment | 2 | 6% | 2 | 6% | 2 | 6% |
| # of learning experiences per week | 35 | | 35 | | 35 | |

(a) Early Development Group students have 8 lessons of maths and 7 lessons of English per week.

(b) Including the tutorials in the afternoon there are a maximum of 7 maths lessons and 7 English lessons for each student per week.

At KS5 HNS pupils will study for five A/AS levels, undertake an extended project, receive instructions in university skills and continue to benefit from The Core program.

Table 13. Years 10-13 Allocation of Learning Experiences across Subjects

| | Year 10-11 | | | Year 12-13 | |
|---|------------|-----|---|------------|-----|
| Maths (a) | 4 | 11% | Each option | 5 | 13% |
| English | 5 | 13% | The Core / option | 2 | 5% |
| Science | 6 | 16% | University skills | 3 | 8% |
| MFL | 3 | 8% | Extended project | 3 | 8% |
| Humanity / E-Bacc | 3 | 8% | A/AS Tutorial | 2 | 5% |
| The Core | 1 | 3% | PE | 3 | 8% |
| Music | 4 | 11% | | | |
| Options | 6 | 16% | | | |
| PE | 3 | 8% | | | |
| GCSE Tutorials | 3 | 8% | | | |
| # of learning experiences per week | 38 | | # of learning experiences per week | 38 | |

(a) Including one compulsory tutorial in the afternoon there will be five maths lessons per week.

D1 – (b) Backward Planning: Challenging Goals and Effective Execution

As described and explained in Section C. Education Vision, HNS believes that all students are capable of achieving far more than they, their family or their peers may lead them to believe. A social environment of low expectations is, we believe, one of

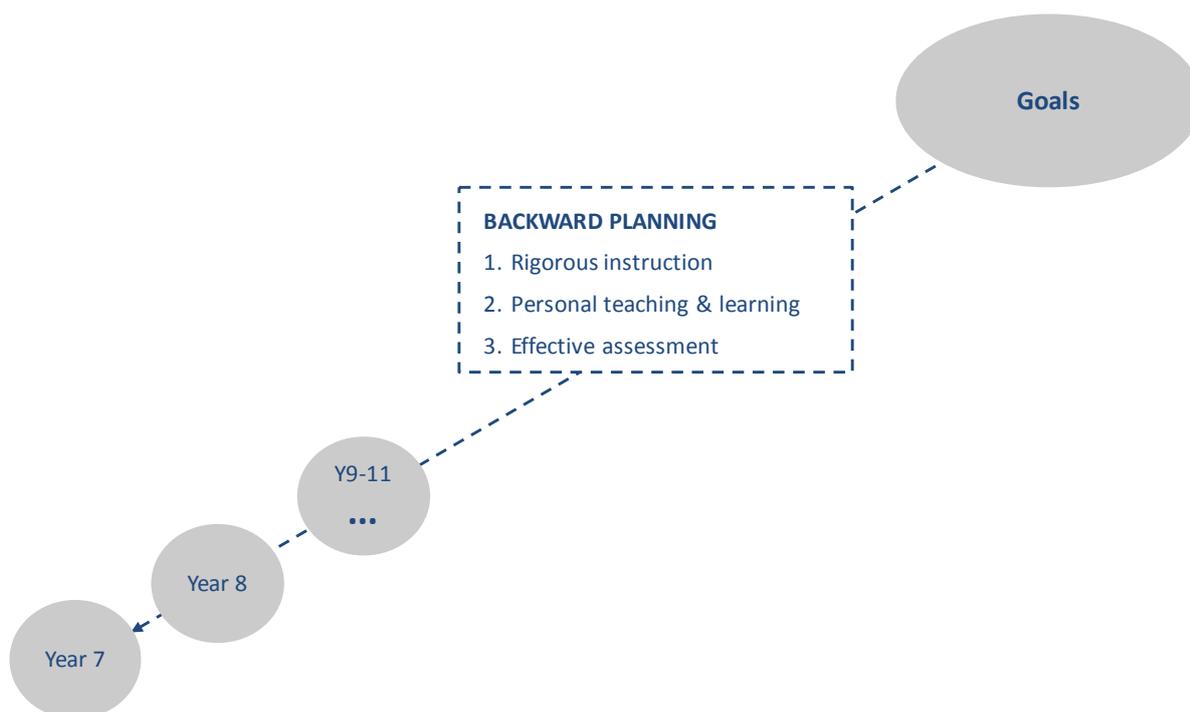
the main causes of low educational attainment by children from poor or otherwise deprived backgrounds, the major other challenge being difficult family environments.

HNS has therefore set out **challenging goals** for the level of educational attainment and personal development of each student who attends HNS. Our objective is to teach every student in such a way that they are capable of achieving 3 As (or equivalent) at A-level and 5 A*-Bs in the English Baccalaureate at GCSE²². These are very challenging goals, and for many the gap between them and the level of educational attainment upon joining HNS in Year 7 will appear wide. However, we are convinced that a **process of backward planning** can achieve these challenging goals for each student. This has the following elements (Chart 3.):-

- **Defining the goal**, i.e. HNS target outcomes in terms of educational attainment and personal development (Core Outcomes). These will be referenced to A/AS level and GCSE/IGCSE subject specification for A-grade performance and will elucidate the requirements that need to be satisfied to achieve target academic results, and where students need to be at the end of each year to be on track to achieve these results
- **Rigorous instruction** will be backed by **personal teaching and learning plans** to ensure enduring acquisition of knowledge and skills required to achieve Core Outcomes. Personalised Learning Pathways (see Section D2 (d) iii for full detail) will permit teachers and students to respond to any gaps in progress relative to Core Outcomes.
- **Effective assessment** will provide a **mechanism for defining and measuring students' progress** each year, every term and every week, where results can be used to amend Personalised Learning Pathways to ensure Core Outcomes, and intermediate targets at each stage required to achieve these Core Outcomes in the end, are reached.

Chart 3. Principles of Backward Planning with Challenging Goals

²² Note that these objectives need to be distinguished from the target outcomes and indicators of success for each student which are discussed in Section D2. The objectives describe the standard of knowledge, performance and capacity that we believe students and HNS as a whole must aspire to if Core Outcomes are to be achieved for all students.



This system of backward planning and the associated teaching and learning processes only work if goals are concrete and challenging. This is common sense: goals have to be set at a level that is challenging even for the most gifted students in order to keep a group of young men and women of diverse abilities stimulated. It is also backed up by a rich body of evidence that shows, on the basis of a longitudinal study of teacher and pupil performance that challenging goals can transform educational performance and, therefore, life chances of young people.²³

Likewise, this system of teaching and learning will require inspiring leadership – i.e. highly effective teachers who set the right goals, invest time and effort in their students and their families, plan backwards towards each intermediate stage, are capable of delivering their instructional plans while responding intelligently to change and discrepancies between planned developments and actual events, and are willing and able to work relentlessly (and cheerfully!) to achieve their goals – i.e. HNS Core Outcomes. How this will be achieved at HNS is described in more detail in Section D2.

D1 – (c) Review of the National Curriculum: Implications for HNS

²³ Steven Farr (2010), *Teaching As Leadership: The highly Effective Teacher's Guide to Closing the Achievement Gap*

On 20 January 2011 the Secretary of State for Education announced a review of the National Curriculum in England. The new National Curriculum will set out only the essential knowledge that all children should acquire, and give schools and teachers more freedom to decide how to teach this most effectively and to design a wider school curriculum that best meets the needs of their pupils. While the original implementation date for the new curriculum was 2013, this will now be pushed back to 2014 (i.e. one year after the planned opening of HNS) giving more time “*to allow for more radical reform of both curriculum and qualifications*”.²⁴

On 21 December 2011 the DfE published interim evidence and findings, including the recommendations of the review’s Expert Panel for amendments to the National Curriculum, a review of curricula for English, Mathematics and Science in high-performing jurisdictions and a discussion of how the requirements for “broad and balanced” curricula are met in other jurisdictions.²⁵

To date the main general observations that are relevant to how HNS has designed its curriculum are:-

- There is no need to sacrifice breadth for depth or challenge within English, Maths or Science. While a broad and balanced curriculum is a statutory requirement for HNS, these findings support our contention that demanding goals can be set in a wide range of curricular activities in these core subjects (as well as, by implication, other subjects) without jeopardising HNS ability to achieve Core Outcomes for all its students.
- The attainment gap between **Maths** achievement in England and other jurisdictions is significant in virtually all subject areas. Some mathematics curricula in high-performing jurisdictions are “*much more challenging than the 1999 and 2007 National Curriculum in England, in particular on number theory and algebra*”. HNS’ curriculum in maths incorporates and adjusts for these findings.
- The secondary 2007 **Science** Curriculum for England is not specific enough to assess how well it compares against those of high-performing jurisdictions

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<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum/a0075667/national-curriculum-review-update>

25 See Appendix A for a detailed comparison of the recommendations interim findings of the Experts Panel’s report (<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00135-2011>) and HNS curriculum design.

– as the experts’ report says “*it was radically slimmed down in 2007 and this lacks the required specificity with which to set high expectations*”. HNS Science curriculum in physics, biology and chemistry (as well as in cross-over application such as experimental methods and practices) will be extremely specific in order to facilitate the setting of challenging goals for each student.

- At age 15, other jurisdictions perform significantly better than **English** pupils on tasks relating to *accessing and retrieving information, integrating and interpreting information, and reflecting and evaluating* texts based on wider knowledge. While overall performance in English is difficult to compare due to the wide variation in curricula, there is strong evidence to suggest that performance in core segments of English should be, and can be, significantly better.
- The Expert Panel’s report states that “there is a compelling body of evidence that highlights a connection between **oral development**, cognitive development and educational attainment. We are strongly of the view that the development of oral language should be a particular feature of the new National Curriculum”. HNS has put oral teaching and learning at the heart of its curriculum, particular with respect to how it is delivered, both in the core teaching and learning sessions and the Enrichment Program. For instance, its innovative program “The Core” (see Section D1-(d)F) is fundamentally a discussion-based teaching and learning module.

The interim findings support the view that “*the National Curriculum can be much more ambitious in terms of expectations and standards for English, maths and science without sacrificing curricular breadth within these subjects.*” HNS is responding to this challenge and has designed a curriculum that compares well against those in the highest-performing jurisdictions and the **goals** it will set itself for each of its students so as to help them achieve Core Outcomes by the time they leave HNS.

HNS students will have the option to take the A/AS level and GCSE/IGCSE subjects set out in Table 14. Students will take ten GCSEs including all E-Baccalaureate subjects (English Literature, English Language, Maths, two sciences, Spanish or French, and history or geography). In addition, students will take music GCSE and two additional subjects out of the following pool of options: history or geography, advanced maths/statistics, one science, art, RE, and one additional modern foreign language (French or Spanish). At A/AS level the range of subjects reflects the continued focus on the E-bacc core subjects and HNS' music & performance speciality.

Table 14. A/AS Level & GCSE/IGCSE Subjects

| GCSE/IGCSE | A/AS Level |
|--------------------------------|----------------------------------|
| 1. Music | 1. Music |
| 2. English Literature | 2. English Literature & Language |
| 3. English Language | 3. Maths |
| 4. Maths | 4. Advanced Maths & Statistics |
| 5. Advanced Maths & Statistics | 5. Biology |
| 6. Biology | 6. Chemistry |
| 7. Chemistry | 7. Physics |
| 8. Physics | 8. History |
| 9. History | 9. Geography |
| 10. Geography | 10. Arts |
| 11. Arts | 11. Spanish |
| 12. Spanish | 12. French |
| 13. French | 13. Economics |
| 14. RE | 14. Politics |
| | 15. Philosophy |
| | 16. RE |

Note that the curriculum plan set out in this document is highly ambitious, but its delivery will be dependent on the types of students admitted to HNS which is difficult to predict precisely, although, as set out in Section E below, HNS believes it has developed a sophisticated and detailed understanding of the likely pupil population it can expect. We are confident that the curriculum plan and the personalised teaching and learning model deployed throughout all aspects of the school (including, where

relevant, SEN provision) will be sufficient to ensure that *all students* will be able to achieve the goals set for them. This therefore also applies to those students entering HNS in Year 7 who have significant attainment gaps in English and Maths, and who therefore receive extra teaching and tutorial support through the HNS Early Development Group (see SectionD(2) d (i)).. for a discussion of this).

A. English

The cornerstone of the curriculum is English. Language development is central to intellectual growth. It enables us to make sense to the world around us. The ability to use spoken and written English effectively, to read and to listen and to discern critically, messages and information is fundamental to both learning and to effective participation in society and the workforce. Without robust knowledge of and ability to use and manipulate the English language HNS students will not be able to lead a fulfilled life, nor will they be able to access, and fully benefit from, any other part HNS' curriculum.

Table 15. Progress Map for English

| Year | Reading | Writing | Speaking / Listening |
|----------------------------------|--|---|----------------------|
| Y13: A level – A/B ²⁶ | <ul style="list-style-type: none"> • Communicate extensive knowledge and understanding of literary texts; • Identify significant aspects of structure, form and language in literary texts; • Explore, through detailed critical analysis how writers use these aspects to create meaning • Consistently make reference to specific texts and sources to support their responses; • Analyse and evaluate connections or points of comparison between literary texts; • Engage sensitively and with different readings and interpretations demonstrating clear understanding; • Explore and comment on the significance of the relationships between specific literary texts and their contexts; and • Evaluate the influence of culture, text type, literary genre or historical period on the ways in which literary texts were written and were, and are received. | <ul style="list-style-type: none"> • Structure and organise their writing using an appropriate critical register; • Communicate content and meaning through expressive and accurate writing; and • Create and sustain well organised and coherent arguments, using appropriate terminology to support informed interpretations | |

²⁶ Based on OCR GCSE English Literature 2008

Y12: AS level – A/B²⁷

- Communicate wide knowledge and understanding of literary texts;
- Identify relevant aspects of structure, form and language in literary texts;
- Explore, through critical analysis, how writers use specific aspects to shape meaning;
- Generally use specific references to texts to support their responses;
- Explore connections and points of comparison between literary texts
- Communicate clear understanding of the views expressed in different interpretations or readings; and
- Communicate understanding of the relationships between literary texts and their contexts
- Structure and organise their writing well;
- Communicate content and meaning through expressive and accurate writing;
- Present relevant responses, using appropriate terminology to support informed interpretations.

Y11: I/GCSE – A/A*²⁸

- Make cogent and critical responses to texts in which original and alternative interpretations are explored and evaluated;
- Show originality of analysis and interpretation when evaluating moral, philosophical and social significance of texts, their appeal to audience, and patterns and details of words and images;
- Show flair and precision in developing ideas with reference to
- Confidently engages the reader by writing imagined situations in an inventive and entirely convincing way;
- Establishes a skilful and convincing narrative standpoint which is effectively sustained and varied;
- Use of genre is entirely convincing, and tone is effectively sustained and varied by precise use of a sophisticated vocabulary;
- Paragraphs are skilfully constructed
- ²⁹Highlight priorities and essential detail when communicating complex ideas;
- Show assured choices and flexible use of standard English vocabulary and grammar
- Use questioning to show understanding of complex ideas;
- Develop ideas and challenge assumptions through

²⁷ ibid

²⁸ Based on OCR GCSE in English (Opening Minds) 2003

²⁹ Based on WJEC GCSE in English 2010 curriculum

| | | | |
|---------------------------------------|---|--|---|
| | <p>structure and presentation;</p> <ul style="list-style-type: none"> • Make subtle and discriminating comparisons within and between texts. | <p>and purposefully varied in length and structure, to control responses and create impact. A varied range of connectives and other linking devices helps shape/structure and reinforces cohesion;</p> <ul style="list-style-type: none"> • Sentence structures are effectively varied and elaborated, with good control of subordination and co-ordination. A full range of structures, including some multiple complex sentences, is skilfully varied to precise purpose/effect; • Spelling is virtually all correct, across a wide vocabulary including complex irregular words; • A wide range of punctuation is used with precision, both between and within sentences, to produce deliberate effects. | <p>responding flexibly and shaping talk;</p> <ul style="list-style-type: none"> • Initiate, develop and sustain discussion through encouraging participation and resolving differences; • Create complex characters in drama and show insightful usage of dramatic devices to fulfil challenging roles; and • Explore and respond to complex issues, ideas and relationships in varied formal and informal situations. |
| <p>Y10: I/GCSE – A/B³⁰</p> | <ul style="list-style-type: none"> • Develop a perceptive personal response to texts; • Show understanding of techniques by which meaning is conveyed and of ways in which readers may respond; • Support responses with detailed reference to language, theme, structure and context; and • Show analytical skill when exploring the implications, | <ul style="list-style-type: none"> • Firmly engages the reader by writing situations which are convincing and imaginative; • Clearly establishes and sustains narrative standpoint, which may be varied for effect • Genre is clearly established and tone is appropriately established/ varied by the use of a wide range of apt vocabulary; • Paragraphs are effectively used to develop structure and give | <ul style="list-style-type: none"> • ³¹Emphasise important ideas and communicate confidently to convey information, ideas and feelings; • Adapt speech and non verbal communication for a range of audiences and situations; • Make appropriate, controlled and effective decisions regarding standard English vocabulary and grammar • Challenge, develop and |

³⁰ Based on OCR GCSE in English (Opening Minds) 2003

³¹ Based on WJEC GCSE in English 2010 curriculum

contemporary relevance, and historical context of texts, characterization, structure and tone, and the use of linguistic devices

cohesion, with some variety in the use of time and place and other connectives. Varied paragraph length and structure help to sustain interest;

respond to what they hear in thoughtful and considerate ways, using questioning to clarify ideas;

- Sentence structures: a good variety of compound, complex and occasional multiple complex is used, for emphasis and to sharpen meaning. Subordination and co-ordination give vision of pace and focus;
- Spelling is secure across a range including complex, regular and some complex irregular words, with a limited rate of error; and
- A range of punctuation is used securely, both between and within sentences, sometimes to produce deliberate effects
- Writing has shape and impact and shows control of a range of styles maintaining the interest of the~ reader throughout;
- Narratives use structure as well as vocabulary for a range of imaginative effects, and nonfiction is coherent, reasoned and persuasive;
- A variety of grammatical constructions and punctuation is used accurately and appropriately and with sensitivity; and
- Paragraphs are well constructed
- Identify useful outcomes of a discussion and help to structure discussions through useful contributions;
- Create convincing characters in drama and use a range of carefully selected verbal and non verbal devices; and
- Respond skilfully and sensitively~ to explore issues and relationships in different situations and scenarios.
- Select and use structures, styles and registers appropriately in a range of contexts, varying their vocabulary and expression confidently for a range of purposes;
- Initiate and sustain discussion through the sensitive use of a variety of contributions;
- Take a leading role in discussion and listen with concentration and

Y9: EP³²

- Confidently sustain their responses to a demanding range of texts;
- Develop ideas and refer in detail to aspects of language, structure, and presentation;
- Make apt and careful consideration between texts, including consideration of purpose, audience and form; and
- Identify and analyse arguments, opinions and alternative interpretations, making cross-

³² Based on the English National Curriculum Level Descriptors

| | | | |
|----------------|--|--|--|
| | reference where appropriate. | and linked in order to clarify the organisation of the writing as a whole. | understanding to varied and complex speech; and |
| Y8: Level 8/EP | <ul style="list-style-type: none"> • Responses show appreciation of, and comment on a range of texts; • Evaluate how authors achieve their effects through the use of linguistic, structural, and presentational devices; and • Select and analyse information and ideas, and comment on how those are conveyed in different texts. | <ul style="list-style-type: none"> • Writing shows the selection of specific features or expressions to convey particular effects and to interest the reader; • Narrative writing shows contrast of characters, events and settings, and shows variety in structure. Nonfiction writing is coherent and gives clear points of view; • Vocabulary and grammar is used to enable fine distinctions to be made or emphasis achieved; and • Shows a clear grasp of the use of punctuation and paragraphing through writing | <ul style="list-style-type: none"> • Shows assured and fluent use of standard English in a range of situations and for a variety of purposes. • Maintain and develop ideas and speak purposefully in a range of contexts; • Structure speech to develop argument, using apt vocabulary and appropriate intonation and emphasis; • Make a range of contributions which show that they have listened perceptively and are sensitive to the development of discussion; • Shows confident use of Standard English in a range of situations, adapting as necessary |
| Y7: Level 7/8 | <ul style="list-style-type: none"> • Show understanding of the ways in which meaning and information are conveyed in a range of texts; • Articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features; and • Select and synthesise a range of information from a variety of sources | <ul style="list-style-type: none"> • Writing is confident and shows appropriate choices of style in a range of forms; • In narrative writing, characters and settings are developed and, in non-fiction, ideas are organised and coherent; • Grammatical features and vocabulary are accurately and effectively used; • Spelling is correct, including that of complex irregular words; and • Paragraphing and correct | <ul style="list-style-type: none"> • Confidently match talk to the demands of different contexts; • Use vocabulary precisely and organise their talk to communicate clearly; • Make significant contributions in discussion, evaluating others' ideas and varied participation; and • Confident use of Standard English in situations that require it |

punctuation are used to make the sequence of events or ideas coherent and clear to the reader.

The English curriculum is derived from the 2007 National Curriculum and specifications for IGCSE and A levels. It will emphasize

- Reading: reading strategies, comprehension, literature and research
- Writing: planning writing, composition, evaluation, editing and proof reading, grammar, spelling and punctuation
- Speaking and listening: debate and discussion modules will teach developing and defending an argument in public, as well as responding to comments and information from other speakers

These are the cornerstones of an English curriculum in all high-performing nations, and HNS will put particular emphasis on obtaining, using and interpreting information and the analysis, evaluation and reflection of literature and other texts, including those used for research. Students will read texts as a class or in their tutorial groups. Shakespeare will be a central element of HNS' reading materials, including his sonnets alongside all plays. Regular written work will be the cornerstone of the assessment process, with students expected to write 6-8 essays per term. Each of these will be individually marked and reviewed with the student by their form teacher or tutor.

During Years 7-8, there will be five English lessons per week during the Teaching Morning. Pupils in the Early Development Group (see Section D(2) d (i)) will also receive two additional tutorials per week, including literacy teaching. HNS will use systematic phonics to improve students' reading, writing and spelling abilities, computer-based sound programmes to help their phonics and guided reading and writing lessons.

B. Mathematics

Mathematics will be central to HNS' curriculum from Year 7 to Year 13 with five lessons per week in years 7-8 and four lessons per week in years 9-11, although students in the Early Development Group (see Section D(2) d (i).) will have up to 8 lessons of maths in years 7-9. Including one compulsory maths tutorial in years 10-11 there will be 5 maths lessons per week at that stage. This intense focus on maths

reflects the fact that, alongside English, a thorough knowledge of mathematics is absolutely essential and for students to be able to manipulate, process and understand virtually any information they will receive in their lives.

There is a growing consensus that conceptual understanding, procedural and factual fluency (i.e. the automatic retrieval of facts), and the ability to apply knowledge to solve problems are equally important for mathematical attainment. HNS' maths curriculum is designed to support the development of these skills and has therefore **four specific objectives** for each of its students to help HNS achieve its ambitious goals:-

1. Develop fluency in acquiring and applying mental and written procedures underpinned by mathematical concepts
2. Solve problems in unfamiliar contexts, including real life, scientific and more formal mathematical problems
3. Reason mathematically by following a line of enquiry to deduce and present a justification or argument using mathematical language
4. Develop a positive attitude towards mathematics.

Objective #4 is a derivative of successfully achieving objectives 1-3, and spreads across all domains of the HNS maths curriculum. Its importance for achieving HNS Core Outcomes cannot be overestimated – a huge number of very intelligent people are “scared” of mathematics and numbers for their entire lives because of poor teaching at primary or secondary school. HNS' central mission in its math curriculum is to take away that fear and make students feel at ease with numbers and mathematical concepts like probability and processes such as solving n equations with n number of unknowns.

HNS' mathematics curriculum will be based on the IGCSE standard and the English National Curriculum and A* descriptors for A-levels, although HNS will expand on the English National Curriculum to improve its specificity and challenge to ensure HNS students are capable of achieving Core Outcomes. As such, the focus of math teaching at HNS will be on

- **Breadth:** number, fractions and algebra; shape, space and measures (geometry); data, statistics and probability; and mathematical processes and applications
- **Specificity:** the curriculum will set out a detailed year-by-year program. Domains and sub-domains will be spelled out and broken down in detail. For instance, the English National Curriculum (2007) contains only very broad statements for algebra and geometry which will be defined much more precisely at HNS
- **Challenge:** The curriculum will set demanding goals for each year group, backward planned to achieve A* results at A-level. For instance, HNS will introduce quadratic equations earlier than prescribed in the National Curriculum, and provide an intensive program of *number* (whole number and fractions/decimals) in year 7-8, with a particular program for students in the Development Group. The teaching of probability and statistics will also be provided at an advanced level earlier, using more real-life examples to demonstrate the importance and versatility of this domain.

Table 16. Progress Map for Maths

| Year | Target Level | Ma 1: Mathematical Processes and Applications | Ma 2: Number and Algebra | Ma 3: Geometry and Measures | Ma4: Data Handling |
|-----------------------|--------------|---|---|---|--|
| Y12/13: A level – A/B | A* | <p>This descriptor is exclusively related to Mathematical Processes and Applications, the content will be defined by the module choices for Yr 12/13</p> <p>Representing Students have a deep understanding of all the mathematical facts, concepts, techniques and models that are needed, and select appropriate ones to use in a wide variety of contexts in the real world</p> <p>Analysing Students manipulate mathematical expressions and use graphs, sketches and diagrams, all with high accuracy and skill When confronted with unstructured problems, they can devise and implement an effective solution strategy If errors are made in their calculations or logic, these are noticed and corrected Students make appropriate and efficient use of contemporary calculator technology and other permitted resources, and are aware of any limitations to their use</p> <p>Interpreting and Evaluating Students can comment meaningfully on mathematical information They give sensible interpretations of their results referring back to the given context of the original realistic situation and can make sensible comments or predictions They make intelligent comments on the modelling assumptions and possible refinements to the model</p> <p>Communicating and Reflecting Students use mathematical language correctly and proceed logically and rigorously through extended arguments They can distil the essential mathematical information from extended pieces of prose having mathematical content</p> | | | |
| Y9: EP ³³ | | <ul style="list-style-type: none"> • Students critically examine | <ul style="list-style-type: none"> • Students understand | <ul style="list-style-type: none"> • Students sketch the | <ul style="list-style-type: none"> • Students interpret |

| | | | | | |
|----|---------|---|--|--|---|
| | | <p>the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks</p> <ul style="list-style-type: none"> • They explain why different strategies were used, considering the elegance and efficiency of alternative lines of enquiry or procedures • They apply the mathematics they know in a wide range of familiar and unfamiliar contexts • They apply the mathematical language and symbols effectively in presenting a convincing, reasoned argument • Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables | <p>and use rational and irrational numbers</p> <ul style="list-style-type: none"> • They determine the bounds of intervals • They understand and use direct and inverse proportion • In simplifying algebraic expressions, they use rules or indices for negative and fractional values • In finding formulae that approximately connect data, they express general laws in symbolic form • They solve simultaneous equations in two variables where one equation is linear and the other is quadratic • They solve problems using intersections and gradients of graphs | <p>graphs of sine, cosine and tangent functions for any angle, and generate and interpret graphs based on these functions</p> <ul style="list-style-type: none"> • They use sine, cosine and tangent of angles of any size, and Pythagorus' theorem, when solving problems in two and three dimensions • They construct formal geometric proofs • They calculate lengths of circular arcs and areas of sectors, and calculate the surface area of cylinders and volumes of cones or spheres • They appreciate the continuous nature of scales that are used to take measurements | <p>and construct histograms</p> <ul style="list-style-type: none"> • They understand how different methods of sampling and different sample sizes may affect the reliability of conclusions drawn • They select and justify a sample method to investigate a population] • They recognise when and how to work with probabilities associated with independent, mutually exclusive events |
| Y7 | Level 7 | <ul style="list-style-type: none"> • Starting from problems or contexts that have been presented to them, students explore the effects of varying values and look for invariance in models and representations, working with | <ul style="list-style-type: none"> • When making estimates, students round to one significant figure and multiply and divide mentally • They understand the effects of multiplying and | <ul style="list-style-type: none"> • Students understand and apply Pythagorus' theorem when solving problems in two dimensions • They calculate lengths, areas and volumes in | <ul style="list-style-type: none"> • Students specify hypotheses and test them by designing and using appropriate methods that take account of |

| | | | |
|---|---|---|--|
| <p>and without ICT</p> <ul style="list-style-type: none"> • They progressively refine or extend the mathematics used, giving reasons for their choice of mathematical presentation and explaining features they have selected • They justify their generalisations, arguments or solutions, looking for equivalence to different problems with similar structures • They appreciate the differences between mathematical explanation and experimental evidence | <p>dividing by numbers between 0 and 1</p> <ul style="list-style-type: none"> • They solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately • They understand and use proportional changes, calculating the result of any proportional change using only multiplicative methods • They find and describe in symbols the next term or nth term of a sequence where the rule is quadratic • They use algebraic methods to solve simultaneous linear equations in two variables | <p>plane shapes and right prisms</p> <ul style="list-style-type: none"> • They enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes • They determine the locus of an object moving according to a rule • They appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction • They understand and use compound measures, such as speed | <p>variability or bias</p> <ul style="list-style-type: none"> • They determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry • They use measures of average and range; with associated frequency polygons as appropriate to compare distributions and make inferences • They understand relative frequency as an estimate of probability and use this to compare outcomes of experiments |
|---|---|---|--|

The teaching of mathematics will draw on best practice around the world³⁴ to help students achieve Core Outcomes. HNS has looked in particular detail at the curriculum design in Singapore and Hong Kong which both have produced outstanding levels of attainment in international comparisons such as TIMSS³⁵. It will deploy innovative teaching tools such as the Khan Academy (www.khanacademy.org) and jump math (<http://jumpmath1.org/>) so that every student achieves Core Outcomes and is able to

- perform advanced mental arithmetic
- perform the mathematical skills needed in his/her chosen career or to obtain admission into a Russell Group university
- reason clearly and logically using rational argument
- solve basic mathematical problems
- approach a general problem-solving task in a structured and logical way
- identify patterns in diverse situations and extrapolate from them
- use basic probability calculations to assess risks and benefits from various actions
- enjoy using and dealing with numbers, mathematical concepts and statistical data
- achieve the best results at A/AS level, IGCSE, KS4 and KS3

C. Science: Biology, Chemistry & Physics

The Science module of the HNS curriculum will be **broad**, designed to a high level of **specificity** and set **demanding goals** for all students, planned backward from A/A* at A-level, i.e. the structure of the curriculum will be driven by the same approach as described for English and Maths. This focus on science teaching is complementary with HNS intense mathematics curriculum, and an important element in its mission to achieve the Core Outcomes for all students. To achieve this, every student at HNS will take at least one science subject at GCSE, and have the option to take two.

34 See, for instance, Heid, M.K. (undated), Mathematical Knowledge for Secondary School Mathematics Teaching, <http://tsg.icme11.org/document/get/744>

35 Trends in International Mathematics and Science Study (2007).

HNS' science curriculum is designed to convey knowledge of facts, fundamental concepts and processes. It is not possible to know and understand all scientific knowledge in a rapidly changing technological world. Therefore HNS puts particular emphasis on developing scientific literacy, i.e. a toolkit that enables pupils to acquire and use the skills and attitudes for scientific enquiry. Scientific literacy is particularly important to foster intellectual curiosity about the world and to establish an absence of fear about the complexities of scientific process and enquiry. It is therefore a critical building block towards achieving HNS' Core Outcomes for all its students.

Science teaching at HNS will therefore have **three specific objectives** so that HNS can achieve its ambitious goals for all students:-

1. Increase scientific knowledge by teaching physics, chemistry and biology, including concepts and principles common to all
2. Apply the processes and methods of science through practical activity, such as observation and measurement.
3. Develop an understanding of scientific enquiry, i.e. the relationship between empirical evidence, scientific theory and explanation.

HNS students will have acquired thorough scientific literacy through the curriculum, although not at the expense of a secure coverage of the substantive contents of each of the three science subjects, including their practical application (e.g. via experiments).

HNS students will receive three lessons of science per week starting from year 7. Science will be taught in separate lessons, starting with biology and physics in year 7 and reaching one lesson each in physics, chemistry and biology by year 11. Each student will be able to take GCSE and A/AS levels in one or more of these subjects. This is consistent with the separation into the three domains in the English National Curriculum at years 10-11, but at HNS this will already be carried out from year 7, with the main focus being broadly as follows:-

- **Biology:** plants, animals (including humans), structure and function, interactions and interdependencies, energy and the theory and evolution
- **Chemistry:** nature of matter and energy, physical change, chemical change, and properties and materials

- **Physics:** forces and motion, light, sound and waves, electricity and magnetism, energy and matter, and the earth and the universe
- **Scientific enquiry:** the nature of scientific enquiry, theory, models and their relationship to evidence; framing hypothesis and research questions; designing and carrying out experiments; recording, presenting and interpreting scientific data and findings; using scientific language and terminology.

Scientific enquiry will be taught across all subjects and, from a historical perspective, will also be covered in The Core at KS4 (see Section D1-(d)F.).

D. Music & Performance

Music and performance will be the speciality subject at HNS and will be housed in the HNS Music School³⁶. We believe that music like no other subject teaches specific skills and leads children to acquire characteristics and beliefs that are completely aligned with HNS' Core Characteristics and Core Beliefs. It is therefore an extremely powerful device to help students achieve Core Outcomes and prepare them for a rich and rewarding life. Musical education and performance develops students' ability to listen, to interpret a wide variety of music, and to make judgements about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment. Table 17. sets out in more detail our belief in the unique contribution music and musical performance can make to a person's personal and academic development.

Table 17. The Value of Musical Education & Musical Performance

| | |
|-----------------|--|
| Input vs Output | <ul style="list-style-type: none"> • There are few other activities where the connection between practice (i.e. input) and the quality of one's performance (i.e. output) is so strong and clear: the more one practices an instrument the better one will play |
| Commitment | <ul style="list-style-type: none"> • Success as a musician requires dedication and commitment, i.e. many hours of practice and performance. High levels of performance and skill can therefore not be acquired |

³⁶ We refer to it as the "HNS Music School" but music performances will be open to the public where possible, and as such, HNS' music provision will be an important part of its community engagement program.

| | |
|---------------------------|--|
| | <p>overnight, but rely on many years' of patience and perseverance without shortcuts</p> |
| Pleasure & Beauty | <ul style="list-style-type: none">• The result of hard work is beautiful: the more you practice and the better you play, the more beautiful is the music that you perform. There is a tangible and valuable aesthetic benefit attached to the cost of the work that has to be put in. When you play Bach's <i>Goldberg Variations</i> or Jim Hendrix' <i>All along the Watchtower</i> well for the first time all the many years' of hard work will have been worth it |
| Individual Effort | <ul style="list-style-type: none">• Outstanding musical skill and performance is a unique individual effort that requires concentration, patience, perseverance and resilience as you grapple with the difficulties of an instrument and a score... |
| Team Work | <ul style="list-style-type: none">• ...but perfection really requires playing in, i.e. cooperating with, a team. The modes of communication and cooperation in a band, a string quartet or an orchestra are extremely subtle, extremely important and convey extremely valuable lessons to students |
| Character Development | <ul style="list-style-type: none">• Music forms part of an individual's identity and positive interaction with music can develop pupils' competence as learners and hence increase their confidence and self-esteem. By combining intellectual endeavour with feelings it enables personal expression, reflection and emotional development. Its performance and the work for it helps pupils understand themselves, relate to others and develop their understanding of what is involved in sharing life on this planet with other people |
| Cultural & Social Support | <ul style="list-style-type: none">• Music helps children from challenging personal backgrounds to find support in their lives and open windows to opportunities and self-expression. It also invites pupils to think and engage with forms of expression – i.e. cultures and styles – that are entirely unfamiliar to them. It is therefore an introduction to a cultural exchange which will shape young people's lives and can be extremely valuable for personal and social development (i.e. for a process that, we believe, will support HNS Core Outcomes for all students). |

The design of HNS' music curriculum will focus on **breadth**, **specificity** and **demanding goals**. It is based on the English National Curriculum, but amended by HNS' body of experts and partners to provide greater focus and depth at KS3-4.

- **Breadth:** The curriculum will include

- b. performance activities in a range of contexts within and beyond the classroom

- c. a range of live and recorded music from different times and cultures
 - d. a range of classical and popular traditions and current trends in music that reflect cultural diversity and a global dimension
 - e. staff notation and other relevant notations in a range of musical styles, genres and traditions
 - f. consideration of contextual influences that affect the way music is created, performed and heard
 - g. the use of music technologies to create, manipulate and refine sounds
 - h. the role of music and musicians in society, of the music industry and of artistic and intellectual property rights.
- **Specificity:** HNS' music curriculum will enable pupils to
- sing in solo or group contexts, developing vocal techniques and musical expression
 - perform with control of instrument-specific techniques and musical expression
 - practise, rehearse and perform with awareness of different parts, the roles and contributions of different members of the group, the audience and venue
 - create, develop and extend musical ideas by selecting and combining resources within musical structures, styles, genres and traditions
 - improvise, explore and develop musical ideas when performing
 - listen with discrimination and internalise and recall sounds
 - identify the expressive use of musical elements, devices, tonalities and structures.
 - analyse, review, evaluate and compare pieces of music
 - identify conventions and contextual influences in music of different styles, genres and traditions
 - communicate ideas and feelings about music, using expressive language and musical vocabulary to justify their opinions
 - adapt their own musical ideas and refine and improve their own and others' work.
- **Demanding Goals:** the curriculum will set out a detailed year-by-year program and backward plan from an A* at A-level to produce a detailed teaching and learning plan from year 7 through year 13.

Functions of Music & Performance Curriculum

HNS music and performance curriculum is central to HNS' vision because it helps achieve Core Outcomes for all students. We believe it does so because:-

- It helps students perform well academically in other subjects as well ***(academic excellence)***
- It provides a forum and device for self-expression that is extremely powerful, and in so doing, helps children from a variety of backgrounds to develop confidence in the value of what they feel and think ***(self-belief)***
- By introducing students to the vast variety of musical styles it encourages them to explore music and activities with which they are unfamiliar, opening their eyes to new and rich areas of life ***(intellectual curiosity)***
- The reliance on team-work and individual talents will encourage pupils to think and operate with particular consideration to the strengths and weaknesses of others ***(responsibility towards others in society)***

These outcomes will be pursued in a variety of ways and through a number of specific channels:-

- The curriculum, Teaching Mornings and Study Afternoons
- The extra work that will be undertaken by HNS to facilitate the transition from primary to secondary school
- The HNS Wellbeing Centre: music will form a central part of what we will do at the Wellbeing Centre because of the benefits it offers to EBD children
- SEN: our SEN programmes will use music and performance to help children with a special educational need to achieve Core Outcomes in the same way as all other children.

Partnerships: Hackney Music Development Trust

Our emphasis on “music and performance” combines a traditional focus on instrumental music training with performing arts, particularly operas, concerts, musicals and other musical performances, but also other types of performances where music is not central to, but is an adjunct to the heart of the production. We believe this specialism is unique in Hackney, and will be supported by HNS’

relationship with a number of venerable institutions in the music and performing arts world.

Specifically, HNS has discussed a unique partnership with the Hackney Music Development Trust (“HMDT”) to lead the provision of music & performance education at HNS.³⁷ HMDT (<http://www.hmdt.org.uk/>) creates a variety of music projects encompassing a broad range of cultural traditions and talents, working closely with schools and many other organisations to sustain a legacy of music education for people of all ages and abilities in Hackney and beyond. It has developed a large number of inspiring arts projects which support other areas of learning, and works to increase access to high quality musical experiences, raise achievement and harness creative energy. HNS and HMDT will explore work with the Hackney Music Service (“HMS”) to organise the provision of peripatetic teaching.

We expect that the HMDT / HNS partnership will be implemented in the following way:-

HMDT/HNS: In-School Provision

a. Cross-Curriculum projects

Each year group will undertake a minimum of one project per year, which links the arts thematically to other curriculum areas. These are in the main a core curriculum subject project, which bring in an art-form to enhance learning, enabling a kinaesthetic approach to engage students of all abilities. Each project will include approximately three sessions of 2-3 hours in length where the curriculum is integrated into the project, e.g. an extended Maths class with some performance (Year 7). This happens for many projects but will work best when it is planned properly into the curriculum. With specialist artists, curriculum development between subject heads and dedicated preparation run by HMDT to ensure staff have all the necessary tools to teach the project well. Every project will culminate in some sort of performance whether it is a small live performance, a visual exhibition or media work. Examples include:

³⁷ See Appendix 3. for a letter from HMDT confirming its interest in working with HNS.

- Year 7 – dance and maths, e.g. using dance and music to understand spatial relationships in Geometry;
- Year 9 – music and the Classics e.g. a visual and performance arts project using musical works ranging from HMDT's concerto *Odyssean Variations* to Stravinsky's *Oedipus Rex* as a means to further understanding the classics;

b. Music Provision

HMDT Music will be instrumental in running of peripatetic teaching staff offering instrumental as well as choir training for all Year groups 7-13. This teaching will run in tandem with partnership projects with other arts organisations such as orchestras, jazz groups and individual artists such as composers, so that additional projects and guest visits are properly coordinated and developed alongside curricular staff. Ensembles, choirs, orchestras will be core to HNS' enrichment activities and the core music syllabus so that students are given opportunities to excel and develop their skills with full support.

c. Performance Projects

At least once a year, a large-scale project will be built into the curriculum which might be for individual year groups or specific groups of students across the school (e.g. gifted and talented) or just open to all. These new or existing HMDT Music commissions³⁸ will offer a unique cross-curricular teaching resource enabling the themes and context of the work to be taught across all subject areas; linked visits (to relevant partner museums, galleries, talks, sporting activities, films etc); an intensive rehearsal period with a resident professional artistic team to mount and perform the work. When the commissions are new, a longer development period will also be built into the project enabling students to work with a composer and librettist so they can input into the piece and gain an ownership of it. Curriculum work might also extend into marketing, graphic design, running a box office and becoming a mini-production company.

³⁸ Subject to appropriate funding new works will be commissioned which are specific to HNS. In the past, HMDT commissioned a new opera for Jubilee School about the stories of how students' parents came to Hackney. This project was embraced by the whole school community and greatly improved parent/school relationships.

HMDT/HNS: Out-of-School Provision

- a. Classes linked to specific projects will be offered as after-school activities in evenings and the weekends, as well as a range of on-going programmes and clubs such as instrumental and vocal ensembles, choirs, orchestras, etc.
- b. In time, HMDT Music will move its existing Centre for Young Musicians Hackney (“CYMH”) and “I Can Sing!” Saturday schools to HNS. CYMH offers opportunities for further instrumental tuition (perhaps in instruments not available as part of the curriculum), alongside general musicianship, choirs, ensembles and orchestras. It differs from school provision because it is open to the whole borough and beyond with the aim of raising standards and ensuring HNS both shares its offering with the wider community and develops good interaction with neighbouring schools and students. I Can Sing! is a Music Theatre School teaching dance, voice and performance with an emphasis on opera and music theatre repertoire.

HMDT/HNS: Community Performance

The partnership with HMDT will put HMDT at the forefront of arts & music provision to the local community to link parents and families to in- and after-school provision and enrichment. CYMH and I Can Sing! are open to primary school students and in this way provide younger siblings and potential future students with access to HNS. The HMDT partnership will permit HNS also to offer two other initiatives to the local community: *The Music Box*, an under-5s programme introducing music and movement through a range of musical genres, and Parents’ Choir, a choir open to parents of children at HNS. It will also offer them a chance to perform in community works, engaging them in repertoire linked to in-school performances.

Other community opportunities that HNS will explore with HMDT include:

- ESOL and literacy accredited courses taught through the arts which link thematically to school performance projects and enhance parental engagement.
- Costume courses for parents to teach sewing and costume skills as well as bringing the community together to assist with costumes for school productions;

- Adult orchestra – an amateur orchestra for the local community;
- Adult/family dance classes;
- Dance and Choirs for the over-60s which will expand into intergenerational school projects.

HMDT/HNS: Issues relating to specific Curriculum Design

Detailed curriculum scheduling and implementation in Music & Performance will be discussed between HNS and HMDT. Main principles will be:-

Table 18. HNS / HMDT Partnership: Implementation Considerations

Lessons

- Instrumental & individual vocal lessons as well as choirs and orchestras will take place once per week. The instrumental / vocal lessons will take place during the Teaching Morning, the choir/orchestra lesson during the enrichment activities in the Study Afternoon.
- At least one of the four music lessons per week will be reserved for practice
- Smaller & larger-scale projects will involve enrichment time in the Study Afternoon, some half day sessions and a few full days (e.g. on Saturdays) leading up to a performance.

Cross-curricular projects

- Each year group will have 1-2 cross-curricular projects per year, which would take place during a half term period. There would therefore be three 'off-timetable' sessions during that particular half term, which for Year 7 would, for example, mean 3 Maths lessons with Music & Dance from 8.55 - 11.50 (for example). These could happen on consecutive or alternate Tuesdays so that they include the existing Maths & PE schedule. As all four classes cannot do this at the same time, the project will be run 3-4 times p.a., once for each class or, alternatively, merging four classes into three for this particular project.

Large-scale projects

- Preparation for a large-scale project could involve, over the course of a term, one 90-minute session per week.
- In the summer term, rehearsals would then be concentrated in the Study Afternoons of two consecutive weeks.

SEN Students

- SEN students will be included in all projects. We expect many of these students to benefit most from the

kinaesthetic learning experience that is typical for musical & performance education. This is a particular value of HNS' specialisation in this area. HMDT can also bring in specialist artists to work with SEN students. HMDT has done this very successfully on a number of occasions in the past.

Staffing

- HNS will employ its own Music & Performance curricular staff
- Peripatetic teaching can be provided in several ways – either, managed by Hackney Music Service, or HNS' Head of Music, or by HMDT. HNS will explore the costs/benefits of all options. In our financial plan, we have assumed that this will be provided by HMS.

Space Requirements

- We intend to plan carefully and imaginatively for appropriate facilities at our Target Site (or an alternative location). It is likely that teaching and practising will happen by rotation, e.g. over a fortnightly period, to make best use of space given the number of pupils HNS expects to have. Use of dining and assembly areas will be considered alongside traditional performance venues, if these can be established in the HNS building.

Partnerships: Other

We are exploring a number of relationships with other institutions to support our music & performance curriculum. For instance, we have discussed partnership arrangements with RAK Recording Studios in St John's Wood, a studio created in 1976 by legendary record producer Mickie Most who converted a Victorian schoolhouse and church hall into a state-of-the-art recording studio complex. RAK is now one of London's most renowned studios. Students from HNS will be able to attend RAK on learning expeditions and for work experience.

We are also in discussions with [REDACTED], [REDACTED] at [REDACTED], and [REDACTED], [REDACTED], a specialist music school in Surrey, about a partnership with HNS. A partnership could include, subject to appropriate financial arrangements, Gifted and Talented Tuition, City undergraduates mentoring Hackney New School pupils, shared productions and a Higher Education partnership.

We have also approached the head of the junior music department of the Guildhall School of Music & Drama to discuss possible partnership arrangements. No

concrete proposals have yet been considered, but we intend to progress these discussions and seek to identify a financially viable cooperation arrangement with this venerable music school.

E. Humanities

HNS will teach the humanities with curricula backward planned from A* at A/AS level through A* at GCSE to a detailed design for each year in Key Stage 3 to achieve these ambitious outcomes.

It will structure the content of the curriculum in a particular and novel way

- History and Geography will be taught as separate subjects from year 7 reaching 3 lessons per week in Y10-11. Students will take a GCSE in both subjects.
- The curriculum contains a new and distinct module called “The Core” at Key Stage 4, and “The Core Light” at Key Stage 3.

Both these initiatives support the general *breadth-specificity-demanding goals* agenda of the HNS curriculum. Students are perfectly capable of studying history and geography earlier and separately, and doing so over a 5-year period (ie KS3+4) rather than, as is normally the case, KS4 only provides significantly more scope for covering a broader range of subjects in greater depth, encouraging students to excel at GCSE (we expect a large majority of students to take both history and geography at that stage). For instance, American History is an area that is generally poorly covered in the National Curriculum and yet of fundamental importance to world. It will be covered in much more depth at HNS alongside a detailed examination of British history. The history of ideas will be as much part of the syllabus as that of events as it is the former that have ultimately determined and shaped the latter.

Table 19. highlights the main aims of the history and geography curricula as they will be taught at HNS.

Table 19. Aims of History & Geography Curriculum at HNS

| History | Geography |
|---|---|
| <ul style="list-style-type: none"> - Stimulate interest in the past and the maintenance of an historical record - Promote the acquisition of knowledge and understanding about human activity in the past - Learn about the nature of cause and consequence, continuity and change, and similarity and difference in historical processes - Encourage international understanding and an appreciation of the diversity of human experience - Understand the nature of historical research and enquiry - Provide a basis for further study and the pursuit of personal interests - Encourage the development of linguistic and communication skills | <ul style="list-style-type: none"> - Develop a sense of place and understanding of relative location at local, regional and global level - Become aware of the characteristics and distribution of a range of physical and human environments - Learn about the processes that affect the development of such environments - Understand the spatial effects of human development and its interaction with the natural world - Learn to use the basic tools of geographical enquiry, e.g. maps, compass, visual images and new technologies (e.g. GIS) to obtain and analyse information - Encourage an appreciation of the cultural experiences of different people, and how living conditions affect their view of the world and their place in it |

Delivery and organisation of the history and geography curriculum will use innovative methods that help achieve Core Outcomes and superior levels of progress at each stage of Key Stage 3 and 4.

- **Project work:** Students will participate in Teaching Lessons and Enrichment Programmes to explore particular subject areas in depth, or engage in a project to highlight particular phenomena in geography, e.g. the movement and impact of the tides or the impact of crop rotation on agricultural yields.
- **Debates & Presentation:** Discussions and debates, including public presentations by a student followed by debates will be at the heart of curriculum delivery in the humanities.

F. The Core

The Core will be an inter-disciplinary course in the Humanities taught in Key Stage 3 (where it will be called “The Core Light”) and Key Stage 4. The principles behind are based on a program of the same name that has been taught at Columbia University in New York with great success for over 100 years.

Its central mission is to convey the central questions and issues that have occupied humanity since its beginning. In so doing it will “connect the dots” between subject areas in the humanities and science section of the HNS curriculum, while covering additional ground such as a more detailed examination of classical European literature. It seeks to:-

- a) convey the significance and value of hallmarks of modern civilisation across a range of cultures and, in so doing,
- b) raise and discuss the key questions that have occupied mankind through the ages, including e.g. what does it mean to be an individual, what is the meaning of life, what constitutes a good life, what is the basis for human experience and evolution, what is art and what is the meaning of art, how do we think and what are rules for rational thinking, what are the central elements of political systems and what makes such systems stable or unstable, what is truth and does it exist, etc.

Delivery of the Core will focus on oral debate, based on appropriate preparation and prior reading. Its content and aspects of its function will differ between KS3 and KS4, with the principle being that the “later” educational stage builds upon the “earlier” one, i.e. the Core Light at KS3 prepares for, and is an introduction to The Core at KS4, which, likewise, prepares for and is an introduction to a number of speciality subjects such as politics, sociology, economics and philosophy which will be taught for A/AS level at KS5.

- **Key Stage 3: The Core Light**

The Core Light at KS3 will comprise a combination of the Citizenship and Religious Education courses in the National Curriculum and will be taught for 1-2 lessons per week. Students can then take a GCSE in Citizenship or Religious Education. The course will explore issues pertaining to students’ rights and responsibilities as citizens of Britain, and consider the moral, ethical, social and political problems

associated with the development of alternative ways of people(s) to choose to live together, democratically or in other forms of government and administration. The exploration of these issues can easily be integrated into a discussion of the issues that have shaped the formation and development of the main world religions (Christianity, Judaism, Hinduism and Islam): e.g. questions of social justice, the dynamics of power, social structure, human rights, inequalities, community cohesion and rights, gender, etc. These discussions – and, as in KS4, the teaching of The Core Light will focus on oral debate – will not necessarily provide an evenly balanced presentation of the teachings and points of view of all world religions given the historical role of Christianity in Britain. However, for each issue under consideration the comparative positions of Judaism, Hinduism and Islam (where relevant) will be explored to elucidate not only events and views in the past, but also how issues of moral, ethical, social or political import are considered and evaluated by alternative world views today.

- **Key Stage 4: The Core**

At KS4 the Core will be taught in three parts to explore intellectual concepts emanating from three different fields of enquiry:-

- i. **Contemporary Civilisation:** this syllabus will discuss the bases of communities and groups – social, political, religious, etc – which people develop over time and the principles and rules they agree to conform to. It will discuss on what bases individuals agree to join such groups, the desirability (or otherwise) of the moral framework that governs them, what makes them stable (or unstable), how they adapt to changing environments over time, etc. Authors and texts that will be discussed in this part of the Core include Plato, Machiavelli, John Locke, Thomas Hobbes, Kant, John Rawls, the Bible, the Koran, etc.
- ii. **Classics in Literature:** this part of the Core will discuss the main lines and examples of literary enquiry that have shaped civilisation in the past 2-3 millenia. Students will discuss the questions that are central to the Core on the basis of key texts that have shaped these enquiries, e.g. Shakespeare, Dante, Ancient Greek drama and texts, Montaigne, Goethe's Faust, as well as more

modern writers / texts such as Charles Dickens, Vassily Grossman, Chekhov, Thomas Mann, Dostoyevsky, as well as contemporary authors like Haruki Murakami or Javier Marias.

- iii. **Scientific Enquiry:** this course will explore and review the key lines of scientific exploration and enquiry, and how they have affected the way we think about the modern world. Topics include the geocentric vs heliocentric astronomical model, Gallilei and Newtonian mechanics, Einstein and 20th century relativity and quantum mechanics, Darwin and the theory of evolution, etc. The focus will be on the implications of these inquiries on our view of the world and our position in it, rather than their detailed scientific elements or proofs.

How The Core helps achieve HNS Core Outcomes

Table 20. summarises how the Core program is compatible with HNS' principles of curriculum design and how it will help achieve Core Outcomes for all students.

Table 20. How the Core helps achieve HNS Core Outcomes

Principles of Curriculum Design:

| | |
|-----------------|---|
| Breadth | - Covers a wide range of subjects in overlapping subject areas such as politics, philosophy, literature and science |
| Specificity | - Will teach and discuss a small number of specific topics each term and explore these from a large number of historical and analytical perspectives |
| Demanding Goals | <ul style="list-style-type: none"> - The Core itself is a new and additional element of the HNS curriculum - It introduces pupils already at KS3 and KS4 to concepts that have historically been covered only at KS5 - It is designed to cover subject areas that are touched upon in other areas of the curriculum, for instance scientific enquiry in Science in KS4 and a range of historical questions in KS3+4. This forces students to think laterally between subjects and in terms of fundamental concepts |

| Core Outcomes | |
|--|--|
| Foster academic excellence... | <ul style="list-style-type: none"> - Deepen students' understanding of GCSE and A/AS level subject matters, e.g. in history and RE (GCSE) or philosophy, politics, history, sociology at A/AS level - Use oral debate to further develop cognitive skills and hence educational attainment - Demanding targets encourage above-average performance |
| ...and instil self-belief... | <ul style="list-style-type: none"> - Deeper knowledge of facts and understanding of key issues improves self-esteem - Debates foster confidence in one's opinions and powers of enquiry and analysis |
| ...intellectual curiosity... | <ul style="list-style-type: none"> - The breadth of the subject matter that is covered by the Core (Light) will be unique among state schools in England at this age, and introduce students to aspects of life and intellectual history which will be eye-opening and fascinating to them |
| ...and responsibility towards others in society | <ul style="list-style-type: none"> - A more thorough understanding of the moral, ethical, social and political problems and dilemmas that have faced diverse peoples in the past should support the development of a generous disposition towards fellow citizens and in particular those in greater need of support and assistance by HNS students |
| ...and hence provide students with access to the widest range of opportunities in life | <ul style="list-style-type: none"> - An understanding of "old" issues that are highly relevant in the 21st century should help open the doors to a large number of worthwhile career options and life choices for HNS students - As the Core should help achieve Core Outcomes, it will automatically help provide students with "<i>access to the widest range of opportunities in life</i>" |

Assessment for The Core will be a combination of one essay per term plus an evaluation of students' participation in classroom discussion. Form teachers will convey feedback and information to pupils and their tutors, who will use the information to adjust Personalised Learning Pathways (see Section D2 (d) iii .) to ensure each student remains on the optimal path towards his/her Core Outcomes.

E. Modern Foreign Languages

Speaking a modern foreign language opens up an entirely new world. Students from affluent backgrounds, and all those going to private school in the UK learn at least one, often two foreign languages. It is particularly important to do so given that English is already a global *lingua franca* (thereby reducing the incentive to learn a new language) while the economic development trajectories of the 21st century is already leading to the emergence of new centres of power with their own languages and, by default, a greater interest in spreading the use of those languages (e.g. Spanish and French).

HNS will offer Spanish and French from Year 7 all the way through to A-level. It will plan backwards from an A* in each of these languages to ensure that every student achieves at least a B in one foreign language at the English Baccalaureate and, for those that choose to continue with their studies for A/AS level, an A* at their final 6th form exams. The syllabus will be based on the English National Curriculum and hence will cover the following main areas:-

- a. The spoken and written forms of Spanish and French in order to develop advanced linguistic competence as well as an understanding of the relevant language
- b. The interrelationship between sounds and writing
- c. Grammar and how to apply it
- d. A range of vocabulary and structures
- e. Learning about cultural features of Spain and France
- f. Comparing pupils' own experiences and perspectives with those of people in countries and communities where Spanish or French are spoken

The HNS Language Centre ("HLC")

The HLC will be a facility housed in the main building of HNS which will contain audio recordings, films, books and magazines and other multi-media products in French and Spanish. HLC will have extensive online learning and language resources which will be integrated into HNS' Virtual Learning Environment. A major part of students' MFL teaching and learning facilities will be language tutorial programmes that they can use themselves at the HLC.

The HLC will be headed up by the MFL department head who will be responsible for developing it as a hub for innovative teaching modules and projects, such as meetings with native speakers, visits to national institutes and embassies for exchange and information projects, and organising day or Residential Learning Expeditions (see Section D1 – (c)) to relevant organisations or countries. These activities and programmes will, where relevant and useful, be organised or coordinated with The National Centre for Languages (CILT), a branch of the CfBT Education Trust (<http://www.cilt.org.uk/home>).

G. ICT

HNS students will operate with the help of a Virtual Learning Environment, an infrastructure that uses the full range of modern technology intelligently to provide teaching and learning interventions, as well as resources for communication and research. The purpose of the ICT curriculum is threefold:-

- a) Digital literacy: teach students how to master and **use** these technologies to the full breadth of their capabilities. The technologies will include common software applications such as word processors, spreadsheets, databases, interactive presentation software, e-mail, web browsers and website design;
- b) Computer Science: teach students how to **develop** the technologies themselves; this will involve an introduction to basic programming skills;
- c) Information Technology: **adapt** technologies for any practical real-world application.

The power of ICT *use* will be demonstrated and practiced by accessing and using a range of information sources, and manipulating them with the help of a range of software programmes to produce analyses and solve problems. This will be achieved with the help of real-life examples. The development and adaptation potential of ICT will be demonstrated through project work involving examining and writing simple software code.³⁹

³⁹ A member of the HNS team was involved in developing the roadmap to implement some of the recommendations of the 'Shut Down or Restart' report on after-school computer clubs recently published by the Royal Society. We intend to make use of this expertise.

It is natural that in the context of discussing the results of such work and the issues involved in using, developing and adapting a range of technologies, students will also be asked to consider the implications of modern technologies on the social, economic and political operation of modern societies. This will be an important part of the ICT syllabus.

The curriculum will follow the basic structure of the English National Curriculum and cover the following elements from the point of view of the two main purposes set out above:-

1. Types and components of computer systems
2. Input and output devices
3. Storage devices and media
4. Computer networks
5. Data types
6. Systems design and analysis

H. Arts

The HNS curriculum for arts will be distinct from its Music & Performance curriculum and give students the opportunity to develop visual, tactile and other sensory experiences as well as manual skills in painting, craft and design. The focus of the curriculum will be twofold: **creation** and **evaluation & analysis**.

- **Creation** will be concerned with the making of things – paintings, drawings, structures from hard or soft materials, designs, textiles, etc. The emphasis here will be technique (of how to make things well and professionally) as well as creativity (i.e. how to make them in a way that is innovative and expresses the ideas and preferences of the student).
- The **evaluation & analysis** module of the curriculum will explore critical ways of thinking about art, its production, use and history. It will deal with periods in art history, particular artists, modes of production and techniques, applications of arts and design, and aspects of its qualitative assessment – for instance, exploring in an extended project (which can be combined with activities in The Core or the Enrichment Program) what the meaning of “art” is in Marcel Duchamp’s *Urinal* and Fra Angelico’s *Annunciation*.

I. Physical Education

There will be 3-4 PE classes on Teaching Mornings per week, with additional opportunity for sports during the extended break after lunch. *Mens sana in corpore sano* is one of three guiding principles for PE provision at HNS: a healthy body will support a healthy mind. The second is the pleasure young men and women derive from engaging in sports and acquiring and displaying their skills in particular activities. Third, HNS will organise a range of sports competitions (also discussed under Public Performances below.) which help students compare their skills individually and in a team against others, and this regular evaluation of performance is a healthy aspect of students' life at that age.

D1 – (e) Enrichment Programme (EP)

HNS' curriculum seeks to introduce students to the full diversity and richness of the world in the 21st century. The general purpose of the EP is to teach knowledge or skills, broaden students' horizons, both in relation to world phenomena and "things that exist", and to introduce them to new, innovative or important modes of thought and learning. Each element of the EP will have a specific objective beyond this general purpose.

- **Learning Expeditions**

HNS will organise trips outside the school to introduce students to a novel aspect of life and broaden their knowledge, learn new skills, and increase their appetite and aspirations for high achievement. Learning Expeditions will tend to comprise a subset of their form group (generally not to exceed 15 pupils) and be led by a member of staff who is responsible for that group that day (or afternoon) as well as for organising the entire trip, including transportation, completion of all necessary paperwork, first aid supplies and procedures, equipping all travelling teachers with mobile phones and clear instructions about the Learning Expedition and the logistical arrangements of the day.

Learning Expeditions can be organised for an afternoon, a full day during the week, on a Saturday or during Summer School when Learning Expeditions will tend to

comprise one or more overnight stays (and thus be generally referred to as “Residential Learning Expeditions”). HNS intends to organise 1-2 learning expeditions per term, and 2-3 during summer school (which will be optional). Some expeditions are designed to introduce students to an area of life that is not covered at all at HNS (e.g. the trip to Tate & Lyle’s sugar refinery plant in Table 21 below) while others are meant to prepare students for opportunities, and decisions they might have to make, later in life (e.g. University residential learning expeditions). Some activities directly complement core elements of the curriculum (e.g. a trip to WW1 battlefields or CERN, see Table 21.).

Table 21. Possible Learning Expeditions

| | |
|----------------------------------|--|
| Afternoon Expeditions | <ul style="list-style-type: none"> • A trip to Tate & Lyle’s sugar refinery plant • An inspection of the Thames River Barrier • Gardening at Hackney City Farm |
| Day Expeditions | <ul style="list-style-type: none"> • Visit to Jamie’s Farm (http://www.jamiesfarm.org.uk) • Annual university trip • A visit to Tesco’s storage centre in North London |
| Residential Learning Expeditions | <ul style="list-style-type: none"> • Hadrian’s Wall • WW1 battle fields • A visit to CERN in Geneva |

Some of these Learning Expeditions will involve additional costs and hence require additional funding. HNS has made an allowance in its financial plan for a minimum number of afternoon and day-long Learning Expeditions, and will enter into sponsorship and partnership agreements with a) entities that will be destinations for Learning Expeditions and b) sponsors that will provide funding for, in particular, Residential Learning Expeditions. Contributions from parents will be kept to a minimum and are most likely only to exceed a nominal amount for optional Learning Expeditions that are organised as part of Summer School to ensure a certain level of commitment from participating students.

- **Public Performances**

Public performances in music & performance, theatre, sports and debates will be organised a couple of times per term.

Theatrical Performance

There will be two main theatrical elements to HNS' Enrichment Programme. One is a full-scale theatre production which will be performed once per academic year involving students from all year groups. This will become more relevant and substantial once HNS reaches full capacity, but smaller plays will be rehearsed and performed before then. The second element are short sketches, consisting, for instance, of particular sections, dialogues or monologues, from Shakespeare's plays, which will be prepared by HNS Houses, lasting no longer than 10-15 minutes each, and which will be performed in competition at the end of each academic year, with enrichment program time used for rehearsals. Theatrical performances will in the first instance be prepared by the English department.

Debates Club

Debates, debating skills and the confidence to develop and defend arguments in public are an extremely important aspect of modern life and central to achieving HNS Core Outcomes. HNS' Enrichment Programme will therefore provide a series of debating programmes to develop communication, higher-order thinking and interpersonal skills while building confidence and self-esteem.

There will be two specific debating modules for Key Stage 4 and Key Stage 5, with 16 lessons per year each. These are designed to teach debating skills combined with subject knowledge (e.g. in politics, English, history, economics) that are relevant to student's GCSE and A-levels. Each program will be lead by an accredited debating champion who will be provided by **Debate Mate** (www.debatemate.com), an organisation that uses top-university students to run debate clubs and with whom HNS has discussed a partnership arrangement⁴⁰.

⁴⁰ Debate Mate is currently piloting a module to teach English and History in curriculum time through debating at the Petchey Academy. The cost of this program is £2,000 per 100 students p.a., which is accounted for in our financial plans.

HNS teachers will oversee each Debates Club session and will themselves improve their debating skills, partly through bespoke training sessions provided by Debate Mate. On this basis it is intended that the debating skills honed in the enrichment program's Debates Club will, over time, permeate the teaching of the entire curriculum at HNS and, as such, improve pupil engagement and communication skills in Core and other subjects.

Sports

Sport competitions between Houses and between Form Groups will be an essential part of HNS life. Houses will compete against each other in football, swimming, cricket, and athletics once per term in a formal competition, while the extended break between lunch and the beginning of the Study Afternoon will be used to organise more informal competitions between Form Groups.

- [Explorations & Investigations](#)

The Explorations & Investigations module of the Enrichment Programme is designed to provide ad-hoc teaching and learning initiatives that support Core Outcomes and are pleasant and fun for pupils. They can involve, for instance, watching a foreign language film, listening to a visiting zoologist discuss her latest work on chimpanzees, preparing one's own barbecue or a cake, or recording a song using real recording technology. The list of activities in this module is clearly infinite, subject to financial viability.

- [Assembly](#)

Depending on the size of the facility ultimately available to the school, HNS intends to hold assemblies of year groups and houses once per week, and assemblies of the whole school once per term. The purpose of the assembly is to convey to each student the understanding of being part of a larger group and the challenges this poses, as well as address basic housekeeping matters for the school, or make relevant announcements about upcoming events, past events, new rules and

procedures, or planned initiatives and programmes. At assembly the principal, form leaders and student representatives may address pupils.

Assemblies will generally take place with standing room only, organised in a semi-circle around the speaker(s). This saves space, takes much less time to assemble and disband, and creates more direct eye-to-eye contact between pupils and speakers. It resembles the forum used in the Roman Senate (at least according to medieval artistic depictions) and should encourage the dialogue and interaction that is the essential feature of the assembly.

There will also be an opportunity for parent evenings (three times p.a.) where the principal and senior teaching staff can discuss points of note and individual performance with parents and answer any questions they may have.

D1 – (f) Using ICT at HNS: The Virtual Learning Environment

Technology is not a subset of the curriculum at HNS; it permeates everything HNS will do, how it will deliver classes, how it will communicate, and how HNS will engage with parents and pupils. If HNS is going to deliver the very best of a traditional, independent education in the 21st century, it can only do this with the smart application of technology. ***HNS' Virtual Learning Environment*** ("VLE") will

- permit students to access online the curriculum and their personalised learning pathways (see Section D2 (d) iii) specifically to improve their learning and study experiences (while also helping them acquire ICT skills which can be used in other parts of the curriculum);
- support in particular intervention programmes for children with SEN, for instance online speech therapy or cognition and learning programmes that can be integrated into pupils' PLP;
- help teachers in their work and to share resources and information.

In creating its VLE, HNS has engaged with ***Google*** and joined the ***Google Teachers Network***, a global group of teachers using Google applications across the curriculum and management of the school, to explore ideas about how we could use this free and immense resource. Here are a few examples of how HNS will use these partnerships:-

- Sharing timetables and lesson plans with all students and parents in real time. A guest speaker comes to chair a debate and everyone is informed, instantly, via their computer, their mobile phone, email and SMS
- The academic help desk - live collaboration on documents. HNS tutors and teachers will be available to students via an online “help desk” to help students on their home and project work.
- Teacher collaboration: A similar system of interactive, real-time collaboration and information sharing can be used by teachers for curriculum review and design, conducting and preparing lessons, and tutorial program planning.
- Assessment: Teachers can use the VLE to assess student work, obtain and make submissions to/from individual students and colleagues, and to communicate with students that are easier to reach through this medium (e.g. because of introvertedness or shyness in public). The VLE will therefore be an important instrument to facilitate personalised learning (see Section D1 (f)).
- Using You Tube for Education to deliver high quality, curated content in a format that today’s children already know and love, from education sources such as Khan Academy, TED lectures, etc.
- Feedback and surveys: quickly building forms to survey parents and pupils on anything from menus to teaching quality. This system is already being used in some UK primary schools for parent assessments of school performance and response rates have been much higher than traditional paper-based surveys
- HNS’ progress and outcomes measurement system will be fully web-based and store, track and display pupil progress and results on a live, secure platform
- Using next generation hardware to provide highly secure, very low maintenance devices for pupils and teachers. For instance, HNS intends to procure Chrome books that remain at school, can be used by anyone with an HNS account and do not require complex configuring
- Allowing students to use their own devices to access HNS technology platforms: even children in the most deprived areas have smart phones with basic email and calendar access. Google applications do not need configuring

to run on any of these devices once each user (i.e. pupil or teacher) has set up an account in the HNS domain

The HNS technology platform will be entirely cloud-based and free due to HNS' **Google** partnership. HNS will only need to be able to configure shared documents, but have no need for maintaining applications or an expensive IT infrastructure (e.g. servers, etc.). **Google Teachers Network** runs courses for teachers using its tools in the classroom, and each HNS teacher will attend this course upon joining HNS staff.

Schools in the UK are only just starting to adopt these technologies but they are prevalent at university-level globally, with over 10 million university students in the US alone. More importantly, our students will already be familiar with many of them, so their transition to the new school environment will be that little bit easier.

In order to connect as many pupils and parents as possible, we have also contacted the **Race Online 2012** group for support. Race Online 2012 is a government-funded programme to get everyone in the UK online by 2012. It is particularly focused on residents of social housing facilities, which includes many of HNS's target pupils.

D1 – (g) Health & Well-being

Regular exercise, physical fitness, good health and well-being are critical enablers for a child's ability to concentrate, work and learn. HNS curriculum design and other arrangements attaches great importance to nurturing healthy, well-fed and active children and will support these target outcomes in the following way:-

- A Breakfast Club is open from 0730 to provide a healthy, balanced breakfast to all those who want to attend. Parents need to register their intention of using this facility at the beginning of each term and beyond that HNS will make provisions for unscheduled users as well.
- Lunch will be served in the common dining area of HNS and will offer a healthy menu to all students. Catering will provide for options for vegetarian, Muslim and Jewish children alongside a more standard dietary mix. Every student will be given fruit at the end of lunch and during tea time, where some

sugar-free biscuits will be offered alongside tea and hot chocolate. Lunch has an important social function as well by offering an opportunity for dialogue between students and between them and teachers (who will eat at the same time).

- The curriculum provides for 3-4 lessons of physical exercise per week, and in addition the extended break after lunch will generally be used for additional sports and other physical activities, including sports competitions, football games, athletics, etc. One site that HNS has considered is located within a short walk of Shoreditch Park and the Britannia Leisure Centre, which contains squash courts, gymnasiums, and a range of other facilities. HNS has had preliminary discussions with BLC which have confirmed that access to its facilities could be secured at low cost for a school of HNS' anticipated size.
- HNS Wellbeing Centre: The HNS Wellbeing Centre, which is discussed below, will provide a nurse and councillor who will be available to students on a confidential basis to advise on all areas of personal (and sexual) health.

Emotional Wellbeing: The HNS Wellbeing Centre

A large number of children do not have parents who are able to care for them appropriately due to their own practical and emotional challenges. These children generally not only negotiate significant challenges in their family homes, they also face immense threat within their neighbourhoods. Often they are exposed to violence, some are forced into working or local gangs as drug couriers or prostitutes, and many experience chronic abuse. Children from such deprived backgrounds regularly suffer trauma, abuse and neglect. They deal with this by shutting down their capacity to feel or establish any form of emotional bonds to the outside world. To facilitate a healing process and provide any hope of extracting such children from their turbulent environment and set them on a path of viable independence with realistic chance of success in the 21st century, these young men and women need to be embedded in stable, supportive and caring relationships where both practical and emotional needs are met.

To provide this infrastructure and help will be the main function of the **HNS Wellbeing Centre ("HWC")** at HNS. Based on HNS' location in Hackney, and its

preferred site within one of the most deprived wards in England, HNS expects a significant share of its target pupil population to be at risk of emotional and behavioural difficulties (based on the student composition in Hackney secondary schools), and hence HNS plans to use the HWC to respond to the emotional problems faced by these children. Furthermore, it is intended, as part of HNS' efforts to share its facilities with other schools and education providers in Hackney, ultimately to offer HWC' facilities to all secondary schools in Hackney.

HNS has had preliminary discussions with the **Kids Company** (www.kidsco.org.uk), to run parts of the HWC once funding has been secured to open HWC up to children who are not pupils of HNS. Kids Company is a charity which provides practical, emotional and educational support to vulnerable inner-city children. It currently provides services to over 17,000 children in London. Table 22. summarises the type of programmes that Kids Company provides. We expect that HWC would provide some or all of these services once it can operate at "full capacity", i.e. when it has obtained funding to cater for children with EBD from across Hackney (and other boroughs if necessary/possible).

Table 22. Services provided by Kids Company

| | |
|----------|---|
| On-site | <ul style="list-style-type: none"> • One-on-one counselling • Art, play or drama therapy • Family therapy • Occupational therapy • Social work • Alternative health sessions • Cognitive therapy interventions |
| Off-site | <ul style="list-style-type: none"> • <u>Urban Academy</u>: post-16 educational and life skills academy to meet the needs of those young people who leave HNS after GCSE and have complex emotional and behavioural needs • <u>Colour a Child's Life</u>: The Kids Company's program to improve living conditions for deprived children in their own home • <u>Bare Thread</u>: This fashion brand run by the Kids Company provides a platform for young people to become involved in a creative project and build self-confidence and esteem in the process. • <u>Therapy</u>: for those pupils who need more than the on-site therapy sessions offered by HWC, off-site therapy programmes are |

available via Kids Company's Heart Yard Therapy House and ancillary services.

- Sports & Activities Programme: KC runs a specific sports and activities programme for children who have suffered severe trauma and neglect. The programme involves local pick-up by mini-bus, over 25 fun activities and nutritious meals. The range of activities currently includes football, cooking & nutrition workshops, gardening projects, horse riding, Arts Awards, ceramics, photography, fashion, massage, street dance, choir-singing, skateboarding, yoga, pool, rock climbing, nail & beauty treatments, circus skills, kick boxing, cycle maintenance and a range of sports programmes. An exciting range of life-skill and educational workshops for the under-13s is currently in development.

We have made a provision for the HWC in our financial plan (see Section G.), initially on the basis only of the funding that HNS itself can receive from DfE. We have discussed with KidsCo the financial contribution that it would be expected to make to HWC on the basis that it would operate as the hub for a number of other school-relationships and activities that KidsCo already runs in Hackney; at that point, other government funding would be sought. HNS will consider making HWC available to parents and other members of the community outside the school day, subject to appropriate funding arrangements.

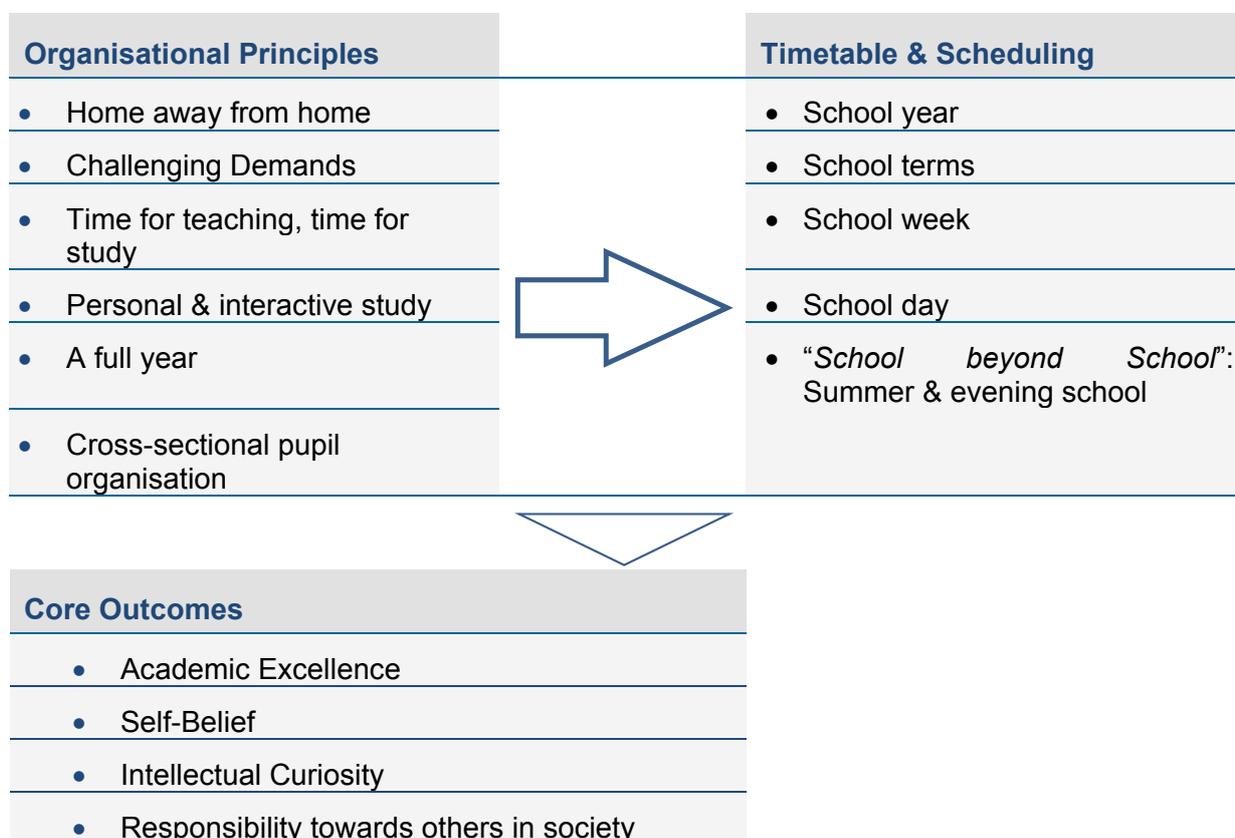
D2. SCHOOL TIMETABLE & CALENDAR

This section of the application is divided into the following sub-sections:-

- a) Main principles for organising the school day, term and year
- b) Timetable and calendar
- c) A typical school day
- d) Organisation of pupils
- e) School days by year group
- f) School beyond School: Summer School
- g) School beyond School: Evening School

D2 – (a) Main Principles

HNS will organise the delivery of its curriculum in a way that achieves its target outcomes – i.e. every organisational element of the school calendar, weekly and daily calendar is designed to ***foster academic excellence, and instil self-belief, intellectual curiosity and responsibility towards others in society.***



The core organisational principles which will be applied to timetable and school calendar design are:-

- **HNS as a home away from home:** HNS must provide a place of nourishment, learning, activity and social interaction to pupils who come from challenging personal backgrounds, often do not speak English as a first language or have special educational needs. HNS shall help to provide some of those elements of life that may be not be available for some at home
- **Challenging demands:** all pupils, whether they are particularly gifted and talented, or less able than the average can thrive and perform well beyond their, or their peers' expectations when faced with a demanding intellectual environment in which they are treated as being capable well beyond their own expectations
- **Time for teaching, time for study:** HNS believes that in many schools (comprehensive, free schools and private schools), far too little time is allocated to personal study and reflection. The length of lessons, scheduling and HNS tutorial and pastoral support systems will be structured to provide a balanced mix of teaching and study.
- **Personal and interactive study programmes:** Traditional study periods will be combined with interactive projects that encourage pupils to achieve core outcomes out of their own initiatives in partnership and cooperation with fellow pupils: HNS' enrichment activities are as much an essential part of this 'interactive study programme' as its tutorial learning programmes
- **A full year:** HNS will provide educational and other programmes to pupils and their parents throughout the school year and the Summer School. This will make HNS a home away from home and accommodate specifically the requirements of HNS' expected population of pupils, in particular those who cannot afford or accommodate easily long holiday periods.
- **Cross-sectional pupil organisation:** At full capacity, HNS will organise pupils into six houses across different year groups. Within each year (i) tutorial support groups will address specific needs and requirements, e.g. for year 7 entrants who do not speak English as a first language or those pupils

who have need additional training in maths; (ii) pastoral support groups will combine pupils with similar non-academic needs and interests.

D2 – (b) Timetable & Calendar

HNS' school year will start in September and consist of two terms of 13 weeks and one term of 12 weeks, for a total of 38 weeks of teaching and learning per annum. There will be a half-term break of five days in the middle of each.

Table 23. HNS School Timetable

| | |
|-------------|---|
| School Year | - The school year will run from September to early July |
| Terms | - 38 weeks p.a. - Autumn term: early September – mid-December - Spring term: January – late March - Summer term: mid-April – early July |
| Week | - School weeks last from Monday to Friday - HNS will be open on Saturdays for tutorial projects, enrichment programmes and public performances |
| Day | - Monday, Tuesday, Thursday, Friday: 0730 to 1800 - Wednesday: 0730 – 1630 - Saturday: 0800 – 12noon: Saturday school will take place irregularly for public performances or enrichment activities. Staffing will include non-teaching and teaching staff as required |

School beyond School

| | |
|----------------|---|
| Summer School | - Late July – August |
| Evening School | - 3-5 evenings of adult education and programmes per term |

Before the start of each term teachers will receive two days of professional training, with two additional days per year (i.e. eight days in total). The last training day of the year in Summer Term will be reserved for a teacher planning conference and community event where curriculum design and delivery programmes are discussed for the subsequent academic year, with a social event (including partners) in the evening. These training and planning events will be compulsory for all teachers. Pupils will therefore have 14 weeks of holidays p.a., and teachers will have a bit less than 13 weeks.

The combination of a) a normal school day b) summer school and c) evening school will make HNS a ubiquitous presence in its neighbourhood in Hackney. By becoming a 'home away from home' it will limit the exposure of children from deprived families and neighbourhoods to areas of their lives that could impede learning and development. HNS could thus become a community hub for everyone. This role of a school has been used in many territories worldwide, with possibly the most impressive example being the Charles Randall's music programme, combined with math and ICT lessons for parents, at I.S.166 public school in Brooklyn and, more recently, at KIPP Academy New York in the South Bronx.

D2 – (c) A Typical School Day

The detailed scheduling of school days will differ from year to year as educational priorities change ahead of GSCE exams at the end of Key Stage 4 and during Sixth Form. However, the basic format will remain broadly the same across year groups and be divided into (i) a teaching morning and (ii) a study afternoon.

Table 24. A typical School Day – Year 7

| | | |
|-------------------------|--------------------------------------|---------------------------------|
| 0730-0755 | Breakfast & registration | |
| Teaching Morning | | |
| 0800-0850 | Lesson 1 | } 5 minute breaks |
| 0855-0945 | Lesson 2 | |
| 0950-1040 | Lesson 3 | |
| 1055-1145 | Lesson 4 | 15 minute break before Lesson 4 |
| 1150-1240 | Lesson 5 | } 5 minute breaks |
| 1245-1335 | Lesson 6 ⁴¹ | |
| 1340-1410 | Lunch | |
| Study Afternoon | | |
| 1410-1515 | Break & sports | |
| 1515-1630 | Study, enrichment programmes & music | |
| 1630-1645 | Tea | |

⁴¹ Friday will have only five lessons in the Teaching Morning in years 7-9.

1645-1800 Study, enrichment programmes & music

(i) Teaching Morning

Students will be taught in six lessons in the morning at 50 minutes length each, with 5-minute breaks except for the third break at 1040 which will be 15 minutes long. This concentrated program of classroom teaching means that by lunch time pupils will have completed their core teaching schedule.

(ii) Study Afternoon

The afternoon at HNS will be reserved for sports, as well as personal and interactive study and reflection. Adequate provision of time for study and reflection is central to HNS' educational vision and to achieving target outcomes. HNS emphasis will be on **concentration** and **interaction** as the two pillars of Study Afternoons – concentration teaches pupils to work and learn by themselves, interaction involves them working in a group to explore, discuss and debate areas of study as well as their own views, attitudes and skills.

Study afternoons will therefore have four elements:-

1. **Self-directed and supported study:** Pupils can complete their homework assignments, either themselves in a self-directed way, in their tutorial groups, on a one-on-one basis with their personal tutors or in early stage development groups for years 7-8 (see D2 – (e) below for more detail).
2. **The Core:** In Key Stage 4 the Core program will be provided one day a week from 1515-1630. During KS3 HNS will provide an introduction to the Core – Core Light – during the Teaching Morning.
3. **Enrichment Programmes:** Learning Expeditions and other academic and recreational extra-curricular activities with a focus on student interaction and participation. Some enrichment programmes will be compulsory, while others will be optional for students. HNS will provide two hours of enrichment programmes of this kind in KS3 per week.

4. **Musical Performance:** Vocal and instrumental performance, individually or in groups. HNS will provide four hours of music & performance lessons per in KS3 and KS4

This curriculum design and timetable will produce by Key Stage 4 **32 teaching lessons** per week, and ca **38 hours of learning experience**, including the PE and GCSE tutorials. This equates to at least 1,216 hours of teaching lessons per year and 1,444 hours of learning experience per academic year compared with a recommended minimum of 950 hours per academic year. Over the course of five years HNS will therefore provide 52% more hours of learning than a standard school, which is equivalent to over 2 ½ years of additional schooling.

D2 – (d) Organisation of Pupils

HNS will organise its body of pupils to achieve its core outcomes of **fostering academic excellence, and instilling self-belief, intellectual curiosity and responsibility towards others in society**. The pursuit of the core outcomes for such a diverse group of young men and women as HNS expects in its own student population, given its location in Hackney, is an absolutely critical point of reference in the design of its pupil organisation framework.

At HNS pupil organisation has five dimensions:-

- (i) A matrix-style organisation of pupils throughout the school;
- (ii) Organisation by academic need;
- (iii) Personalised teaching and learning programmes that reflect individual strengths, weaknesses and requirements;
- (iv) Organisation and use of classrooms and teaching & learning space
- (v) Student representation

(i) Student Organisation System

Each pupil of HNS will be part of an HNS House, a tutor group and a form group, and some students will also be part of the Early Development Group (Table 25). The general principle is to combine personal learning interventions (“personal teaching & learning”) with teaching programmes within year groups (“horizontal teaching & learning”) and initiatives across year groups (“vertical teaching & learning”).

- The Early Development Group (“EDG”) is designed to help students with low levels of attainment to achieve rapid progress in English and Maths. The EDG will be offered in years 7-8 of KS3, and will receive extra Maths and English tuition during the Study Afternoon.
- Teaching lessons will be primarily organised horizontally by year group although in some instances such as music teaching, they will be organised vertically across year groups (for instance, in the practising and performance of instrumental music). Each year group will be divided into four form groups containing up to 25 students. Form groups will be headed up by a head of form who is responsible for the overall guidance of the teaching program and the coordination of work of the various form teachers.
- Pastoral care and associated support programmes will primarily be provided vertically across year groups. At full capacity HNS will be divided into six houses of ca 115 students each, headed up by a Housemaster and, at pupil level, by a Head of House. Each house will be divided into five tutor groups which will be the main units of study for each pupil.
- The enrichment programme will predominantly be taught to form groups; certain elective activities under this rubric will also be taught in tutor groups (i.e. across year groups). This will apply, for instance, to Residential and day-long Learning Expeditions.

Table 25. Overview of Organisation Units for Teaching & Learning

| Unit | Target Students | How will it work? | How does it support Core Outcomes? |
|-------------------------|--|--|--|
| Early Development Group | - Year 7-8 students with SEN, EAL or a particular development need | - Members are taught a modified curriculum with a particular focus on English & Maths | - Raises levels of attainment by less able or poorly educated pupils - Improve confidence by reducing gap to other pupils |
| HNS Houses | - Pupils across year group | - [6] houses once HNS reaches full capacity, with each house having approximately [115] members across seven year groups - Senior pupil appointed head of house by house master | - Head of house and housemaster responsible for well-being of house members - Create comfort and confidence among a group of pupils at different ages, and confidence from intra- |

| | | | |
|--------------|-----------------------------|--|--|
| | | - One teacher appointed house master | house public performances - Establish awareness of responsibilities for others, as well as rights |
| Tutor Groups | - House members | - Each house will be divided into five tutor groups @ ca 23 pupils each - Tutors are teachers (excluding the house master), who are responsible for organising and supervising Study Afternoon sessions as well as personalised learning pathways and interventions - Individual meetings between pupils and their tutors each week | - Provide learning and teaching support to groups and individuals to raise educational attainment - Stimulate individual interests and skills as a result of personal interaction and teaching programmes for pupils - Raise awareness of learning requirements and outputs in the group |
| Form Group | - Pupils in each year group | - This is the main educational and teaching unit for the curriculum - Each year divided into [4] form groups of no more than 25 students - Core subjects in the Teaching Morning will be taught to Form Groups - The Core, enrichment programmes and musical performance can be taught across one or more tutor groups (i.e. across form groups of different year groups) | - Concentrate learning techniques and subject matter for pupils of similar age - Establish levels of comfort and confidence among peers of same age |

Class sizes will generally be no more than 25, although for some lessons and learning activities – e.g. music & performance, PE, arts – it can be greater (or smaller) than that. At HNS the quality of the teachers will have more impact on the performance of students than any other factor. At the other end of this spectrum, tutorial groups that meet in the Study Afternoon will generally be much smaller than class sizes, consisting of 5-10 students. Additional, one-on-one or small-groups sessions can be organised ad-hoc during the study periods, and their length is designed to give students and teachers enough time to identify the need for such sessions (to the extent they have not already been identified in the personalised learning plan for each student), as well as hold them.

(ii) Organisation by Academic Need: Mixed Ability Teaching

The core mission of HNS is to provide all students with an outstanding education – i.e. to enable all of them to achieve Core Outcomes. This is HNS' vision because we fundamentally believe it is possible, i.e. differences in socio-economic backgrounds and level of educational attainment or emotional development upon joining HNS do not make the levels of progress impossible that are required to achieve this target – i.e. rates of progress between students will vary dramatically during their time at HNS as students with a large attainment gap in year 7 catch up with those that perform above average at that age.

In general HNS will teach in mixed-ability groups to achieve this. Subject to the specific exception for KS4 which is described below, HNS will therefore not set by academic ability for the following reasons:-

- There is no substantive evidence that supports the theory that strict academic setting consistently and in a statistically significant way improves academic performance. A study by Teach First Ambassadors and teachers recommended that all children should be taught in mixed-ability classes to boost standards and self-esteem.⁴² Research by Jo Boaler from the University of Sussex, which followed 700 teenagers in the US over four years, found that sorting school children into sets is neither an accurate way of assessing ability, nor is it beneficial to their learning.⁴³
- Mixed-ability teaching involves students learning from each other – reciprocal learning and peer tutoring is an extremely powerful instructional device and can play a central role in teaching knowledge and skills to less able students. It also provides an environment where students support each other emotionally and learn to understand how to operate in a group where each group member has different interests and skills. It is therefore an important mechanism to teach and convey the importance of one HNS Core Outcomes, responsibility towards others in society. Indeed, Jo Boaler's same research in the US showed that an approach that involved students being given a shared

42 Source: Private correspondence

43 Source: <http://www.sussex.ac.uk/newsandevents/pressrelease/media/media640.html>. See also her book *Experiencing School Mathematics: Teaching Styles, Sex and Settings*, Open University Press, 1997

responsibility for each other's learning, led to a significant improvement in the achievements of high and low achieving students.⁴⁴

- Strict setting can be emotionally debilitating for students and achieve the exact opposite of what we want to achieve at HNS and our curriculum design with its emphasis on *challenging goals*. Students, parents and peers naturally lower their expectations of what they can achieve when they find themselves (consistently) in lower-ability groups. The need to separate set groups physically for teaching and, on occasion, study periods merely reinforces this.
- HNS admissions policies already divide applicants into bands by ability to ensure that the school has an appropriate mix of pupils with different levels of educational and emotional attainment. As described above one of the reasons for this policy is to ensure that students of different abilities can learn from each other. To introduce strict setting by ability in each form group would nullify the desired effect of this policy and make HNS admissions arrangement redundant.
- HNS' curriculum includes a number of devices that will allow students that are less able in certain subjects, in particular the core subjects of English and Maths, to undertake further work to catch up with their peers. The Early Development Group in years 7-8 is set up exclusively for this purpose; Maths and English Tutorials in the Study Afternoon in years 7-9 can be used for this as well; and personalised learning pathways (see Section D2 (d) iii), provide the opportunity to develop specific learning pathways that help to close any gaps that a pupil may face in particular subjects. Students' interaction with their personal tutors and form teachers during Study Team will also be useful in identifying problems and working on specific solutions.
- Teachers and tutors will set individual goals for each student in their "personalised learning pathways" (see below) on the basis of the backward planning approach to learning that we will employ at HNS. Personalised learning pathways are a very important and powerful device to help students of different ability to reach Core Outcomes.

44 Ibid.

We are therefore confident that the combination of outstanding teaching, peer-to-peer mentoring and personalised learning will help all students achieve Core Outcomes through mixed-ability teaching.

(iii) Personalised Teaching & Learning

HNS has developed a comprehensive programme of personalised teaching and learning, building upon a range of sources and expertise.

There is a growing body of evidence that personalisation of teaching and study is an effective means of achieving excellent and demanding educational outcomes⁴⁵. It is also an entirely logical response to the fact that the challenges young men and women face in the 21st century are complex but similar for all of them, yet their personal skills, interests, weaknesses and ambitions are all different. All employers require high levels of educational attainment in core subjects as well as proficiency in a range of (often misleadingly called), 'soft skills' which are critical for professions that require significant human interaction, problem-solving skills and imagination⁴⁶. A number of factors contribute to the capability of children and young people to engage in learning and to make the most of their educational opportunities. These include being able to make good choices and decisions; having an understanding of the impact of their actions – 'if I do *this*, predictably and consistently, then *that* will happen' – and of how to influence events; and the ability (and desire) to concentrate, apply themselves to a task and persevere. A report from the Institute of Public Policy Research ("IPPR"), *Freedom's Orphans*⁴⁷, analysed the increasing importance of these 'non-cognitive' factors in determining outcomes, from educational attainment to employment prospects, and in securing greater social cohesion. The report highlighted evidence that some children are less likely to have access to experiences that help them to develop these skills and attitudes. Consequently, while activities to promote such development are of value to all children and young people, they are of

45 See, for instance, <http://psycnet.apa.org/journals/amp/34/4/307/>.

46 "2020 Vision. Report of the Teaching and Learning in 2020 Group" defines soft skills to include oral communication skills; reliability, punctuality and perseverance; team work; taking responsibility for one's own work and study, independence of mind and an ability to work without supervision to tight deadlines, confidence to define, tackle and solve problems, resilience, being creative, enterprising and entrepreneurial. Note how similar many of these soft skills are to the Core Characteristics and Core Beliefs that form one of the three backbones of HNS' Vision.

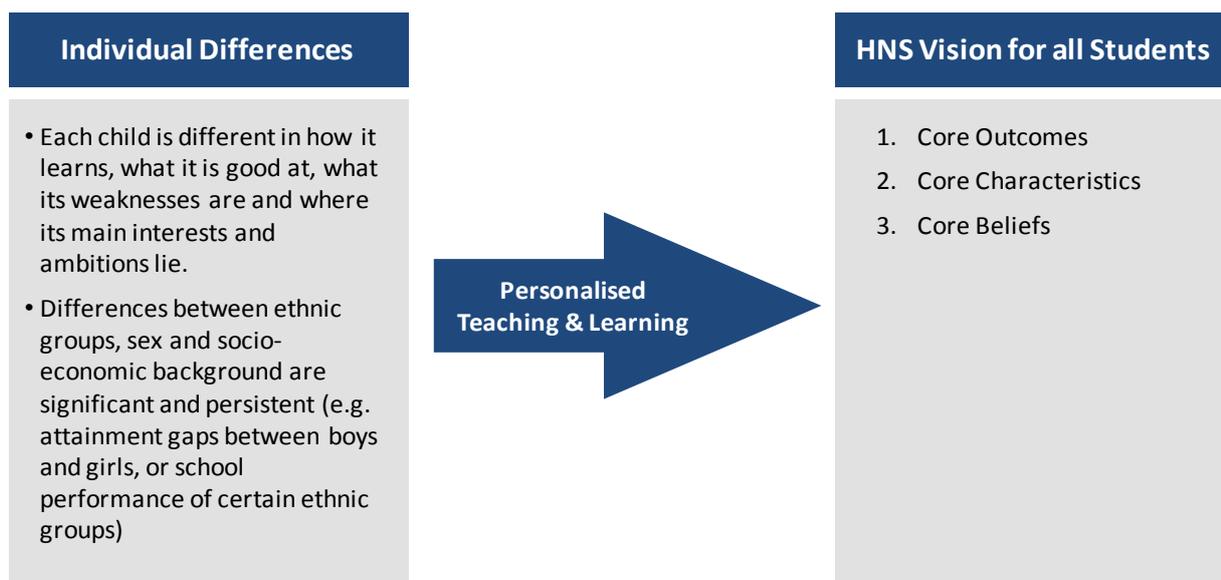
⁴⁷ Mike Dixon et al., *Freedom's Orphans: Raising youth in a changing world*, IPPR, November 2006

particular value to certain groups in closing the attainment gap. These skills and attitudes are as important in further and higher education as in the workplace. However, the National Curriculum gives them relatively little weight and they are measured, recorded and reported inadequately by national tests and most public examinations. As a result, they are in danger of being neglected by teachers and undervalued by pupils and their parents at a time when they matter more than ever.

Personalised Teaching and Learning will address this and is therefore a natural and indispensable element in HNS' vision to achieve Core Outcomes for each of its students and to help them develop Core Characteristics and Core Beliefs (Table 26.). The role of ICT is important as it is both an enabler of this objective – i.e. the intelligent use of technologies is important for the design and delivery of personalised teaching and learning – and also a central to students' ability to achieve their targets and develop as academically excellent, confident and intellectually curious individuals.

In the design of our curriculum, teaching and learning models, personalised teaching and learning at HNS will have two main elements – a *personalised learning pathway* for each student and a *personal tutorial system* to support its development, supervision and adaptation over time in response to each student's needs and progress.

Table 26. How Personalised Teaching & Learning delivers Target Outcomes



*ICT creates unique opportunities to deliver personalised teaching & learning and **ICT proficiency** is critical for students to achieve Core Outcomes and develop Core Characteristics and Core Beliefs*

Personalised Learning Pathway (“PLP”)

The personal learning and study program – i.e. the **personalised learning pathway** – is designed to adapt the learning and study regime of each student to their particular talents and challenges, as they become apparent during the teaching of the curriculum and their interaction with their peers, personal tutors and teachers. The PLP will be developed for each student over time on the basis of an ongoing dialogue with their tutors (see below) and the head of their form group, who will regularly liaise with the personal tutor.

The building blocks of a PLP will be:-

- Goals: each student will develop with his/her tutor a set of individual, ambitious and achievable goals in all subjects. These goals will be (a) derived from the target outcomes for students at GCSE and A/AS level stage, with the PLP’s “working backwards” with the help of these “intermediate” goals to ensure that students are on track to achieving these targets (and hence HNS Core) outcomes; (b) set for each term and reviewed at the end of each term; (c) set for each school year and reviewed at the end of each school year,

through in both cases a 45-minute session with the personal tutor. Goals will be set for hard and soft skills as well technological proficiency, including the use of technologies to achieve goals and manage their PLP.

- Individual Assessment: Regular and individual assessments with specific comments that reflect a student's performance, strengths and weaknesses, and areas for further improvement are essential for an effective PLP. "Personalisation" of this kind will be embedded in the general assessment process at HNS (see Section D2 (d) iii) and will therefore be a responsibility of every teacher. The personal tutor's responsibility is to collate and analyse assessments from all form group and other teachers so as to generate a synthesis that captures the areas where improvement has taken place as well as those items that require further work.
- Individual Involvement: Students will be expected to participate in the design of their PLP as well as in its periodic review and to provide their own individual assessment of their performance against goals. An essential aspect of a PLP is that it can only become truly "personal" if each student feels he/she has a personal investment in, and ownership of, the PLP. This is to say that the PLP reflects their preferences and objectives as much as that of their teachers and seniors, and is capable of direct influence through their actions. This characteristic – specifically that the choices each student makes translates into measurable and important outcomes – is an important collateral objective of using and developing personalised teaching and learning in this way at HNS.
- Communication: HNS will convey PLPs for each student to their parents or carers and keep them abreast of developments through parent evenings and personal communications sent to parents/carers at the end of each term and school year. The integration of PLPs into a student's network of family and peers, including themselves, is an important device to make its achievement a central part of each student's life.
- Virtual Learning Environment (VLE): HNS' range of ICT initiatives will create a "virtual learning environment" that will act as a critical enabler for the delivery of PLPs. The VLE will support teaching sessions and study programmes,

provide information to students, parents, teachers and other staff about teaching and study sessions, assessment, progress and outcomes relating to each student's PLP and as such constitute the backbone that links individual characteristics (i.e. personalities to target outcomes) to target outcomes (see Section D1(f). for further detail).

The purpose of the PLP is to help students achieve Core Outcomes. This requires that it must be designed to respond to each student's individual academic, physical and emotional characteristics, his/her strengths and weaknesses, and needs across all three of these dimensions. For instance, it would be pointless to focus on "more" physical education for a child that is evidently malnourished or subject to a poor diet at home that deprives his/her of energy and stamina. A boy that is suffering from strong emotional abuse at home first needs to be reassured of the stability and emotional value that HNS can offer him (e.g. through the work of the HNS Wellbeing Centre) before embarking on a more challenging academic curriculum. In this sense a PLP is a highly bespoke teaching and learning program that will deal with all the characteristics of a student's life and personality to produce the best *pathway* to the ultimate destination – i.e. achieving Core Outcomes for all students.

Personal Tutor

Each student will have a personal tutor who is responsible for managing and overseeing the appropriateness of the curriculum (including core lessons in the Teaching Morning and the enrichment activities in the Study Afternoon) and designing a personal learning and study program. Each student will meet their personal tutor for 15-30 minutes each week, and they will see him/her regularly as the tutor will either be a form group teacher or a tutorial supervisor.

Table 27. The Role of the Personal Tutor

| | |
|--------------------|---|
| Personal Knowledge | - The personal tutor knows their students, knows what they are learning in school and elsewhere, understands their strengths and weaknesses, and hence knows which areas require particular attention for a particular student's study and learning program. Personal knowledge should extend to the student's personal environment, in particular their family |
|--------------------|---|

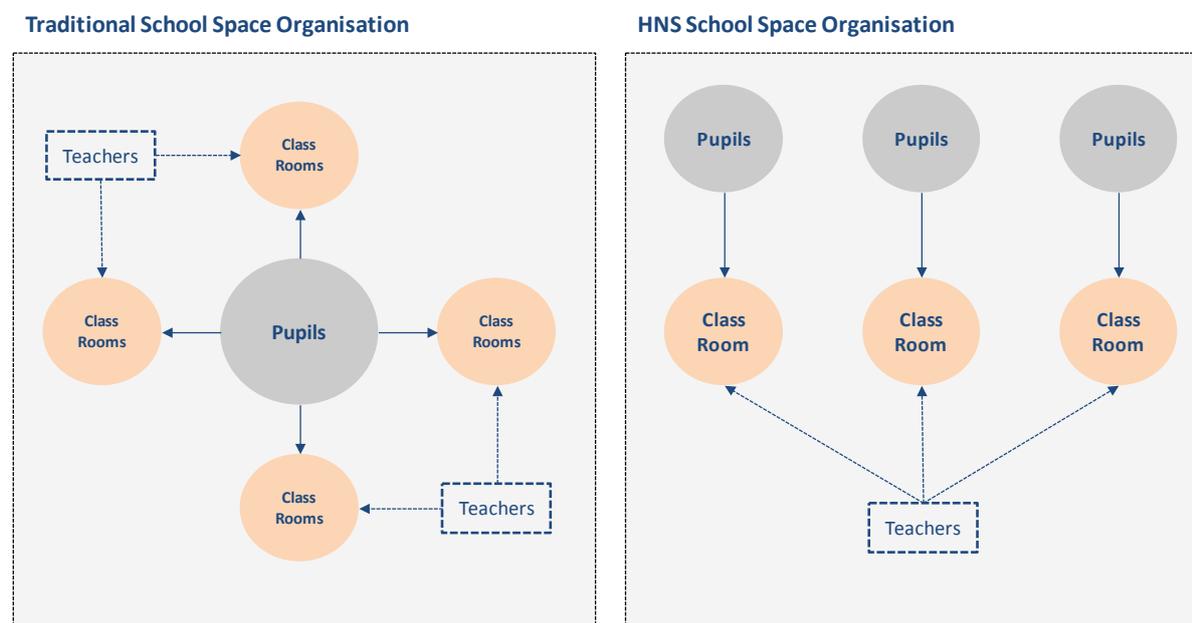
| | |
|-----------------------------|--|
| | <p>situation as well as any particular idiosyncratic features (e.g. immigration and work history of parents, sibling relationships, etc), which can have a significant impact on a pupil's learning and ability to learn and study.</p> |
| Design learning pathways | <ul style="list-style-type: none"> - In discussion with the student, the personal tutor will devise a personalised learning pathway (PLP) with targets for study. These targets (or "intermediate goals") are derived from the target outcomes for all students at GCSE and A/AS level stage, with the PLP's "working backwards" to ensure that the student is on track to achieving these target (and hence HNS Core) outcomes. A core responsibility of the personal tutor will be to monitor progress across range of indicators, including development of cognitive and non-cognitive skills. If necessary, he/she will amend a PLP to reflect particular developments or levels of attainment. |
| Mentor and personal teacher | <ul style="list-style-type: none"> - The personal tutor will meet his/her students once a week for a 15 minute discussions, and every half term for one hour to review in detail their progress, consider issues raised by their learning experience in the immediate past and discuss what areas of their study require improvements or a particular and new focus. These meetings will very much rely on bilateral feedback, will be minuted by the tutor, and hence form the basis of subsequent reviews and discussions. They need to incorporate student views and feedback and be based on detailed analyses of performance data which is compiled and monitored as part of HNS' performance measurement system (see Section D4.) |

(iv) Organisation of Space & Use of Class Rooms

HNS will turn the traditional spatial organisation of secondary schools in the UK on its head: in each year students will have fixed classrooms with their own, permanent desks, and teachers will come to these classrooms to deliver teaching lessons and supervise Study Afternoons (Chart 4.). There are clearly exceptions to this – for instance, some science classes will be held in dedicated facilities where experiments can be undertaken or animal and plant species can be analysed; music performance will require relocation to an auditorium⁴⁸, and PE will be held outside or at a leisure centre. This organisational arrangement is perfectly compatible with making each classroom into an exciting learning environment that stimulates children across all subject groups. Achieving this will, indeed, be a main focus of all teachers and students.

⁴⁸ This will depend on the nature / size of the building that we can ultimately secure for HNS.

Chart 4. Traditional vs HNS School Space Organisation



The advantages of this school space and class room arrangement are obvious:-

- **It saves time:** Students don't have to run from one class room to another for their next lesson which may be on the other side of the building. This means that the 5-minute gaps between lessons (15 minutes after the 3rd lesson) can be used to relax and garner energy for the next teaching lesson, rather than rushing across schools to find the next class room.
- **Easier to manage:** It is much easier to supervise students who remain at the same location most of the day. Form group teachers and tutors will always know where to find students and it will be easier for them to keep track of where their next lesson will be.⁴⁹
- **Stability:** It creates a sense of stability for each student when they know they can go to the same location and their own desk every morning. It reinforces the "home away from home" concept that HNS curriculum scheduling and design seeks to develop to support its objective of achieving Core Outcomes and establishing HNS as a centre for the local community.

⁴⁹ In the traditional arrangement the task of allocating teachers and students to the same class room is two-dimensional. In the HNS arrangement it is largely a one-dimensional task as students remain "stationary" with only teachers having to move through the building.

- **Progression:** Form groups will move to different class rooms each year. It is likely that children will aspire to class rooms that have previously been occupied for older year groups, and the annual rotation of class rooms will therefore permit students to develop a sense of maturity as they move into rooms previously occupied by their older peers.
- **Supports Core Outcomes:** Less disruption from having to find the next class room, a sense of “identity” and the greater ease with which Teaching Mornings and Study Afternoons can be conducted should support achieving HNS Core Outcomes.

(v) Student Representation

Student representation will be a critical aspect of HNS. It will provide a forum for discussion with teachers on certain elements of school management. This will serve two main purposes – to instil a spirit of participation in a very important aspect of pupil’s lives, and to establish and practice the principle of accountability and responsibility among students vis-a-vis the school and its teachers. Through its system of student representation HNS will ultimately seek to demonstrate how parties with different interests need to and can engage in civilised, organised discourse to establish parameters for cooperation and co-existence even when, at times, their interests are different.

There will be three layers of student representation at HNS:

- **Head of form groups:** each form group will elect a head student each year, who will be responsible for discussing pertinent issues with the teachers of their form groups. Issues for discussion might include for instance, teaching programmes, discipline, and the organisation and supervision of the Enrichment Program.
- **Head of House:** the Housemaster will appoint a senior boy or girl as Head of House for one academic year. The Head of House will be responsible for certain aspects of House activities (e.g. during Enrichment Programmes or Public Performances), and be accountable to the Housemaster for the behaviour of house students that are under his/her supervision.

- **Senior Boy/Girl:** the principal of HNS will appoint a boy or girl from Sixth Form to be Senior Boy/Girl of the school. He/she will be the first point of call for any material issues that the principal or senior teachers need to discuss with students, and will be responsible for a range of behaviour policies and student management initiatives. The Senior Boy/Girl will speak at Assembly, and will be supported by a committee comprised of the six Heads of House.

Student representatives will learn principles of leadership, management and accountability, and HNS will arrange for formal training sessions to be made available to students holding leadership positions at the start of each academic year. Students will also have the opportunity to gain qualifications such as the Duke of Edinburgh Award and Sports Leadership Awards.

Peer-to-peer Mentoring

The mixed-ability organisational principle and the use of PLPs for each student suggest that the appointment of a personal mentor for each student, drawn from his/her peers, is a natural device for provide additional emotional, social and academic support. This is an extremely important element of HNS' educational vision as it supports mixed-ability teaching (which relies on students helping, i.e. teaching each other to bridge gaps in ability or attainment) and promotes the development of responsibility towards others in society, one of the four Core Outcomes.

D2 – (e) School Days by Year Group

(i) Year 7

Year 7 is the first year of entry and is the beginning of a course of study that culminates in GCSE and A-levels and therefore the emphasis in that year will be to ensure that students acquire the core skills and learning habits that they need to be successful at HNS. This implies a particular focus on Maths and English, with five additional lessons in these two subjects for those students that are part of the Early Development Group. Two biology and one physics lesson per week provide the first intensive introduction to the science curriculum, and one geography and two history lessons set the ground for later in-depth study of the humanities. This is also further

reinforced by the introductory “Core Light” which will teach elements to The Core, including religious education (see Section D1-(d)F). French or Spanish will be taught three times a week. There will be six lessons in the Teaching Morning every day, except Friday where there will be five lessons. On that day lunch is served an hour earlier, providing a longer break, of which one hour will be allocated to an additional PE class. Personal tutorials, which will last 20 minutes, will take place in that period.

Key Stage 3: Year 7 Curriculum

| | Start | Finish | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------------------------|-------|--------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| | 0730 | 0800 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| Teaching Morning | | | | | | | |
| #1 | 0800 | 0850 | English | English | English | English | Maths |
| #2 | 0855 | 0945 | Maths | Maths | Maths | Maths | English |
| #3 | 0950 | 1040 | Geography | MFL | Physics | MFL | Art |
| #4 | 1055 | 1145 | Biology | PE | ICT | Music | Art |
| #5 | 1150 | 1240 | MFL | Biology | PE | ICT | History |
| #6 | 1245 | 1335 | History | Core Light | PE | Core Light | Lunch |
| | 1335 | 1515 | Lunch & Break Personal Tutorials | PE + Break Personal Tutorials |
| Study Afternoon | | | | | | | |
| #1 | 1515 | 1615 | Study | Study | Study | Study | Study |
| | 1615 | 1630 | Tea | Tea | Tea | Tea | Tea |
| #2 | 1630 | 1715 | Music | Enrichment | Music | Enrichment | Music |
| <i>Early Development Group:</i> | | | Maths Tutorial | English Tutorial | Maths Tutorial | English Tutorial | Maths Tutorial |
| #3 | 1715 | 1800 | Study | Study | Early Finish | Study | Study |

MFL = Modern Foreign Language

| # of learning experiences per week (Teaching Morning + Study Afternoon) | | | MFL Options |
|---|-----------|-----|-------------|
| Maths (a) | 5 | 14% | French |
| English (a) | 5 | 14% | Spanish |
| Science | 3 | 9% | |
| MFL | 3 | 9% | |
| Geography | 1 | 3% | |
| History | 2 | 6% | |
| ICT | 2 | 6% | |
| Core Light | 2 | 6% | |
| Music | 4 | 11% | |
| Art | 2 | 6% | |
| PE | 4 | 11% | |
| Enrichment | 2 | 6% | |
| | 35 | | |

(a) Early Development Group students have 8 lessons of maths and 7 lessons of English per week.

The Study Afternoon contains two study units as well as, on alternate days, an enrichment programme and music session. On Wednesdays school closes early at 17.15 to provide time for a weekly staff meeting. In total there will be 35 hours of learning experience during the week.

(ii) Year 8

The Year 8 curriculum will be similar to that in year 7, and therefore continue the emphasis on laying the foundation of core skills and knowledge that are necessary for later GCSE and A-level study. The science curriculum will introduce one lesson of Chemistry per week. The total number of learning experiences per week remains at 35 hours. One additional geography lessons replaces one history lesson, as the latter will be absorbed in the Core Light program for that year.

Key Stage 3: Year 8 Curriculum

| | <i>Start</i> | <i>Finish</i> | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------|---------------------------|---------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| | 0730 | 0800 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| <u>Teaching Morning</u> | | | | | | | |
| #1 | 0800 | 0850 | English | English | English | English | Maths |
| #2 | 0855 | 0945 | Maths | Maths | Maths | Maths | English |
| #3 | 0950 | 1040 | Geography | MFL | Biology | MFL | Art |
| #4 | 1055 | 1145 | Chemistry | PE | ICT | Music | Art |
| #5 | 1150 | 1240 | MFL | Physics | PE | ICT | Geography |
| #6 | 1245 | 1335 | History | Core Light | PE | Core Light | <i>Lunch</i> |
| | 1335 | 1515 | Lunch & Break Personal Tutorials | PE + Break Personal Tutorials |
| <u>Study Afternoon</u> | | | | | | | |
| #1 | 1515 | 1615 | Study | Study | Study | Study | Study |
| | 1615 | 1630 | Tea | Tea | Tea | Tea | Tea |
| #2 | 1630 | 1715 | Music | Enrichment | Music | Enrichment | Music |
| | <i>Development Group:</i> | | Maths Tutorial | English Tutorial | Maths Tutorial | English Tutorial | Maths Tutorial |
| #3 | 1715 | 1800 | Study | Study | <i>Early Finish</i> | Study | Study |

MFL = Modern Foreign Language

| # of learning experiences per week (Teaching Morning + Study Afternoon) | | | MFL Options |
|--|-----------|-----|--------------------|
| Maths (a) | 5 | 14% | French |
| English (a) | 5 | 14% | Spanish |
| Science | 3 | 9% | |
| MFL | 3 | 9% | |
| Geography | 2 | 6% | |
| History | 1 | 3% | |
| ICT | 2 | 6% | |
| Core Light | 2 | 6% | |
| Music | 4 | 11% | |
| Art | 2 | 6% | |
| PE | 4 | 11% | |
| Enrichment | 2 | 6% | |
| | 35 | | |

(a) Development Group students have 8 hours of maths and 7 hours of English per week.

(iii) Year 9

The science curriculum shifts towards four lessons per week, one each in physics, chemistry and biology and an additional one of each on a rotating basis every three weeks. There will be one fewer maths lesson during the Teaching Morning, but up to three maths tutorials will be compulsory for all students for whom their PLP requires

additional maths lessons. The maximum number of maths and English lessons per week that a student can therefore take in Year 9 is seven. Tutorials overlap with music and enrichment programmes in the Study Afternoon. There will again be two lessons each in geography and history.

Key Stage 3: Year 9 Curriculum

| | <i>Start</i> | <i>Finish</i> | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------|--------------|---------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|
| | 0730 | 0800 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| Teaching Morning | | | | | | | |
| #1 | 0800 | 0850 | English | English | English | English | Geography |
| #2 | 0855 | 0945 | Maths | Maths | Maths | Maths | English |
| #3 | 0950 | 1040 | Geography | MFL | Science (B/P/C) | MFL | Art |
| #4 | 1055 | 1145 | Chemistry | PE | ICT | Music | Art |
| #5 | 1150 | 1240 | PHYSICS | Physics | PE | ICT | History |
| #6 | 1245 | 1335 | History | Biology | PE | Core Light | <i>Lunch</i> |
| | 1335 | 1515 | Lunch & Break Personal Tutorials | PE + Break Personal Tutorials |
| Study Afternoon | | | | | | | |
| #1 | 1515 | 1615 | Study | Study | Study | Study | Study |
| | 1615 | 1630 | Tea | Tea | Tea | Tea | Tea |
| #2 | 1630 | 1715 | Music Maths Tutorial | Enrichment English Tutorial | Music Maths Tutorial | Enrichment English Tutorial | Music Maths Tutorial |
| #3 | 1715 | 1800 | Study | Study | <i>Early Finish</i> | Study | Study |

MFL = Modern Foreign Language

| # of learning experiences per week (Teaching Morning + Study Afternoon) | | | MFL Options |
|--|-----------|-----|--------------------|
| Maths (a) | 4 | 11% | French Spanish |
| English (a) | 5 | 14% | |
| Science | 4 | 11% | |
| MFL | 3 | 9% | |
| Geography | 2 | 6% | |
| History | 2 | 6% | |
| ICT | 2 | 6% | |
| Core Light | 1 | 3% | |
| Music | 4 | 11% | |
| Art | 2 | 6% | |
| PE | 4 | 11% | |
| Enrichment | 2 | 6% | |
| | 35 | | |

(a) Including the tutorials in the afternoon there are a maximum of 7 maths lessons and 7 English lessons for each student per week.

(iv) Year 10-11

In year 10-11 students will work towards their GCSEs. The curriculum for year 10-11 will prepare students to take the English Baccalaureate plus four additional subjects at (I)GCSE.

There will now be six lessons every Teaching Morning during the week. All students will take the E-Baccalaureate at GCSE, i.e. Maths, English Language, English Literature, two sciences, one humanity and one MFL, plus music and two other

subjects from a pool of options including one additional humanity (geography or history), advanced maths / statistics, one additional science (so that together with the two E-Bacc sciences students can take all three sciences GCSEs), RE, art, and one additional MFL (French or Spanish). There will be three PE lessons in the period between the Teaching Morning and the Study Afternoon.

Key Stage 4: Year 10-11 Curriculum

| | <i>Start</i> | <i>Finish</i> | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------------------|--------------|---------------|---|-------------------------------------|---|-------------------------------------|---|
| | 0730 | 0800 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| Teaching Morning | | | | | | | |
| #1 | 0800 | 0850 | English | English | English | English | English |
| #2 | 0855 | 0945 | Maths | Maths | Maths | Maths | Science E-Bacc |
| #3 | 0950 | 1040 | Humanity E-Bacc | MFL | Science E-Bacc | MFL | Science E-Bacc |
| #4 | 1055 | 1145 | Science E-Bacc | Option | Humanity E-Bacc | Music | Science E-Bacc |
| #5 | 1150 | 1240 | MFL | Science E-Bacc | Music | Music | Option |
| #6 | 1245 | 1335 | Option | Humanity E-Bacc | Music | Option | Option |
| | 1335 | 1515 | Lunch & Break Personal Tutorials PE | Lunch & Break Personal Tutorials | Lunch & Break Personal Tutorials PE | Lunch & Break Personal Tutorials | Lunch & Break Personal Tutorials PE |
| Study Afternoon | | | | | | | |
| #1 | 1515 | 1615 | Study | Study | Study | Study | Study |
| | 1615 | 1630 | Tea | Tea | Tea | Tea | Tea |
| #2 | 1630 | 1715 | GCSE Tutorial | The Core | Option | GCSE Tutorial | GCSE Tutorial |
| #3 | 1715 | 1800 | Study | Study | Early Finish | Study | Study |

MFL = Modern Foreign Language

| # of learning experiences per week (Teaching Morning + Study Afternoon) | Excl PE+Tutorials | | MFL Options |
|--|--------------------------|-----|--------------------|
| Maths (a) | 4 | 11% | 13% |
| English | 5 | 13% | 16% |
| Science | 6 | 16% | 19% |
| MFL | 3 | 8% | 9% |
| Humanity / E-Bacc | 3 | 8% | 9% |
| The Core | 1 | 3% | 3% |
| Music | 4 | 11% | 13% |
| Options | 6 | 16% | 19% |
| PE | 3 | 8% | 9% |
| GCSE Tutorials | 3 | 8% | 9% |
| | 38 | | 32 |

(a) Including one compulsory tutorial in the afternoon there will be five maths lessons per week.

Tutorials will be offered in all GCSE subjects to prepare students for their GCSEs. The number and content of tutorials each student takes will depend on his/her PLP. Groups of students with comparable PLPs will be taught together. The Study Afternoon concentrates on revision, independent work, and deepening understanding of the E-Bacc subjects. The other main change in year 10 is the transition from the “Core Light” to The Core curriculum, with one lesson per week, consisting primarily of oral debate and presentations. The Core supports the humanities, Science and MFL curriculum at KS4.

(v) Year 12-13

Key Stage 5: Year 12-13 Curriculum

| | <i>Start</i> | <i>Finish</i> | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------------------|--------------|---------------|---|-------------------------------------|---|-------------------------------------|---|
| | 0730 | 0800 | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| <i>Teaching Morning</i> | | | | | | | |
| #1 | 0800 | 0850 | Option 1 | Option 1 | Option 1 | Option 1 | Option 1 |
| #2 | 0855 | 0945 | Option 2 | Option 2 | Option 2 | Option 2 | Option 2 |
| #3 | 0950 | 1040 | Option 3 | Option 3 | Option 3 | Option 3 | Option 3 |
| #4 | 1055 | 1145 | The Core / Option | University Skills | University Skills | University Skills | The Core / Option |
| #5 | 1150 | 1240 | Option 4 | Option 4 | Option 4 | Option 4 | Option 4 |
| #6 | 1245 | 1335 | Option 5 | Option 5 | Option 5 | Option 5 | Option 5 |
| | 1335 | 1515 | Lunch & Break Personal Tutorials PE | Lunch & Break Personal Tutorials | Lunch & Break Personal Tutorials PE | Lunch & Break Personal Tutorials | Lunch & Break Personal Tutorials PE |
| <i>Study Afternoon</i> | | | | | | | |
| #1 | 1515 | 1615 | Study | Study | Study | Study | Study |
| | 1615 | 1630 | Tea | Tea | Tea | Tea | Tea |
| #2 | 1630 | 1715 | Extended Project | A/AS Tutorial | Extended Project | A/AS Tutorial | Extended Project |
| #3 | 1715 | 1800 | Study | Study | <i>Early Finish</i> | Study | Study |

MFL = Modern Foreign Language

of learning experiences per week (Teaching Morning + Study Afternoon)

| | | |
|-------------------|-----------|-----|
| Each option | 5 | 13% |
| The Core / option | 2 | 5% |
| University skills | 3 | 8% |
| Extended project | 3 | 8% |
| A/AS Tutorial | 2 | 5% |
| PE | 3 | 8% |
| | 38 | |

In Year 12 students begin their AS level subjects. The timetable has been planned with the intention that students will take 5 subjects in year 12, and carry out an extended AS Level project in a topic of their choice and related to their desired university degree course. The skills required for the extended project will be based on factual knowledge as well as those acquired through HNS' enrichment activities. Students will also receive three hours per week in "university skills" which will introduce them to life at and the particular demands and expectations of universities. The Core will be taught for two lessons per week for those students taking relevant subjects at A/AS level. Some students with particular specialisations at A/AS level will be able to swap The Core for an additional lesson in their special subjects (for instance, if a student takes two MFLs at A/AS level). PE will take place in the extended break between lunch and the Study Afternoon. Each student will participate in three lessons of PE per week.

The Study Afternoons will provide more time for revision and study, and include time for the extended project as well as special tutorial sessions to prepare each student for A/AS level exams in line with their PLP.

D2 – (f) School beyond School: Summer School

HNS' summer school will open one week after the end of Spring Term and will offer courses for five weeks during July-August until the beginning of Michaelmas in September of the following academic year. A "school day" will last from 9am – 1pm, five days a week. In the first year (summer 2014) the Summer School will offer two courses per week, i.e. ten courses in total. In subsequent years as pupil numbers rise the number of weekly courses rises by one, e.g. in summer 2015 there will be three courses per week and 15 in total, and so on in subsequent years.

The Summer School will be a flexible program with two objectives:-

- Deepen core skills ("Core Skills")
- Broaden horizons ("Horizons")

In Year 1 (summer 2014) we have budgeted for two courses per week for five weeks with five course days per week and four hours per day of teaching. There will be a maximum of 20 participants per course, allocated on a first come/first serve basis, with a participant fee of £40 per course. The Summer School will be open to pupils and parents alike on a first come, first serve basis. The teaching staff for the Core Skills program will be drawn from HNS' body of teachers, whereas the Horizons syllabus will be presented and taught by visiting experts, teachers, performers and others from partner organisations.⁵⁰

While the Core Skills program will have a narrower academic focus on exam preparation, the Horizons program will consist of an extremely diverse set of initiatives, programmes, lectures, performances and events that are designed to introduce or remind pupils and their parents of the virtually infinite range of human endeavour that is worth exploring, understanding or knowing about. The particular

⁵⁰ HNS will approach various organisations about funding provision for the Summer School. [REDACTED], a member of [REDACTED], has agreed to underwrite up to £5,000 of any unfunded cost of the Summer School. Based on the projections and structure for the Summer School described above, and provisions for it in our financial plan, this would fund the Summer School for the first three years (i.e. until summer 2016).

emphasis will be on subject areas that are not adequately covered in, or provided by HNS e.g. manual arts & crafts, experimental presentations and scientific lectures, introductions to the world of technology & engineering, and corporate life.

Table 28. Core Skills & Horizon Programmes in HNS Summer School

Core Skills

GSCE support - Revision and educational support to HNS pupils in preparation for GSCE subjects

A level support - Revision and educational support to HNS pupils in preparation for A levels

Horizons: A Sample of representative Courses & Lectures⁵¹

Arts & Craft - Pottery classes in partnership with Hackney City Farm
 - Quilty pleasures: how to make & enjoy quilts
 - The art of calligraphy

Science & Experiments - Explorations in neuroscience: unravelling the brain
 - Super Science Me: how to make science real every day
 - Gutsy Adventures: A journey through the digestive system
 - The mystery and brilliance of numbers
 - Crime Science Investigation
 - Vertical Gardens: Biodiversity in urban environments
 - Extreme longevity: the miracles of ageing forever

Technology & Engineering - Architecture across time: how buildings were built
 - Green engineering and sustainability
 - Urban places and extraordinary spaces
 - How to create power from wind
 - What is inside nano-technology
 - How to design a stable network

Corporate Life - Discussions of the challenges faced by companies, their staff, management and shareholders when trying to succeed
 - HNS has discussed participation in this lecture series with

⁵¹ This a non-exhaustive list of programmes and projects that could be offered in HNS' Summer School.

the following companies

- Virgin Money
- Tate & Lyle
- Norman Foster & Partners
- National Grid
- Google
- TangentLabs
- DaWanda
- Fotocommunity

D2 – (g) School beyond School: Evening School

HNS' evening school is targeted at parents of pupils who come from, or live in deprived or otherwise challenged environments. The program will therefore focus on initiatives that help these men and women establish a firmer footing in society. The Evening School will consist of up to six programmes per year, with six weekly sessions each, i.e. a maximum of 36 hours per year. It will be independently funded, except for a participation fee of £25 per program, payable in advance to ensure participants have a small financial interest in ongoing participation. There will be a maximum of 40 participants per session, generating therefore up to £6,000 of income (=40 x 25 x 6). With an average cost per hour of £45 we therefore expect the Evening School to be self-funding.

HNS currently anticipates to provide the following programmes in the Evening School:-

- a) **English:** reading, writing, speaking, listening, punctuation and grammar, spelling
- b) **Computer & IT:** utilisation skills and, in some cases, basic programming languages
- c) **Business & accountancy:** core principles of double-entry book keeping and corporate financial management
- d) **Maths:** basic arithmetic for daily life (e.g. fractions, percentages, measurements, probability, basic statistics)
- e) **Job-seeking skills:** Understanding what employers are looking for, where and how to look for jobs, and what to expect from permanent employment

- f) **Life skills:** developing personal skills that make working, living and learning easier and less stressful for parents

D3. STRATEGY FOR MEETING THE NEEDS OF PUPILS WITH DIFFERENT ABILITIES

This section covers

- a) Main principles
- b) Leadership responsibilities for SEN
- c) Anticipated pupil profiles: EAL and SEN
- d) HNS' SEN Framework Policies
 - (i) SEN Children: School Action, School Action Plus and Statements
 - (ii) Children with emotional or behavioural difficulties
 - (iii) Children with disabilities
 - (iv) Policies for looked-after children
 - (v) Policies for children with EAL
 - (vi) Policies for gifted & talented children
- e) Implications of the 2011 Green Paper
- f) How HNS will adhere to Special Education Needs: Code of Practice

D3 – (a) Main Principles

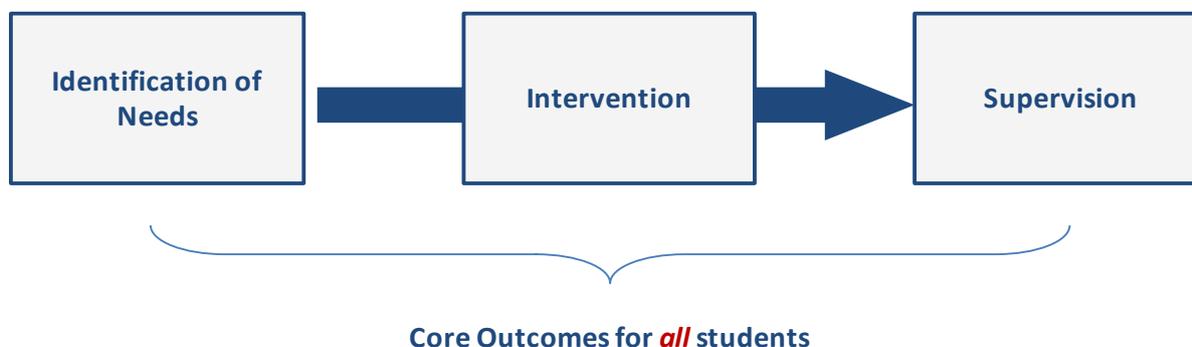
The March 2011 *SEN and Disability Green Paper*⁵² reiterated that every child deserves a fair start in life, with the very best opportunity to succeed. The Green Paper also articulated that parents of children with SEN often feel frustrated due to a system that is difficult to access, understand and which does not adequately meet the needs of their children. HNS has developed a set of policies that, when implemented, will address these concerns directly by ensuring that HNS' central objective of achieving Core Outcomes for all students, irrespective of their levels of progress and attainment when they join HNS in year 7, can be achieved. This objective applies to students that have a special educational need, a disability or are looked after by a carer or the Local Authority as much as to children that are particularly gifted and talented, or do not have any such "unusual" characteristics.

It is important therefore to **identify** special needs and requirements (of whatever form), have a set of policies and **interventions** that help achieve Core Outcomes of such children alongside all others, and a **monitoring system** that allows HNS to

52 <http://www.education.gov.uk/childrenandyoungpeople/sen/a0075339/sengreenpaper>

oversee the implementation of its policies and monitor the rate of progress achieved by students so that they remain on track to achieve Core Outcomes at all times.

Chart 5. Key Elements of HNS Policies towards children with different abilities and needs



A number of elements of HNS' educational plan should be particularly helpful for meeting this objective:-

- The **Early Development Group** provides extra tutorial support in English and Maths in Years 7-8 to students that need extra training in these subjects, and HNS will use innovative teaching methods to achieve optimal progress that puts each child on track to achieve Core Outcomes by the time they leave HNS;
- We believe **mixed-ability teaching**, embedded, as it is, in a system of **personalised learning** via every student's PLP, extensive tutorial support (an essential delivery mechanism of the PLP) and peer-to-peer teaching and support will help provide children with SEN or some other specific need in relation to its educational and personal development with the tools to make progress at all stages that is consistent with achieving Core Outcomes;
- HNS' **music specialism** will, we believe, be particularly effective in supporting the development of children with SEN or those that are looked after. The empirical studies referred to in footnotes 13-14. above (p. 37) also highlight the particular role that music, instrumental performance and music education can play in the development of a child with, for instance, SEN.
- The **extended school day**, and lengthy study afternoon is also, we believe, ideally suited for children who have more complex requirements and particular needs that are more difficult to meet. The interventions developed by HNS for

children with SEN, disabilities or that are looked after are, we believe, better delivered in a context where teacher-student interaction covers a long period every day. This helps create a sense of familiarity and trust between the pupil and his/her teacher, which is important to facilitate the delivery of a demanding curriculum during KS3, KS4 and KS5.

- HNS' focus on **outstanding teachers and teaching** will generate a sophisticated level of understanding of students' particular requirements and what needs to be done to put all of them on track to achieve Core Outcomes. Outstanding classroom and tutorial intervention will require equally high-quality senior leadership from the Board, the principal and the SENCo. HNS' recruitment effort will put great emphasis on identifying members of staff that are capable of achieving outstanding results, and provide outstanding stimulation, to students with a wide range of abilities, educational, physical and emotional needs. This ability to identify differences, design bespoke interventions (partly through PLPs), without losing sight of the overarching objective that the Core Outcomes are the same for everyone will be one of the distinguishing hallmarks of HNS' leadership team, teachers and non-teaching support staff.

D3 – (b) Leadership and responsibilities for SEN

HNS will have three key leaders for SEN and these three members of staff will ensure that provisions for students with SEN are effective and seamless. These roles will initially be performed by mainstream teachers, and we expect this to be the case at least during the first four years of HNS' operation. Thereafter, when the school's size exceeds 400 pupils, it is possible, though not essential or some of these members of staff to specialise in their SEN responsibilities (our financial plan assumes that these functions will continue to be performed by general teaching staff).

Table 29. SEN Roles & Responsibilities

| Role | Responsibilities |
|------|------------------|
|------|------------------|

| | |
|---------------|---|
| SENCo | <ul style="list-style-type: none"> - Leading whole school SEN strategy as part of SLT - Implementation, monitoring and evaluation of SEN provisions - Providing professional guidance to school staff on matters relating to SEN - Liaising with parents, carers, external agencies, professionals, students and the LA |
| SEN Language | <ul style="list-style-type: none"> - Developing and delivering language interventions throughout the academy - Performing the role of key worker to SEN students |
| SEN Inclusion | <ul style="list-style-type: none"> - Developing and delivering behavioural, social and emotional intervention throughout HNS - Performing the role of key worker to SEN students |

D3 – (c) Anticipated Pupil Profile

Table 30. provides summary information on EAL students and children with SEN by type in Hackney, Islington, Inner London and England as a whole. This shows that Hackney and Islington have levels of EAL that are broadly in line with those of Inner London (albeit significantly greater than the average for England). Hackney tends to have a greater proportion of students with SEN than Islington, in particular children with some form of learning difficulty (42.8% vs 33.3% in Islington, 34.8% in Inner London and 40.5% in England), although overall pupils with SEN account for a lower share of all secondary students (27.7%) than in Islington and Inner London – however, a greater number of Hackney students have SEN with a statement (3.1%) than in the other regions, suggesting that a greater severity of special educational needs in Hackney. Ca 1.8% of students have a physical disability in Hackney (2.4% in Islington) and 2.9% have either a hearing or visual impairment (the same as in Islington).

Table 30. EAL and SEN Data for Hackney, Islington and Comparable Regions (% of secondary students)

| | Hackney | Islington | Inner London | England |
|--|---------|-----------|--------------|---------|
| 1 EAL (January 2011) (a) | 51.2% | 48.0% | 50.0% | 12.6% |
| 2 SEN Data | | | | |
| Pupils with statements | 3.1% | 1.9% | 2.5% | 2.0% |
| Pupils at School Action Plus | 8.0% | 9.4% | 10.1% | 6.5% |
| Pupils at School Action | 16.6% | 23.1% | 17.4% | 12.8% |
| Pupils with SEN without statements | 24.6% | 32.5% | 27.5% | 19.3% |
| Pupils with SEN | 27.7% | 34.4% | 30.0% | 21.3% |
| <u>Type of SEN (b)</u> | | | | |
| Specific learning difficulty | 15.6% | 13.5% | 14.2% | 16.1% |
| Moderate learning difficulty | 26.4% | 18.7% | 19.7% | 23.5% |
| Severe learning difficulty | 0.8% | 1.1% | 0.9% | 0.9% |
| Behaviour, emotional & social difficulty | 30.1% | 31.1% | 34.7% | 30.0% |
| Speech, language & communication | 16.5% | 18.6% | 14.5% | 8.4% |
| Hearing impairment | 1.5% | 2.1% | 1.9% | 2.6% |
| Visual impairment | 1.4% | 0.7% | 1.0% | 1.4% |
| Physical disability | 1.8% | 2.1% | 2.3% | 3.5% |
| Autistic spectrum disorder | 4.1% | 2.4% | 4.7% | 7.5% |

(a) % of students whose first language is not English.

(b) Pupils with statements of SEN or at School Action Plus, e.g. for Hackney this is the breakdown of the 11.1% of students in that category (=3.1% statement + 8.0% School Action Plus).
Source: DfE

D3 – (d) HNS’ SEN Framework Policies

Special educational needs (“SEN”) refers to learning difficulties caused by issues relating to four key areas:-

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development; and
- sensory and/or physical needs.

Other physical or social conditions, for instance physical disabilities or being “looked after” by other carers / the Local Authority, can also create a special educational need or the requirement for particular interventions and provisions of the curriculum at HNS. It is therefore extremely important to identify particular requirements before children come to HNS, and monitor them regularly so the intervention programmes designed by HNS are always fully reflective of the changing requirements of children with a special educational need as they progress through HNS.

The main building blocks of HNS’ approach towards ensuring that each student’s needs are met therefore are:-

1. Through transition meetings with parents and primary schools, and baseline assessments in reading, spelling, writing and numeracy which will take place

in the summer before entry in Year 7 HNS will identify and categorise students' particular requirements before they join HNS. Results from these baseline assessments will then be used to determine which interventions need to be implemented for each student. Any other special educational need that might arise as a result of, or be associated with looked after children, children with disabilities or pupils that are gifted and talented will be identified at the same time. This approach to the identification of SEN is aligned with approaches outlined in both the SEN Code of Practice and the SEN and Disability Green Paper (see below).

2. Results from these assessments will be used to determine any necessary interventions for each child, and specific interventions will be made available to address specific requirements. These can include, inter alia, in-class support, literacy intervention tutorials, speech and language tutorials, social communications groups, handwriting tutorials, homework help clubs and occupational therapy. Where students are identified as requiring additional interventions or tutorials, these will be delivered through the Early Development Group in the Study Afternoon, with the objective that students can move off the SEN register in the shortest time possible, and no later than at the end of year 8. The ultimate goal of these interventions will be to ensure that every student can begin Key Stage 4 with a real chance of acquiring a minimum B grade in their chosen subjects at GCSE (and in particular the English Baccalaureate). For example, students in year 7 identified as School Action for literacy needs relating to comprehension will participate in four, 45-minute literacy tutorials per week. In addition, if needs relating to phonological awareness are identified, these students will participate in a minimum of four word decoding tutorials per week (using a phonics software programme). The intervention programmes used will be evidence-based and will have demonstrated proven results in other secondary settings⁵³. Similarly, numeracy intervention tutorials will be implemented for students who are

⁵³ The literacy programme that will be used in HNS was developed by a member of HNS' advisory committee and is already being used in all (bar one) of the secondary schools in the local authority area. HNS will seek to become a literacy hub for best practice in the area.

identified as having poor performance in maths. Staff capacity will be deployed to create smaller groups in these interventions where appropriate.

3. Half-termly reviews of interventions with the SEN team, heads of year and the senior leadership team will take place to ensure that interventions are facilitating student progress, and that they continue to be appropriate.
4. Partnerships with external agencies, personal tutors, Heads of House, parents and children will ensure that all parties, and, in particular, the students themselves are fully engaged with their academic and developmental progress. HNS will be part of a team of professionals who support the complex needs of SEN students within the school. In order to fully meet these students' needs, if it is not cost-effective to source the following from within HNS' own funding then the following services may be purchased from, or provided by, the Local Authority or other providers:-

External agency involvement

1. Speech and Language therapy
2. Occupational therapy
3. Educational psychology
4. School nurse
5. Team Around the School
6. Social services
7. Educational Welfare
8. Youth and Inclusion Support Projects
9. Art therapy/counseling services
10. Other services required

Excellent working relationships with each of these external agencies will ensure that the highest quality provisions are implemented across the school. The SENCo will be responsible for regularly communicating with these agencies so that they are fully informed of the needs of the students.

5. ICT will play a crucial role in supporting each student with SEN, and adapting their PLP to their specific requirements. HNS' Virtual Learning Environment (VLE – see Section D1(f)) will be equipped to deliver specific interventions for SEN children and be an integral part of their PLP. For instance, as described in Section D1 we envisage that the VLE will provide, inter alia, online cognition

and learning programmes, speech therapy modules and other interactive courses that can address particular children's specific needs and requirements.

6. Specific, regular and target teacher training: Understanding a student's specific needs and how to differentiate for these is at the heart of outstanding teaching. It will be the responsibility of the SENCo to develop a whole-school approach for this, through training, teacher observations and the provision of ongoing opportunities for professional development for both teaching and support staff. The SENCO will be given explicit performance management targets around the level of support given to teachers in this area.

HNS' specific approach to dealing with children with the following particular needs is described in the following sections:-

- i. Children with SEN: School Action; School Action Plus; Statements
- ii. Children with emotional and behavioural difficulties (EBD)
- iii. Children with physical disabilities
- iv. Looked-after Children (LAC)
- v. Children who speak English as an Additional Language (EAL)
- vi. Children who are gifted and talented

(i) SEN Children: School Action, School Action Plus and Statements

Effective assessment of needs will ensure that effective interventions can be implemented. "First wave" interventions and "quality first teaching" will meet the needs of most students, regardless of whether they have been identified as having SEN. For some students, however, additional interventions will be necessary if their needs are to be met. These additional interventions will be structured and organised through the three stages of the SEN register (School Action; School Action Plus; Statements). Whenever additional provisions are put in place, this will be agreed in partnership with parents and students, particularly when external agencies need to be involved.

Table31. The Use o School Action, School Action Plus & Statements

**School
Action**

School Action refers to intervention(s) that are implemented when a class teacher or the SENCo have identified a child with SEN that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. Students will be described as School Action when they are not progressing adequately, or are low attaining, despite in-class differentiation.

School Action interventions will be provided by the school and student progress will be monitored closely by the SENCo so that the impact of these intervention can be evaluated on a regular basis. School Action interventions will vary depending on the needs of each individual student, however they may include additional in-class support, or withdrawal for small group interventions as deemed necessary by the SENCo and teaching staff within the school.

**School
Action Plus**

Where the progress of students on School Action is deemed inadequate, the SENCo, in partnership with the teaching staff and SEN team, will determine if a child requires external agency involvement. Ongoing expert advice will be requested through the Common Assessment Framework ("CAF") to ensure that students needs are fully recorded in a central system. At School Action Plus stage supplemental special education plans ("SEPs") will be created in order to fully articulate students' needs (and how staff can meet these both in and outside the classroom), in addition to setting focused and appropriate targets for these students, with parents, carers and students. SEPs for these students will be reviewed termly in partnership with parents, carers and students. The SENCo will be responsible for disseminating information from external agencies, in addition to training teachers, parents and support staff in the expert advice provided by external agencies.

**Statement of
Special
Educational
Need**

Statutory Assessment is the initial process which can lead towards a Statement of Special Educational Needs and will be initiated by parents, the school or both, when it is felt that the student (already

on School Action Plus) is not progressing or is significantly performing below their peers over an extended period of time, despite both “first” and “second” wave interventions being implemented. In addition to this, as a secondary school, many parents of students with statements of SEN may request HNS as their first choice of secondary school, and as such, would receive priority consideration for placement at HNS by the Local Authority. Thus, where necessary, through the CAF, the SENCo will provide evidence for the need for statutory assessment. Where a student already has a statement of SEN, effective interventions will be implemented as advised in the student’s statement. Each student with a statement of SEN will have an SEP (as at School Action Plus stage), which will be reviewed each term by parents, the student and HNS, in order to ensure that the student’s needs are being met at the highest level. Annual reviews will also be conducted for these students and amendments to statements will be requested/agreed as necessary; these will be the responsibility of the SENCo

All students on School Action Plus and with a statement of SEN will be allocated a key worker within the school. The key worker will be responsible (under the supervision of the SENCo) for communicating with the student and their parents/carers during the school day, should any issues arise. Key workers will also work alongside the SENCo in liaising with external agencies to ensure that each of these students receives the best support possible.

(ii) Children with emotional or behavioural difficulties (“EBD”)

Behaviour, emotional and social development can be directly linked to academic engagement and attainment⁵⁴. Academic interventions will ensure that attainment is not a cause of poor behaviour. In the reverse, the behaviour policy of HNS will seek

⁵⁴ This has been confirmed in a large number of studies. See, for instance, <http://asr.sagepub.com/content/69/5/636.short>.

explicitly to develop character: a sense of mindfulness and other strategies that will help students to concentrate, focus and be contributing members of society. These elements, alongside a clear framework of rewards and consequences will ensure that students are fully engaged in their academic success (see Section D6 for further detail on HNS behaviour policy).

Fostering nurturing relationships with EBD students, in conjunction with clear and fair systems for behaviour management, will enable HNS' SEN team to intervene and ameliorate these difficulties. Where students find it hard to learn in the classroom due to their behavioural needs, interventions will be put in place by the SEN and inclusion team to give these students strategies that enable them to continue in mainstream. These interventions may include anger management training, additional pastoral support, youth and inclusion support worker intervention, art therapy or counselling, and/or social communications group work – the HNS Wellbeing Centre (see Section D1(g).) will be the natural provider of these interventions, and we expect it to become a central hub for HNS' interaction with students with special educational or behavioural needs. Where necessary, HNS will seek external agency advice and support through the Common Assessment Framework and the team around the school network provided by the local authority.

(iii) Children with Disabilities

Definitions

The Disability and Discrimination Act states that 'a person suffers from a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities'. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when individuals have a long term and substantial effect on pupils' everyday lives. Disability is not the same as SEN: not all children who are defined as having a disability have SEN, and vice versa.

Objectives

HNS aims will actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for pupils with disabilities, and they will therefore receive the same education and treatment as other children to ensure they, too, can achieve Core Outcomes by the time they leave HNS.

Where necessary HNS will liaise with specialists to support individual pupils, including physiotherapists, educational psychologists, speech therapists, doctors, nurses, social workers, and the staff of the voluntary and statutory agencies.

An optimal environment

HNS will have to make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged. Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, HNS' teachers will always try and face the child when addressing the class, or, in severe cases, teachers may wear a microphone and transmitter. HNS will endeavour to optimise provision for disabled pupils (and staff) by developing the physical environment of the school, within the limits of the resources available. We therefore intend to provide the following, subject to appropriate funding:

- Full access to the school, by installing setting-down and picking-up points, ramps, handrails and lifts;
- movement around the building, for example by adaptations, such as improved colour schemes, for people with impaired sight;
- accommodation within the building, by providing toilets for disabled pupils, sound-proofing for pupils with impaired hearing, and medical rooms;
- information and communication technology, by selecting appropriate hardware and software, and by using minicomms (subject to appropriate funding);

- signage, by putting it in clear print.

The curriculum

Key provisions in our curriculum design to facilitate equivalent provision of our educational vision to children with disabilities are:-

- HNS' teaching strategies will enhance learning and participation in a broad and balanced curriculum. HNS will find ways in which all pupils can take part in sport, music and enrichment activities, including Learning Expeditions which will, of course, be open to pupils with disabilities as well. We expect that HNS' music focus will have particular value for disabled pupils because of the significant benefits that a music education provides (see Section C.1.3.)
- Personalised learning plans (PLPs) for disabled student will specifically address the needs that are raised or reinforced by particular disabilities, with a view to keeping students on a path that allows them to achieve Core Outcomes. Tutorial interaction with disabled students could require more time, and our scheduling of tutorial sessions in the afternoon will leave sufficient time for this.
- HNS will always use language that does not offend, and we make staff and pupils aware of the importance of language.
- HNS will regularly review the way resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training..

Information

Information normally provided in writing (lesson content, texts, library resources and information about school events) will be made available in alternative formats that are clear and user-friendly, such as Braille, audio tape, and large print, or it may be transmitted orally, or through lip-speaking or sign language, or through a recognised symbol system, or through ICT. Note that similar considerations will apply to

communications with a parent, e.g. HNS staff will tend to speak to them in person or telephone if they have a visual impairment.

Staffing

When advertising posts, or interviewing applicants, or deciding on appointments, the governors and staff will follow the necessary procedures, and will not discriminate against people with disabilities. Should a member of HNS staff become disabled, the Board will make reasonable adjustments to that person's employment arrangements, or to the premises, in order to enable them to continue in post.

As described above, all members of staff are entitled to CPD and will take part in eight days of CPD in each academic year. Staff that are disabled will do so on the same basis, subject to their abilities.

Governance & Monitoring

The Board of HNS will be responsible for HNS' disabilities policy and supervise arrangements and procedures that support the education vision of the school. A named governor and a designated member of staff will jointly discharge the responsibility of ensuring that HNS meets its anti-discrimination obligation at all times. It will be the principal's responsibility to ensure that all members of staff are aware of their responsibilities to all pupils without exception. At each meeting of the Board the principal will present a report setting out in what way HNS has complied with each obligations under its disabilities policies, with action plans agreed for any item that requires further intervention.

It is the named governor's responsibility to keep the governing body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. This governor will also liaise with Hackney Council and other external agencies to ensure that the school's procedures are in line with those of other schools in the borough.

(iv) Policies for Looked After Children ("LAC")

This policy sets out not only the ethos of HNS in its approach to meeting the needs of looked after children, but also the procedures. HNS' LAC policy will be subject to review and approval from the Governing Body.

There has been concern since the mid-Seventies that the education of children in care has been neglected. Conversely, from about the same time, attention was also being drawn to the important part that successful schooling could play in helping children escape from social disadvantage. Over recent years, concerns have been raised as to whether education systems were failing to promote the educational achievement of children in care. Concerns centred around four key areas:

- Poor exam success rates in comparison with the general population.
- A high level of disruption and change in school placements.
- Lack of involvement in extra-curricular activities
- Inconsistent or no attention paid to homework.
- Underachievement in further and higher education. It is, therefore, essential that schools promote the achievement of such vulnerable children.

The overriding objectives of the policy is to ensure that looked after pupils will achieve the same outstanding education as all other children at HNS, and will therefore be capable of achieving Core Outcomes

Definition of Looked After Children

The term 'in care' refers solely to children who are subject to Care Orders under Section 31, Children Act 1989. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after' by the local authority. Accommodated children also include those in receipt of respite care - if it exceeds 20 days in one episode or over 120 days in a year. It is important not to confuse a young person's legal status with their living arrangements. For example, a child on a Care Order can be living with:

- foster carers
- in a children's home
- in a residential school

- with relatives, or
- even with parents - under the supervision of the Social Services Department.

Similarly, an 'accommodated' child can be living:

- in foster care
- in a children's home
- in a residential school
- or even, very unusually, with parents

In both cases, children will be classified as LAC for purposes of HNS' LAC policy.

LAC coordinator

HNS' SENCo will be the named LAC coordinator for looked after children. This member of staff will be responsible for liaising with external agencies, for working with the local authority and the child, to create a relevant Personal Learning Pathway (PLP). It will also be the responsibility of this member of staff to ensure that the child feels safe and fully part of the process (as much as is appropriate) as possible. As such, this member of staff will be a school-based advocate for the child.

The LAC coordinator will work with other members of staff within the school to ensure that the looked after child is fully supported. They will:-

- ensure that all staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantage faced by children and young people 'looked after' and understand the need for positive systems of support to overcome them.
- inform members of staff of the general educational needs of children who are looked after, and to promote the involvement of these children in school homework clubs, extra-curricular activities, home reading schemes, school councils, etc.
- hold a supervisory brief for all children being looked after, eg to ensure all relevant education and care information is available to school staff and carer(s), and that this information is kept up to date.

- monitor the educational progress of all children who are looked after in order to inform the school's development plan.
- intervene if there is evidence of individual underachievement.
- develop and monitor systems for liaising with education, carers and Social Services for reporting and recording absence from school and by acting to address these issues through early and positive intervention.
- ensure that children in Years 10 and 11 who are looked after are fully supported with regard to post-16 education and careers advice.

The LAC coordinator will work with individual LAC in the following ways:-

- They will work with individual children, possibly through a carer, to arrive at a statement about their circumstances that they would be happy to share with staff and/or pupils.
- They will ensure that each LAC has a PLP and enable the child to make a contribution to the educational aspects of their PLP
- They will meet with looked after children on a structured and regular basis so that the child has an opportunity to discuss any issues.

The LAC coordinator will:-

- liaise with the member of staff responsible for monitoring children on the Child Protection Register;
- co-ordinate education and Social Services review meetings, so that any Individual Educational Plans can inform the child's Care Plan;
- attend, arrange for someone else to attend, or to contribute in other ways to care planning meetings with agencies from the local authority;
- be the named contact for colleagues in Education and Social Services;
- report on the progress of all looked after children to the local authority.

Appropriate training of the LAC coordinator will be essential and be incorporated into teachers' / the SENCo's CPD programme. In particular, the LAC coordinator will

- develop knowledge of Social Services/Education procedures by attending training events;

- cascade training to school staff as appropriate.

Role of Named Governor

The Board of HNS will nominate one of its members as a named governor responsible for LAC at HNC. This governor will report to the Board on an annual basis to discuss information on

- The number of looked after pupils in the school;
- A comparison of test scores as a discrete group, compared with those of other pupils;
- The attendance of pupils as a discrete group, compared to other pupils;
- Levels of attendance and fixed term/permanent exclusions;
- Pupil destinations post-16.

The LAC governor will be responsible at the Board for ensuring that HNS' policies and procedures provide LAC with equal access to HNS' curriculum, its enrichment and tutorial activities, public examinations, careers guidance, other extra-curricular activities, work experience, additional educational support, etc.

Sharing information with school staff

It is important that all teaching staff who are in contact with the child or young person are aware that he/she is being looked after by the Local Authority. The responsibility for the transfer of this information should be that of the principal and/or the person named as the Co-ordinator for 'Looked After Children' within the school.

It is appropriate for a classroom support assistant to have knowledge that the young person is being looked after only when directly involved in the teaching of the young person. In the absence of the usual class teacher, some information regarding the child's circumstances should be shared with the teacher covering the class. The extent of this sharing should be determined by the principal or the LAC coordinator.

Sharing information with the young person

It is important that a young person is aware that information is being recorded

regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation will emphasise that HNS, the Social Worker, and their carer(s) are working together to promote their education. The LAC coordinator will also be responsible for establishing the child's view of their changed circumstances and what they want others to know. The LAC coordinator will prepare the child for situations when they are asked about home, e.g. by other pupils in the playground.

Admissions

On admission to HNS, records will be requested from the pupil's previous school. A meeting will be held with carer/parent/Social Worker as appropriate to complete baseline information to inform the pupil's PLP and clarify contact arrangements. A home school agreement will be drawn up with the primary carer. An appropriate induction to HNS will take place.

Communication with external agencies

The Social Worker and HNS' LAC coordinator will meet when the young person becomes looked after, or when they join HNS. This will enable information concerning the child's progress and circumstances to be shared. All relevant information provided at such meetings will be recorded by the LAC coordinator so that it can be shared with appropriate HNS staff. The LAC coordinator will ensure that a copy of all reports (e.g. end of year) are forwarded to the young person's Social Worker in addition to, for example, the foster carer or residential Social Worker.

HNS and the Social Services should endeavour to co-ordinate their review meetings and will keep each other informed of the attendance, behaviour, wellbeing, and progress of each individual LAC – all these aspects of the child's school life will be recorded through the PLP initially created in partnership with social services.

Assessment, Monitoring and Review Procedures

The PLP will outline and monitor:-

- Specific areas of concern and achievable targets
- Attendance
- Achievement record (to include both attainment and progress)
- Behaviour
- Homework
- Involvement in Extra Curricular Activities
- Relationship to Care Plan
- Special Needs (if any)
- Development needs (short and long term development of skills, knowledge or subject areas and experiences)
- Long-term plans and aspirations (targets including progress, career plans and aspirations)
- Liaison will be undertaken with Education Welfare/Education Psychology/Social Services, etc in the assessment and review processes as appropriate.

(v) Policies for Children with English as an Additional Language

Language plays an important part in supporting HNS' educational vision. A sound grasp of English underpins academic progress and development. It is essential for any student to be able to master a wide and complex range of academic activities. Without it, children will not have the confidence to engage productively with their peers, nor will they be able to pursue appropriately a wide range of intellectual endeavours. Activities designed to stimulate self-belief, such as certain public performances (theatre, debating competitions) cannot be pursued without a full command of the English language. In short, children who cannot speak English as well as native speakers will find it hard to achieve the levels of academic excellence, intellectual curiosity, and self-belief that are the Core Outcomes for all HNS students – and without this basis of achievement it will be difficult to instil the sense of responsibility towards others in society that is the final element of HNS' Core Outcomes.

HNS is therefore committed to providing a quality education in English for pupils from a variety of cultural backgrounds and to providing support for pupils weak in English. HNS recognizes the important role that teachers play in developing language acquisition and also acknowledges the importance of mother tongue development.

HNS' education vision involves stimulating, challenging and supporting all pupils, and to deliver a curriculum which is inclusive, and fosters development of the key competencies: speaking, listening, literacy and numeracy.

As the school makes welcome pupils with a variety of linguistic backgrounds, it is vitally important that its English as an Additional Language (EAL) policy is flexible, thereby allowing the school to incorporate the needs of different learning styles and needs of pupils, while at the same time introducing them to the pedagogical and educational methods and strategies implemented at HNS. This offers the individual the opportunity, not only to acquire facility and fluency in the English language, whilst providing recognition of mother tongue, but is also in-keeping with the school's multicultural awareness and recognition of internationalism.

Identifying EAL pupils who may need academic help

Information on potential EAL pupils, including age, first language, level of English, whether they have studied previously in an English school or have special interests or abilities, will be obtained by HNS' admissions department in advance of a pupil's arrival. This is done on the basis of test results and reports from the pupil's previous school. However, following their arrival at HNS, the usual ongoing assessment of a pupil's academic progress may indicate a need for EAL support. In addition, requests at any time for EAL support from a pupil, their parents or by a pupil's teacher/tutor are always taken into account. Once a potential EAL pupil is identified, further assessment takes place and he/she can be allocated to the Early Development Group for additional tutorials in English, which can be conducted in small groups or, as part of their PLP, on an individual basis if necessary. HNS' EAL provision will through necessity be a very flexible one in order to take into account the wide range of different educational backgrounds and expectations of HNS' pupils, different levels and abilities, different linguistic needs and the different dynamics of class, small group and individual teaching.

Delivery of EAL

HNS seeks to promote a whole school policy approach through which all staff are aware and informed of the needs of all pupils with English as an Additional Language (EAL). Our practices are designed to enable EAL pupils to access the

curriculum and public examinations, and to help the pupil improve his/her academic skills and learning strategies, take responsibility for their own learning and understand his/her learning profile. The main aim of EAL support is to give all students whose first language is not English the linguistic ability and confidence to deal with their studies, activities and social interactions while they are at HNS. The EAL provision should aim to support and to develop pupils' abilities to communicate effectively in speech and writing in a language which is not their first language. EAL should support and develop pupils' appreciation and knowledge of British culture, manners and behaviour while maintaining their indebtedness to their own. EAL provision is available, in principle, to all pupils whose first language is not English even if many EAL pupils will neither need nor want language support.

Within the EAL provision HNS will aim to:-

- Assess proficiency in English of all EAL pupils new to the school and communicate this to the whole staff, together with any other relevant information as requested.
- Support EAL pupils in specific subjects they are having difficulty with.

Where necessary, students will participate in intensive English-as-a-foreign-language (“EFL”) interventions. Other interventions will form part of the school’s every day programmes, such as buddy schemes (part of HNS peer-to-peer support network where native English speaking students will be encouraged to help EAL students to make better progress in English) and 1:1 reading support.

EAL Responsibilities

At HNS the main responsibilities for EAL will be shared as follows:-

Table 32. Responsibilities for EAL Provision

| | |
|-------------------|--|
| Headmaster | <p>Ensure that</p> <ul style="list-style-type: none"> • All involved in teaching EAL learners liaise regularly • Parents and staff are aware of the school’s policy on pupils with EAL • Relevant information on pupils with EAL reaches all staff • Training in planning, teaching and assessing of EAL learners is available to staff • Challenging targets for pupils learning EAL are set and met |
|-------------------|--|

| | |
|--------------------------------|---|
| | <ul style="list-style-type: none">• The effectiveness of the teaching of pupils with EAL is monitored and data collection is managed (by SENCO) |
| EAL Coordinator | <ul style="list-style-type: none">• Oversee initial assessment of pupils' standard of English• Give guidance and support in using the assessment to plan appropriate work that is consistent with achieving Core Outcomes for all students• Monitor standards of teaching and learning of pupils with EAL• Report to the Headmaster on the effectiveness of the above and the progress of pupils• Monitor progress and identify learning difficulties that may be masked by EAL |
| Class / subject teacher | <ul style="list-style-type: none">• Be knowledgeable about pupils' abilities and needs in English and other subjects• Use this knowledge effectively in curriculum planning, classroom teaching, use of resources and pupil grouping |

The EAL Coordinator will be a senior member of the teaching staff who will also be part of the HNS Language Centre to ensure that EAL provision is appropriately integrated with other teaching and learning initiatives for modern foreign languages.

(vi) Policies for Gifted & Talented Children

It is the policy of HNS that every child will have access to an education that enables them to fulfill their potential. With this in mind, baseline national curriculum assessment data (acquired on entry to HNS) will facilitate a close look at those pupils that may be gifted and talented. In addition to this, pupils may also be nominated through other sources of information:-

- Test scores (end of key stage levels; CAT scores)
- Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny)
- Peer or self-nomination
- Parental nomination
- Predicted test/ examination results
- Reading ages/standard scores
- Information gathered from Year 6/previous school transition visits

All this information will be collated, monitored and updated by the Gifted and Talented Coordinator. As with any pupil in the school, progress of these pupils will

be carefully tracked to ensure that they are making excellent progress during their time at HNS.

Definitions

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:-

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- good allrounders
- high achievers in one area
- of high ability but have poor writing skills.

HNS also recognises that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability.

- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out-of-class activities

The following will be offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment activities
- The Core
- Public performances, including music production, sports, assembly and debating competitions

Co-ordination and monitoring

The gifted and talented co-ordinator, who will be a member of the main body of teachers, will have overall responsibility for

- (i) implementation of HNS' policy regarding gifted and talented students;
- (ii) co-ordinating the monitoring of progress;
- (iii) ensuring that the CPD programme for each teacher includes relevant aspects of gifted and talented provision.

This policy will be reviewed on an annual basis in the summer term by the gifted and talented co-ordinator in conjunction with the named governor for gifted and talented students.

Role of Named Governor

The Board of HNS will nominate one of its members as a named governor responsible for gifted and talented students at HNC. This governor will report to the Board on an annual basis to discuss how these students progress at HNS, how their learning is integrated into the overall curriculum of the school, and what measures should be undertaken to address specific needs more adequately.

D3 – (e) Implications of the 2011 Green Paper

In March, 2011, the government published a Green Paper, *Support and aspiration: A new approach to special educational needs and disability – A consultation*, which outlined significant possible changes to the funding and organisation of SEN provision⁵⁵.

The Green Paper clearly details a need for greater parent control over ensuring that their child's SEN are fully met whilst in school. The nature of HNS, its partnership approach to working with parents/carers, students and external agencies, alongside extensive SEN provisions, mean that HNS will be aligned with many of the proposals of the Green Paper. The main change from current regulations will be the new system of categorisation for students with SEN. However, this will not affect the fundamental principles of HNS SEN policy with regard to the identification of each student's needs as well as the design of interventions to ensure that a child reaches their full academic, emotional and social potential. Greater transparency about SEN provisions, funding and progress is also detailed in the Green Paper. Partnership with parents/carers and students, and effective monitoring and evaluation of interventions (and communications with parents about this) will be at the heart HNS' SEN policies and therefore these will be in compliance with the Green Paper's recommendations.

The recommendations of the Green Paper emphasise the need for an excellent, capable and qualified SEN team, led by the SENCo, who will ensure that every student's SEN are met. HNS team of specialists has long-standing experience and an excellent track record in their areas of expertise, and HNS Governors are on that basis highly confident that HNS will roll-out and administer a highly effective SEN policy that reflects latest research, practical experience and legislative guidance in this important area.

D3 – (f) How HNS will adhere to Special Education Needs: Code of Practice

55 <http://www.education.gov.uk/childrenandyoungpeople/sen/a0075339/sengreenpaper>

The Code of Practice has been in force since January 2002 and provides guidance on the discharge by education providers of their responsibilities under Part IV of the Education Act 1996, and in particular sets out policies and procedures to ensure that children with SEN can reach their full potential, are included fully in their school communities and make a successful transition to adulthood. HNS will adhere to the spirit and the letter of the Code of Practice to achieve the main principles underlying its provisions, in particular:-

1. A child with SEN will have their needs met at HNS and all policies are ultimately designed to ensure that SEN children can also achieve Target Outcomes like all other children;
2. Children with SEN will be offered full access to HNS' broad and balanced curriculum, and their special educational needs will normally be met as part of the general curriculum, including tutorials and their individual personal learning pathways (PLPs);
3. The views of the child will be sought and taken into account in the design of HNS' SEN policies and PLPs for SEN children;
4. Parents have a vital role to play in supporting their child's education, and HNS parent engagement activities will promote their active involvement in a SEN child's education.

The principal, teachers and the SENCo will work together (and with parents) to ensure that special needs are identified early, best practice is used when designing interventions, developments are reviewed regularly so that any progress (or lack thereof) can be reflected in the PLP of each child, and parents are actively involved at each stage of their child's education and SEN provision. The management of SEN provision will be overseen by the principal, who will delegate the day-to-day responsibility for this to the SENCo. HNS will make one of its governors responsible for the appropriate implementation of SEN policies in general, and compliance with the Code of Practice in particular. At each board meeting the principal will submit a report on how HNS is complying with the provisions of the Code of Practice.

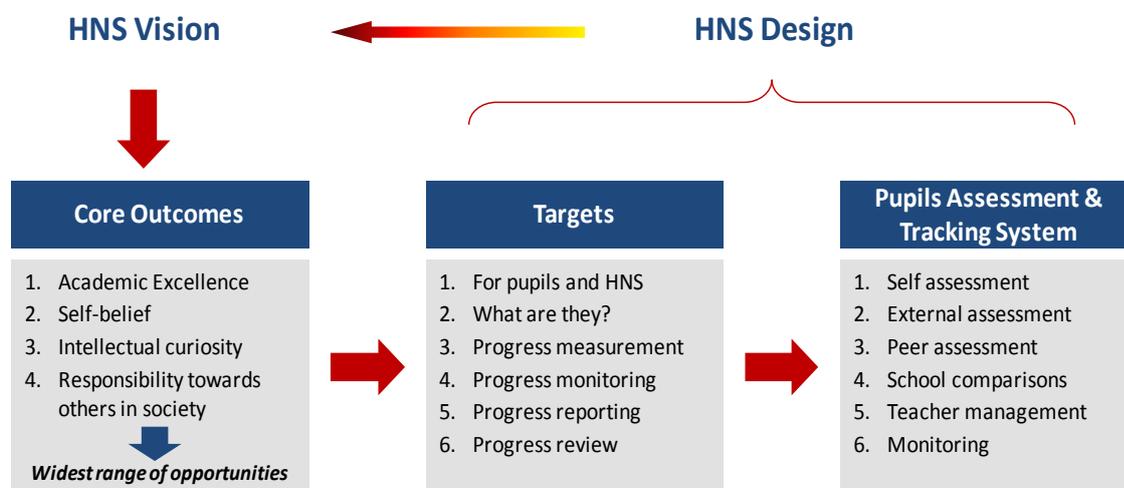
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D4. HOW HNS WILL DEFINE & MEASURE PROGRESS AND RESULTS TO ACHIEVE TARGET OUTCOMES

This section sets out:-

- a) HNS' targets for pupil achievement
- b) Why they are suitable to deliver our educational vision
- c) How HNS will achieve its targets
- d) What the measures of success (i.e. progress) will be for pupils and HNS as a whole
- e) How these indicators will be monitored, reviewed and reported
- f) HNS' plans for student assessment and tracking systems

Chart 6. The Role of Target Outcomes and Progress Measurement for HNS' Vision



At HNS there are **two overriding principles** for identifying targets, measures of progress, types of assessment and the handling of associated data flows, reporting and measurement requirement:

1. Each of these elements is designed to help achieve HNS' Core Outcomes for all its students. Targets therefore have to be demanding and combine quantitative and qualitative indicators as, for instance, the development of "responsibility towards others in society" cannot easily be captured by exam

or test results, but is more easily tracked by observing levels of interaction with other students and the local community.

2. The management of associated systems and processes to measure, monitor, review and report progress towards targets and Core Outcomes ("Performance Management System") uses 21st century technology and management strategies to provide up to date information to teachers, students and parents so that each of them is able to respond quickly and effectively to events so that all students remain on track to achieve Core Outcomes.

D4 – (a) Proposed Targets & Measures of Success

HNS will relentlessly pursue a set of Strategic Targets and monitor Individual Targets & Indicators of Success for the school as a whole and individual stakeholders (students, teachers, parents) and will hold itself accountable against each of them and their criteria of success (Table 33 and 34).

- Strategic Targets

HNS will monitor ten strategic targets:-

Table 33. Strategic Targets for HNS

| | |
|--------------------------|--|
| 1. Rating | - HNS receives an Outstanding rating from Ofsted at its first and all subsequent inspections (based on the new January 2012 guidelines) |
| 2. Attainment | - All HNS students enter further education, training or employment after their GCSEs - KS4 and KS5 performance is in the top-10% of all state schools, including free schools and Academies |
| 3. Progress | - All HNS students make required progress each year and in each term to remain on track for the target outcome at the end of each phase |
| 4. Character Development | - All HNS students will develop Core Characteristics and Core Beliefs and will therefore be able to succeed in their chosen career path or at university |
| 5. Pupil Satisfaction | - All HNS students are happy to be at HNS and they and their parents are satisfied with the education they receive |
| 6. Teacher | - HNS recruits, trains, develops and retains a body of |

| | |
|----------------------|--|
| Satisfaction | outstanding and inspiring teachers who enjoy working at HNS and are driven to achieve Core Outcomes for all their students |
| 7. Community Centre | - HNS establishes itself as a centre for all members of the local community throughout the year |
| 8. HNS Music School | - HNS is renowned as a centre of music and performance excellence among secondary schools in London |
| 9. Financial Success | - Financial success involves HNS remains financially viable at all times |
| 10. Demographics | - The demographics of the school reflects the demographics of Hackney and Islington |

- Individual Targets & Indicators of Success

HNS will monitor ten individual targets and indicators of success:-

Table 34 Individual Targets & Indicators of Success

| Indicator | Definition of Success | Measurement |
|---------------|--|--|
| 1. Attainment | <ol style="list-style-type: none"> 100% of all students achieve Level 6 by end of KS3 in English and Maths The number of students achieving grades A*-C in the English Baccalaureate by end of KS4 is in the top-10% of all state schools (including free schools and Academies) nationally The number of students achieving grades A*-C in A/AS-level by end of KS5 is in the top-10% of all state schools (including free schools and Academies) nationally FSM students' attainment is the same as that of non-FSM students Attainment levels are not achieved by exclusions | <ul style="list-style-type: none"> - External examinations at GCSE, A-level, KS3 for maths, English and Science - Internal assessments (see below) |
| 2. Progress | - Students progress so that they are on track to achieving target levels of attainment | - Progress will be measured against baseline data |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> - FSM students' progress exceeds that of non-FSM students⁵⁶ | <ul style="list-style-type: none"> - Baseline for KS3 (year 7) is based on KS2 data, information received from primary schools, school-based assessments (NFER and Progress in Maths), individual assessments in Maths and English undertaken by HNS, phonic assessments |
| 3. Teaching Quality | <ul style="list-style-type: none"> - All lessons taught at HNS will be judged to be good or better against Ofsted criteria, and more than 60% of lessons will be judged outstanding | <ul style="list-style-type: none"> - Lesson observations - Learning walks - Student surveys |
| 5. University & ETE Readiness ⁵⁷ | <ul style="list-style-type: none"> - On leaving school, all students continue in education and no students become classified as 'not in education, employment or training' - 100% of A-level students obtain a place, and complete a degree at a Russell Group university or music college | <ul style="list-style-type: none"> - Longitudinal data tracking - University admissions & completion data - Alumni satisfaction surveys |
| 6. Student Attendance | <ul style="list-style-type: none"> - Minimum of 95% for each academic year | <ul style="list-style-type: none"> - Attendance data, including sub-group analysis and tracking of the reasons, nature and persistence of absences |
| 7. Behaviour | <ul style="list-style-type: none"> - Behavioural standards at HNS are outstanding | <ul style="list-style-type: none"> - An outstanding rating for pupil behaviour and the extent to which pupils feel safe in Ofsted ratings - HNS Performance Management System tracks behaviour incidents and their follow-up - It records the total number of incidents, nature of incidents, repetition trends by student and intervention/remediation policies - Feedback from visitors and others on trips |
| 8. Community Engagement | <ul style="list-style-type: none"> - All students are involved in HNS' community engagement policy | <ul style="list-style-type: none"> - Every student has participated in at least one community engagement project per year from a list of accredited partners, including for instance <ul style="list-style-type: none"> - Hackney Pirates - Kids Company |

⁵⁶ For all those FSM students whose level of attainment upon joining HNS at the end of KS2 is lower than that of non-FSM students. This is necessary to achieve the same level of attainment at the end of KS4 and KS5.

⁵⁷ ETE stands for "further education, training or employment".

| | | |
|-----------------------------|--|---|
| 9. Character Development | - Students develop Core Characteristics and Core Beliefs | - Every student obtains a Duke of Edinburgh or a CREST award during their time at HNS |
| 10. Musical aptitude | - Every student achieves at least level 6 at the end of KS3 - Every students achieves A*- C at GCSE | - External assessment |
| 9. Stakeholder Satisfaction | - All students are excited about coming to HNS and enjoy their learning experiences - Parents are strong supporters of HNS - Teachers are loyal and enthusiastic about their work at HNS with retention rates significantly above the average for Inner London | - Student surveys - Attendance data - Parental surveys - Parent attendance at open evenings - Parent engagement in parent association - Application volumes and levels of oversubscriptions - Vistor feedback - Recruitment analysis (e.g. number of word-of-mouth referrals) - Retention rates vs benchmarks - Staff surveys - Exit interviews |
| 10. Financial Viability | - HNS achieves a financial surplus in each financial year | - Monthly management accounts - Annual P&L - Budget for next calendar year to be reviewed & adopted at last board meeting in preceeding year |

HNS' Strategic and Individual Targets & Indicators of Success are suitable because:-

- Achieving level 6 performance in English means children “*are usually fluent in their use of standard English in formal situations*” and in Maths it means “*pupils carry out substantial tasks and solve quite complex problems by independently and systematically breaking them down into smaller, more manageable tasks*”. We believe this is an indispensable standard of attainment that should be achieved by all students⁵⁸
- A relative performance target means that HNS performance threshold improves in line with a national improvement in results (if any), while avoiding the pitfalls of absolute performance targets whose identification ultimately

⁵⁸ Source: <http://dera.ioe.ac.uk/10747/1/1849623848.pdf>

involves an element of randomness as it assumes a predictability of results that is impossible. HNS national top-10% target at KS4-5 avoids this pitfall, while being suitably ambitious to help it achieve Core Outcomes for all students.

- They are appropriate for the student intake we expect for HNS: While HNS will have a high proportion (ca 38%) of FSM students, SEN (ca 15%), children from ethnic minorities (ca 60-70%) and those who speak English as an additional language (ca 55-60%)⁵⁹ HNS curriculum design and teaching methods will seek to reduce the importance of these starting conditions for Year 7 students by the time they reach the end of KS4 and KS5. Achieving high levels of attainment for this group of students is a particular objective of HNS, as is making their time at school a pleasant and stimulating experience. At HNS we believe demanding targets are achievable by all students irrespective of their personal backgrounds
- They help achieve Core Outcomes: high levels of attainment, progress, character development and community engagement are central to HNS' vision
- Financial success is required for the long-term future of HNS and to demonstrate that individuals and organisations other than the local authority can succeed in setting up an outstanding new school, thereby justifying a decision by DfE (and, therefore, tax payers) to provide funding for HNS.
- Embedding HNS in its local community is necessary to (i) make it financially successful (parents must want to send their children there), (ii) achieve Core Outcomes (students' community engagement will develop a sense of responsibility towards others and their peers), and (iii) foster pupil and teacher satisfaction by being able to witness the effect the school has well beyond its borders, affecting many more lives than those of just its students.
- HNS' music & performance specialism must result in recognition of excellence in this area

Strategy to achieve Targets

⁵⁹ % targets based on Haggerston school student composition (as is nearest to the Target Site) and all Hackney secondary schools as far as ethnic composition is concerned.

HNS' entire educational plan, staffing structure and performance management system has been conceived to deliver HNS' Core Outcomes and the targets described above. The detailed elements of each of these building blocks are described elsewhere in this document, but they combine

- HNS' focus on music and performance as the central and unifying focus of its curriculum
- instructional leadership from outstanding teachers
- challenging goals
- regular assessment
- personalised teaching & learning
- intelligent student organisation
- innovative curriculum design, organisation and delivery
- a culture of tough love that rewards performance and insists on discipline
- HNS as a centre of life

A particular focus of HNS' educational vision is to provide pupils from the least privileged backgrounds with an outstanding education that can transform their chances in life. To achieve this, and hence the Individual Targets & Indicators of Success for this group of students – which for current purposes is assumed to overlap with the expected intake of FSM students at HNS⁶⁰ - HNS will create a leadership and management project to make the achievement of economically disadvantaged students one of the key improvement goals each year. Staff will receive specific “breaking the link between deprivation and attainment” training at the beginning of each term, and each department will identify and commit to one clear strategy for the year to raise the attainment of FSM students. As part of HNS' performance management system (see below), teachers will be instructed to focus on the achievement of a vulnerable group of students as one of their targets. A secure, whole-school tracking system embedded in HNS' VLE will be used to monitor the progress of FSM students. This information will then be passed to departments for action and will serve as a tool to keep the progress of these students in the spotlight. To promote a positive attitude towards school, personal tutors will write at least one positive letter home to praise the FSM students in their

⁶⁰ As explained further below we expect FSM student to make up approximately 38% of HNS pupils.

houses. This system of FSM intervention and target management appears to have worked in other schools⁶¹ and, we believe, will succeed in achieving our attainment and progress targets for FSM students.

HNS Performance Management System

HNS' system of measuring, monitoring, reviewing and reporting progress and success towards its targets and Core Outcomes – i.e. its Performance Management System (“PMS”) – relies on a number of mechanisms that interact with each other and are designed to provide optimal and timely information that permits:

- HNS' senior leadership team to initiate strategic policy changes to affect performance and the management of the school;
- teachers to amend their plans for teaching and study sessions, the Enrichment Programme, assessment policies, etc.;
- students, with the help of their tutors, make adjustments to their PLPs so that they can improve their learning; and
- parents to follow developments at HNS and understand their children's performance.

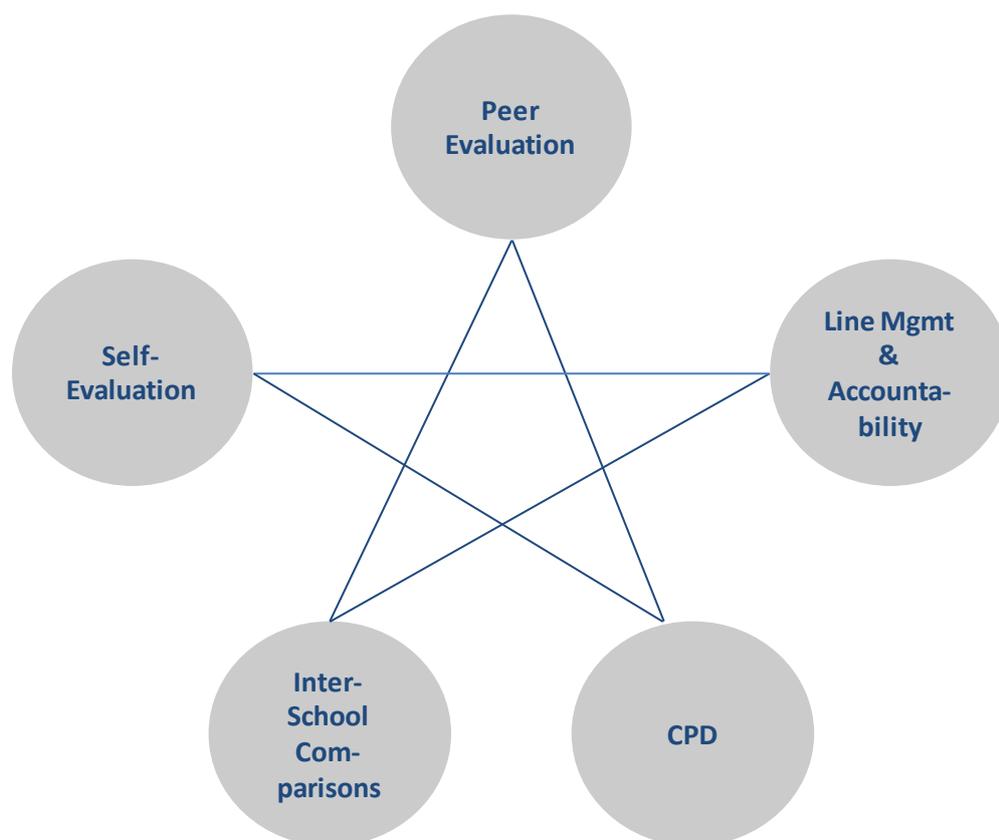
The **Strategic Targets**, while applying to HNS as a whole, will be achieved by monitoring and analysing data by student subgroups based on gender, SEN, ethnicity, prior attainment, EAL, year group, and teacher, to identify and respond to underperforming groups and understand reasons for overperformance so that relevant lessons can be applied to underperforming student cohorts.

The **Individual Targets & Indicators of Success** will generally be monitored, reviewed and reported individually by student or teacher. Some targets, such as 9. Stakeholder Satisfaction will be based on the analysis of aggregated survey data, while target 10. Financial Viability will necessarily be based on financial data provided by HNS' management information systems.

The main elements of the PMS are shown in Chart 7. and discussed below.

61 E.g. at Wrotham School in Kent. There, in 2009, 71% of FSM students attained 5A*-C grades (14% 5*-C including English & Maths), which rose to 100% and 50%, respectively, in 2010. Termly average Attitude to Learning scores also improved from 4.48 in term 1 to 4.22 in term 4 (on a scale of 1-9, 1 being outstanding). However, we do not know how much of this improvement is attributable to BTEC grade inflation. Source: Kent County Council

Chart 7. HNS' Performance Management System



| | |
|----------------------------------|--|
| Self Evaluation | Rigorous, continuous and transparent self-evaluation will be at the heart of HNS' performance management system and applied for the school as a whole down to individual teachers and students. HNS PMS will allow it to track performance against its definition of success |
| Peer Evaluation | Teacher assessment in particular will rely on peer-to-peer evaluation (e.g. via learning walks) and feedback from students. This is important to share best practice and promote consistency, stimulate discussion about areas of improvement, and check for progression among colleagues. |
| Line Management & Accountability | Effective line management is critical to success at all levels within HNS. As well as providing drive and vision, senior leaders have to ensure that staff at all levels are supported and guided to work as effectively and efficiently as possible and in so doing, reduce |

underperformance and eliminate in-school variation. This in turn means having effective and efficient structures to hold subject, team and year leaders to account as well as providing any support they may need with their own development and line management responsibilities, key levers in reducing in-school variation. The essential role of senior leaders will be to ensure that those they manage are supported to develop and apply knowledge and skills in judging standards, monitoring and evaluating the quality of teaching and learning, and leading sustainable development of their department or team.

A productive relationship between the senior and middle managers is supported by a strong line management structure with clear lines of accountability underpinned by a clear system of performance management.

The principal of HNS reports to the Governing Body, while the senior leadership team (“SLT”) of HNS reports to the principal. The senior leadership line management role includes monitoring of whole-school policy and practice in relation to teaching and learning, behaviour and attendance, through lesson observation, work scrutiny, pupil interviews and attendance at department or team meetings. Senior leaders will carry out a self-assessment exercise against HNS’ quality standards and repeat them at regular intervals to track their progress towards improved practice and increased impact.

Each member of the SLT will manage a number of subject or year leads. These reporting lines will be supported by regular and monitored meetings between line managers and those they manage, and which will take place at least once per month. These meetings will be timetabled, have agendas and actions will be recorded. They will also be used as an opportunity for professional development through coaching and mentoring.

The Individual Targets & Indicators of Success will form the main

basis of line management discussions to ensure everyone remains focused on achieving these targets and Core Outcomes. Each Individual Target & Indicator of Success will be the responsibility of an identified number of individuals at HNS. This makes HNS' system of accountability clear and transparent. Noticeable and sustained deviation from these targets will trigger a series of management interventions to produce quick and sustained improvements in performance. For instance, if a form group consistently fails to achieve progress measures during the year relevant teachers can be provided with professional training or a "teaching buddy" drawn from the senior leadership team to provide insight and guidance on how to improve performance. Persistent under-performance against targets will result in staff rotations or suspensions, and a review of the causes led by the principal.

Formal and calendared performance management review meetings are carried out at least twice a year and are informed both by outcomes of monitoring by the manager and self-evaluation by the reviewee.

Continuous Professional Development

CPD is central to HNS' teaching and non-teaching staff development program. Every teacher and member of the support staff will have to complete eight days of professional training in each academic year (see Section F4.). Teachers and support staff are HNS' main assets and so a lot of planning and thought has gone into designing CPD procedures that help HNS achieve its Core Outcomes. The main elements of this will be:-

- All teachers and support staff who join HNS will attend a week-long induction course before the beginning of Autumn term to share best practice and teaching & learning experiences and to ensure staff fully understand all elements of HNS' vision and how to achieve Core Outcomes.
- All staff will undergo SEN training, targeting the areas of

greatest need. Based on our analysis of local demand and discussions with Hackney primary schools we believe that the greatest difficulties can be expected in the area of speech and language skills.

- All staff will receive ICT training to familiarise themselves with HNS' Virtual Learning Environment; as new systems and applications are added to the VLE over time, staff will receive top-up training as required.
- The induction program will put particular emphasis on the techniques HNS will adopt for personalised teaching and learning, and how to develop appropriate PLPs for the student population at HNS.
- Senior teachers will receive leadership training including in HR skills, to support them in managing their additional responsibilities, in the most effective manner.
- Learning Walks: Learning walks involve attending colleagues' lessons to share best practice, learn from one's peers and identify areas for improvement. The senior leadership team of HNS will schedule Learning Walks twice per term, select the focus of a Learning Walk, e.g. establishing a calm climate, student engagement, maths teaching, group work, questioning, and publish a timetable for groups of teachers to undertake them. This will be followed up by short written reports by Learning Walk leaders and the implementation of any policies of improvement that may have been identified
- Team sessions: HNS teachers and support staff will spend one day a year at a teacher planning conference and community event where curriculum design and delivery programmes are discussed for the subsequent academic year, with a social event being held in the evening to which partners will be invited. This will generally be before the start of each school year in September.
- To be effective HNS' CPD program will be designed to be

relevant to its teachers, have clearly identified intended outcomes, incorporate previous knowledge and learning, model effective teaching and learning strategies and include impact evaluation as a central part of each activity.

Inter-school Comparisons HNS will compare its own performance against those of comparable schools in Hackney and Islington, and will track its performance against averages for London and England as a whole, based on Ofsted reports and DfE data⁶². The Governing Body will receive an annual submission containing a review of HNS' comparative performance, with recommendations for areas of improvement and a report on how effective the implementation of the previous years' recommendations has been.

D4 – (b) Pupil Assessment and Tracking Systems

HNS's student development program has three elements – regular assessments, goals and rewards:-

- **Regular assessments:** Students will be asked to solve problems (in maths and Science), take shorter and longer tests, and write essays (e.g. in English and History) on a regular basis (i.e. weekly) throughout the year. They will receive individualised and detailed feedback on each of these tests from their form teacher or tutor, and this will be incorporated in their PLPs. Results can be tracked through the VLE which permits comparisons against school, local and national standards of achievement using quantitative indicators and methods. In addition to these external assessment methods students will undertake reflective self-assessments which will be reviewed with their personal tutor at their weekly session. The purpose of these is to ensure that each student is continuously made aware of his/her target outcomes (i.e. HNS' Core Outcomes) and understands that to achieve these high expectations they have to take, and want to take ownership of their own learning progress and incorporate this into their PLP. This allows them to plan

62 Such as RAISEonline data (<https://www.raiseonline.org>)

for, reflect on and evaluate the quality of their own thinking skills and learning strategies. By doing this regularly (weekly), HNS will promote consistency and efficacy in students' ability to draw their own lessons from their progress, which supports the achievement of Core Outcomes.

- **Goal setting:** Every student's PLP will spell out precisely what his/her goals are for the next review period (per week, term and year). The goals are derived from the backward planning approach to achieving Core Outcomes for all students. A central element of HNS' vision is that these goals have to be challenging. Goals will reflect HNS Core Outcomes – i.e. they will support pupils' efforts to achieve top grades at GCSE / A-AS Level (*academic excellence*), encourage activities and performance that raise self-esteem and confidence, e.g. in debates (*self-belief*), reward the pursuit of new initiatives, whether academic or non-academic (*intellectual curiosity*) and stimulate every student's engagement with his/her peers, the local community or general issues - social, political, economic, environmental, etc. – that go beyond HNS' perimeter of influence but rather have a national or global dimension (*responsibility towards others in society*).

- **Rewards:** Successful performance by students against goals shall be rewarded. It encourages effort, establishes a direct link between input and output (thus mirroring one of the benefits of musical performance which is central to HNS' specialism in this area) and makes students feel appreciated and stimulated to continue seeking to improve their performance to achieve Core Outcomes. The HNS reward system will operate as follows:-
 - Rewards will be used to promote positive behaviour, merit and achievement
 - There will be separate rewards for students who have demonstrated particular levels of effort, even if they have failed to reach top-marks in a particular subject or exam
 - There will be annual awards for individual students in the core subjects – Maths, English, Science and Music – for the best performance in each form group; the prizes will be awarded at an annual ceremony

and the winners listed publicly and disclosed in HNS annual admissions prospectus (which contains a review of HNS' performance in the preceding year)

- A separate award will be conferred in Years 7-8 for the student that has achieved the greatest level of progress in the Early Development Group
- Competitions will be held between Houses in areas of Public Performance, in particular sports and debating
- HNS will seek sponsorship for a small number of special awards for performance or behaviour that are particularly reflective and supportive of HNS educational vision. These will comprise of
 - HNS community award for the most impressive engagement with the local community; and
 - HNS innovation award for the most innovative idea about how to tackle a) specific social problem (e.g. the allocation of housing benefit) b) a scientific or technological need (e.g. how to help visually impaired students with note taking) or c) a commercial requirement (e.g. better postal deliveries)

These two awards can be granted to an individual or a group of students who have collaborated to achieve a remarkable outcome.

Only students who do not have any unauthorised absence incident during the year are eligible for rewards, and their total absence cannot be more than 2% (excluding absence due to serious illness).

HNS' Virtual Learning Environment will be the mechanism used to track student performance, assessment results (external and internal), and follow-up over time so that teachers and students can establish direct links between assessments, goals, results and, ultimately, target outcomes for each student. Performance tracking will be incorporated into each PLP and form an important aspect of student-tutor interaction at their weekly meetings.

D5. HNS ADMISSIONS POLICY

D5 – (a) Admissions Policies

The main elements of HNS' admissions policies will be as follows:-

- HNS' admissions policy will be based on the new School Admissions Code, the School Admissions Appeals Code and admissions law which is expected to come into law on 1 February 2012 and will therefore affect the 2013/14 admissions intake. The administration of HNS Admissions Policy will comply with clause 14 of the School Admissions Code to "*ensure that the practices and the criteria used to decide the allocation of school places are fair, clear and objective*".
- Banding: Section 1.25 of the new Schools Admissions Code (based on Section 101 of the SSFA 1998), sets out the conditions under which pupil ability banding can be applied as a permitted form of selection to ensure that HNS' intake of pupils includes an appropriate spread of children of different abilities. HNS intends to apply the following banding policies in a fair, clear and objective way:-
 1. HNS will endeavour to produce an intake that is representative of the range of abilities of children in year 7 across England, i.e. the national average
 2. We will seek to achieve this by allocating children into one of four groups depending on their performance in the *GL verbal and non-verbal reasoning test*. The test will be available in written format or online.
 3. HNS will allocate 100% of places in each band according to applicants' test performance, with any excess applications in each band dealt with in accordance with the oversubscription policies set out in D5 - (d) below.
 4. SEN applicants with a statement will be admitted to HNS and allocated to one of the four bands; the same applies to looked after children and students with a special medical or social need (again, see section D5 - (d) for more detail on oversubscription criteria)

5. Applicants with special educational needs, but without a statement will receive equal consideration to all other applicants
- Selection by musical aptitude: HNS will make use of its rights under the section 1.24 of the School Admissions Code to select up to 10% of its year 7 intake on the basis of musical aptitude.⁶³ In the year prior to the start date of the relevant year 7 intake, HNS will hold monthly examinations of those children who have applied for consideration as musically talented pupils. Parents can select either instrumental or vocal skills as the qualifying criterion on their application forms, and examinations will be conducted accordingly. Musical talent might be equivalent to at least Grade 5 distinction level, but this will depend on the instrument as well as previous opportunity and experience. HNS will also give consideration to candidates without that level of qualification or with no formal training who otherwise show evidence of exceptional musical talent and potential. HNS will not reserve portions of this 10%-bucket for either instrumentally or vocally gifted children, but will consider each applicants on its merits, i.e. it is possible for the annual intake to be skewed in one direction or the other. HNS reserves the right not to allocate the full 10% quota to musically gifted children, in which case the unfilled portion of the quota is available to all other pupils. Each pupil admitted on the grounds of musical aptitude will also be allocated to one of the four bands (as described above) based on their test performance.

The Governing Body of HNS will delegate the responsibility for constituting a body of musical examiners to the principal, subject only to the overriding requirement that that body contains members with adequate and appropriate musical and teaching expertise.

HNS cannot refuse applications from pupils with challenging behaviour. However, where a child has been permanently excluded from two or more schools HNS will not have to comply with parental preference for a period of two years from the last exclusion⁶⁴. The twice excluded rule does not apply to children who were below

63 Section 1.24 (b) of the revised School Admissions Code specifies that one of the three specialist subjects on which a school may select by aptitude is the performing arts, or any one or more of those arts. For HNS this will be music, including instrumental and vocal musical skills.

64 Section 87 of the SSFA 1998.

compulsory school age at the time of the exclusion, children who have been reinstated following a permanent exclusion (or would have been had it been practicable to do so)⁶⁵, and children with special educational needs statements. Note that the Secretary of State may direct HNS to admit a pupil and that direction shall be binding on HNS.

D5 – (b) Admissions Process

HNS will take part in The Learning Trust’s co-ordinated admissions scheme and will therefore use the following approximate timetable for its annual admissions process:⁶⁶

Table 35. Timetable of Events for Annual Admissions

| Date | Event |
|---------------------|--|
| August | HNS will publish its annual prospectus for admissions in September of the following year. The prospectus provides an overview of its educational vision and life as a pupil of HNS, including the curriculum offered. It will also contain a description of the admissions policies and over-subscription criteria, and information about open evenings to be held for parents and children. HNS will also provide information to the Learning Trust for inclusion in the composite prospectus, as required. |
| September | Open evenings and other dates for parental visits will be offered to encourage parents of prospective students to learn more about HNS. |
| October | Closing date for applications |
| November | Applications will be considered as part of the Learning Trust’s coordinated admission arrangements |
| December – February | HNS will consider all applications and test results in accordance with its admissions policies. A list of oversubscriptions, ranked according to their compliance with HNS’ oversubscription criteria, will be shared with the Learning Trust. |

⁶⁵ The twice-excluded rule will also not apply where, following a permanent exclusion, a review panel has quashed a decision of a governing body not to reinstate a pupil.

⁶⁶ We will review these arrangements if the re-integration of the Learning Trust into Hackney Local Authority during 2012 requires any changes to be made.

March The Learning Trust will make offers in writing to parents on behalf of the Governing Body of HNS. It will also send out letters to all those parents whose application has been rejected, and such letters must include an explanation for the reasons for doing so as well as explaining their right to appeal that decision.

April Parents must accept offers in writing within four weeks of the date it was made

May – August HNS' appeals process will deal with any appeals received; parents should submit appeals in accordance with the appeals policy outlined in section D5 – (f).

May – June Open days for parents and children who have accepted a place at HNS

D5 – (c) Governance of Admissions Policies

The Governing Body of HNS will be responsible for agreeing admission arrangements and policies and procedures for their implementation. These arrangements will be reviewed annually with the principal and other senior members of HNS management.

The implementation of the admissions policies will be the responsibility of the principal of HNS, and the Governing Body will set out detailed performance metrics by which compliance with the rules will be measured on an annual basis, in particular the overriding requirement that they be applied in a “*fair, clear and objective*” manner. The principal will have at his/her disposal a range of formal powers to ensure compliance with HNS' admission policies and procedures, but will also be able to avail him/herself of informal interventions to ensure the objectives of HNS' admission processes are achieved.

D5 – (d) Procedures to deal with Oversubscription

If HNS receives more applications than its Published Admissions Number (“PAN”), applications will be considered against the criteria set out below and in the order in which they are listed (all allocations are by admissions band). HNS' governing body will have the right to amend the oversubscription criteria they will apply every year,

provided any such changes are set out clearly in the admissions prospectus. For the avoidance of doubt, places cannot be allocated to pupils according to their performance within bands (as used in the admissions process and described in D5 (a) above).

- i. Oversubscription Criterion 1: Children with a statement of SEN: children who have a statement of SEN will be allocated places first within each band;
- ii. Oversubscription Criterion 2: Looked-after children: children who are, at the time of admission, in the care of a local authority, or have been adopted after a period during which they were looked after by a local authority;
- iii. Oversubscription Criterion 3: Social & medical need: Children who have a strong medical or social reason to attend HNS will be given priority (subject to provisions set out in D5-(d) (i)), for places at HNS. Reasons that justify application of this oversubscription criteria include
 - the medical condition of parents, siblings, other family members or carers that make it necessary for the applicant to be able to attend HNS to ensure a short commute / distance to their home;
 - the medical condition of the applicant himself/herself;
 - the educational vision and plan of HNS makes it uniquely qualified to deal with a specific social need of the pupil.

In each case, the pupil's parents, doctor, social worker or other suitably qualified professional, as the case may be, are required to provide a relevant written confirmation of the relevant condition(s) and justification for application of this over-subscription criteria. Any such report must be received together with, or before submission of the application materials.

- iv. Oversubscription Criterion 4: Special aptitude: To the extent HNS' contingent of admissions (10%) that can be allocated on the basis of a special aptitude in performing arts (with a special emphasis on music) is unfilled, HNS will select accordingly from the pool of oversubscribed applicants.
- v. Oversubscription Criterion 5: Siblings: Siblings of existing pupils of HNS. HNS will consider step siblings, foster siblings, adopted siblings and siblings of past pupil(s) of HNS as "siblings" for purposes of this over-subscription criteria.

- vi. Oversubscription Criterion 6: Primary feeder schools: Any children who have attended for more than one year any primary schools which may in the future act as feeder schools for HNS. HNS has not yet had formal discussions with primary schools about feeder arrangements, but expects these relationships to develop once the school is open. There are eight schools that, following our discussions, would be the most likely candidates to become the first feeder schools for HNS.
- vii. Oversubscription Criterion 7: Distance from HNS: Children who live closest to HNS within the catchment area, where such distance is measured as the walking route from the entrance door to HNS to the entrance door of the flat⁶⁷ or house of the parents of the relevant child (or, if this is not its usual residence, its place of usual residence). The distance will be measured by Google Maps.

The order of these over-subscription criteria means that in the event of a tie-break between two or more applications after applying the first six over-subscription criteria, the HNS Governors will prioritise according to Criteria VII, i.e. distance to the school.

D5 – (e) Waiting Lists

All applicants to HNS will initially be put on a waiting list in the order in which applications are received. After places for the annual intake are filled, remaining applicants will be ranked on the waiting list in strict accordance with the over-subscription criteria set out above. This means that parents' position on the waiting list will depend on their satisfying the over-subscription criteria rather than the date of their application – i.e. parent A could be ranked above parent B even if were to apply, say, one month later than parent B. As pupil places become free they will be allocated to parents highest up on the waiting list.

D5 – (f) Appeals Process

⁶⁷ If the flat is situated in a council estate the door of the flat shall be the end-point of such measurement.

HNS' appeals procedures will be governed by the School Admissions Appeals Code. On this basis, parents will have the right to appeal to an Independent Appeals Panel ("IAP") if they believe there are grounds to challenge an admissions decision by HNS. The IAP will consist of four members, including a chairman who shall have a casting vote. The members will include

- i. One member of the local community who is independent of HNS;
- ii. One parent of a student at HNS
- iii. Two members with teaching experience, one of whom shall have had some experience in managing admissions processes

A member of HNS staff will be made available to the IAP as a clerk responsible for recording appeals processes and dealing with all necessary correspondence.

The main procedures governing the appeals process are:-

- Parents can lodge an appeal within 14 days of receiving a written rejection of their application to HNS. The form will be available on HNS' website and from the Learning Trust, and will also be included in the original application pack. It must be sent to the clerk of the IAP, whose address will be included on the form. Parents must explain the reasons for the appeal and why they believe it should be upheld. Parents can submit other documents in support of their appeal up to seven days prior to an appeal hearing.
- The IAP will arrange appeal hearings once a month in May – August of each year, and appeals will be heard in the order in which they are received, subject to a 10-day notification period for each appellant.
- At the appeals hearing parents must be presented with a document setting out the reasons for the initial rejection as well as the IAP's response to the appeal itself (including any information contained in supporting documentation that parents may have submitted). Parents will be given the opportunity to present their case at the hearing, and respond to any questions the IAP may have. Likewise, the IAP will set out its reasoning for each case, taking into account all information it will have received from appellants.
- While it is possible for the IAP to inform parents of its decision on the day of the hearing, we expect it will be more likely that any such decision will be conveyed in writing to appellants no later than seven days after the date of the

hearing. In the case of unsuccessful appeals, the IAP must give an explanation for its decision. Such decisions shall be final.

D5 – (g) Relationships with Primary Schools & Admissions Management

A close relationship with primary schools will be critical for ensuring that HNS succeeds in establishing itself as a school of choice for a large and diverse population of pupils. It is also important to enable the leadership team of HNS to plan and prepare for its future student intake, in particular with respect to pupils with special educational needs or those who don't speak English as a first language. HNS' curriculum design and scheduling also needs to be flexible to accommodate any changes that may be required as the balance of the intake may change over time in response to demographic and social developments.

The transition from primary to secondary school can also be a demanding challenge for parents and their children, and therefore we intend to design the initiatives set out above to help parents make the right decision and ensure children to look forward to joining HNS, and integrate well upon arrival. We have therefore thought carefully about how we can ease transition risk and manage annual admissions in the best possible way (Table 36.).

Table 36. HNS Program for Admissions Preparation & Management

| | |
|---------------------|---|
| General Initiatives | <ul style="list-style-type: none">• Arrange for at least three open days throughout the year. HNS will have some student representatives from KS4 available during these days which can address specific questions raised by children as well as their parents• Conduct at least three parent evenings during the year where parents can ask questions about HNS in general, and its policies for children with disabilities, learning difficulties, and particular medical needs, English as a second language, musical interests and any other issues which may be relevant to parents' choice of secondary school.• HNS will produce a at least three newsletters p.a. in which it |
|---------------------|---|

will describe recent developments at the school, academic and non-academic projects pupils have been involved in, and set out how the needs of children with different needs have been met through HNS' teaching and tutorial system

- All students who have been accepted by HNS will be invited to attend the school for a day during the summer term as well as informal picnics for teachers and pupils
- The admissions officer will be the point of contact for all HNS application enquiries, and reporting to the principal will be responsible for a smooth and efficient application process.

SEN & EAL Initiatives

- HNS' SENCo will be responsible for liaising with all primary schools to identify pupils which will require additional support due to SEN and who are on School Action or School Action Plus
- Members of HNS' English department will collect information from primary schools on applicants (or possible future applicants), who do not speak English as a first language
- Of critical importance is to inform parents about HNS opportunities for their SEN children from an early age, i.e. not only in Year 6. HNS will therefore arrange for 1-2 parent evenings per year dedicated to parents of SEN children of all ages from Year 4, and distribute an annual SEN newsletter to primary schools and parents on its mailing list setting out developments and initiatives that have particular relevance to SEN children.
- In year 6 the SENCo and his/her staff will identify each child in primary school who has been offered a place at HNS and discuss their special education plans. This involves attending year 6 reviews for these students.
- Parents with SEN children who have applied for a place at HNS will receive a special leaflet ("How HNS can help you

and be good for your child”) that sets out the program for ensuring SEN children can integrate and learn well at HNS

- In the first week of Year 7 when they have joined HNS, SEN students will receive a special induction programme organised by their House Master. The purpose of this program is to make SEN children feel welcome and secure in a new environment, and to make students aware of the many opportunities and facilities available to them at the school.

D5 – (f) Sixth Form Admissions

HNS students in Year 11 will be eligible to continue to Sixth Form. If places are free or open up for Year 12, and subject to the oversubscription criteria set out above, HNS will admit students from outside the school. Entry requirements will comprise:-

- Certain minimum threshold conditions: Students will have a grade C or higher in each of their GCSEs.
- Subject-specific criteria: Students will have achieved A-Bs grades in the English Baccalaureate plus at least a B grade in any other subject they intend to study for A-level. Some courses, such as sciences, will have additional entry requirements.

D5 – (g) How HNS Admissions Policies support our Education Vision

We have developed the admissions policies for HNS in order to facilitate the delivery of our education vision. We believe this will be achieved as a result of the following factors:-

- a) As a result of banded admissions there will be a relatively even spread of pupils with different levels of educational attainment and ability at the school. This is required to ensure that mixed-ability teaching works, in particular via the “cross-fertilisation” from able to less talented students and the peer-to-peer support systems that HNS will establish to facilitate student-to-student learning

- b) Our policy to select up to 10% of our students by musical aptitude reinforces HNS' position as a centre of excellence in music & performance. A strong pupil performance in this aspect of the curriculum is important for achieving Core Outcomes for all students.
- c) Compliance with our statutory requirements to admit SEN students in priority to other students in the event of oversubscription is consistent with HNS core mission to deliver an outstanding education to children from the poorest and most deprived backgrounds.
- d) HNS' admission preparation and management policies aim to reduce transition risk for primary school students this risk tends to be highest for children with SEN or EBD. As such, they support our core mission of helping the least advantaged children most.

D6. HNS policies for behaviour management, attendance & pupil well-being

A. Behaviour Management

D6A – (a) Core Principles of Behaviour Management, Attendance & Wellbeing

It is clear that only in a stable environment that supports and encourages learning and personal development will students be able to reach demanding academic targets, and develop Core Characteristics and Core Beliefs. This was expressed eloquently by Wayson⁶⁸:-

“Well disciplined schools create a whole school environment conducive to good discipline rather than reacting to particular incidents [...] There is collaboration and co-operation at the whole school level, the school is student-oriented and focuses on the causes of indiscipline rather than the symptoms. Prevention rather than punishment is central. Principals play a key role in developing policies and practices

⁶⁸ Wayson, W W et al. (1982). *Handbook for developing schools with good discipline*. Bloomington IN, Phi Delta Kappa

alongside other key members of staff and teachers as a whole are committed to the students and their work. Most routine discipline problems are dealt with by teachers themselves and there are strong links with parents and community agencies.”

HNS objective is to create such an environment of disciplined learning with a “**Tough Love**” approach to behaviour management, which will support the attainment of HNS’ Core Outcomes – i.e. **to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society.**

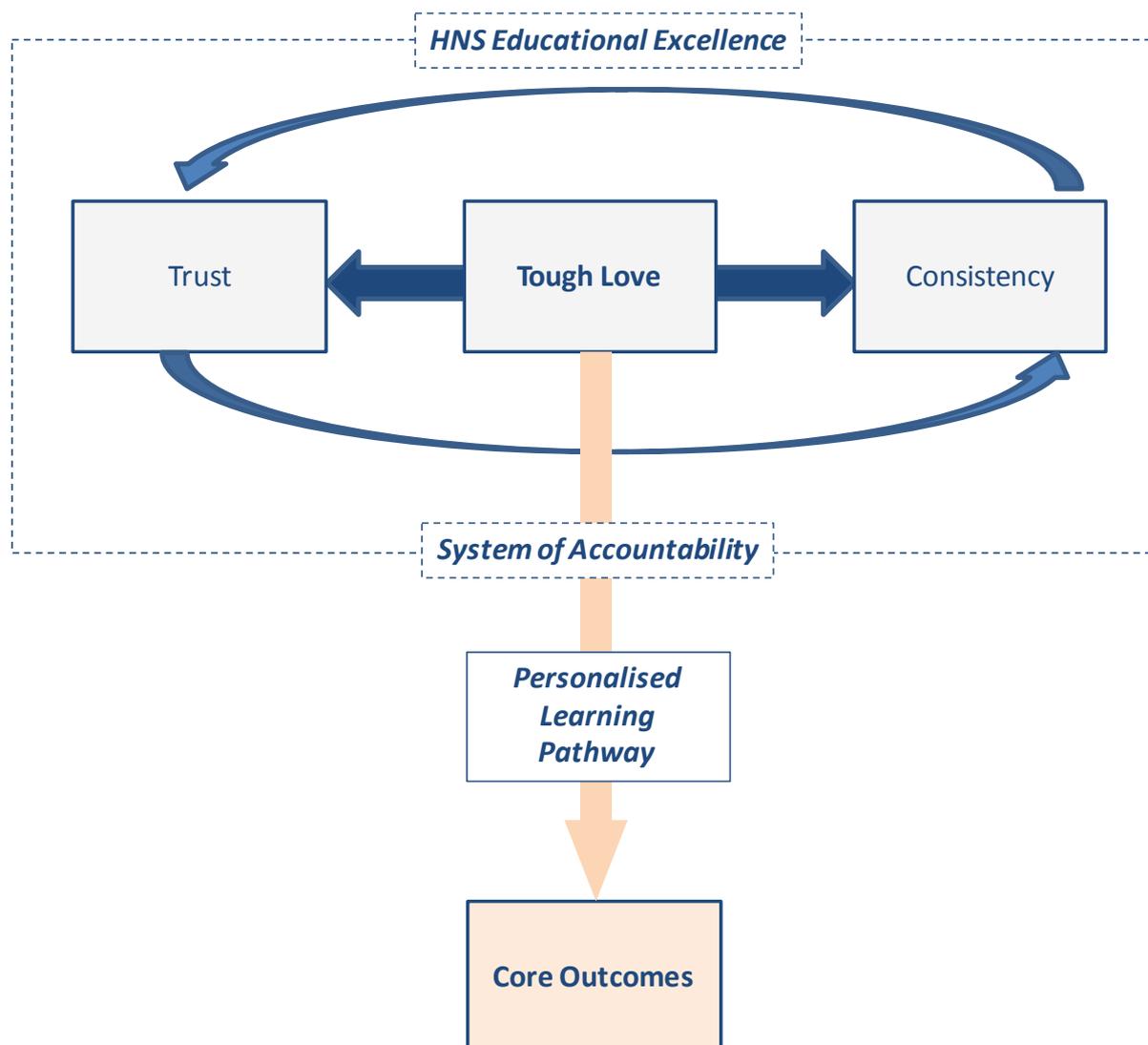
“Tough Love” is informed by two beliefs about the nature of adult-child/adolescent relationships and what is required to achieve demanding educational targets (i.e. HNS Core Outcomes) as well as a system of accountability (which is described in more detail below).

- **Trust:** It is critical that the relationship between teacher and student is built on trust. Establishing trust requires students to believe that teachers are always trying to help and support them to achieve Core Outcomes, even if – and this is the most important element of the argument – they disagree with the prescriptions or recommendations of the teacher. On the other hand, students must learn to appreciate that (i) trust is absolutely indispensable for their own well-being and academic and personal development and (ii) that their contribution to establishing and maintaining a trusting relationship with their teachers is as important as that of the teachers and the management of the school as a whole. In other words, HNS behaviour management policy builds on the central principle of bilateral responsibility – teachers *and* students must understand that they are working together to achieve Core Outcomes. This cooperative partnership informs all elements of how we intend to manage the school, and, naturally, behaviour management and attendance policies in particular.
- **Consistency:** In the same way as parents should behave consistently towards their children – i.e. set stable and predictable guidelines for behaviour, and respond in a similar way to similar problems – teachers must

behave consistently towards their students. As described in more detail in Section D7, we expect the composition of HNS' body of students to be characterised by a high level of FSM-eligible children and children from poor or deprived backgrounds. In many of these homes (though, obviously, not all of them), unpredictable and unstable parent-child relationships are extremely common. We are convinced that this lack of predictability – the exposure by children to random behaviour – is a major cause of feelings of insecurity, fear and, at times, violent behaviour by children and adolescents themselves. At HNS, therefore, teachers will be trained to deal with their students in a consistent and predictable way – pupils will be familiar with the consequences their behaviour, both good and bad. This is the essential precondition for them to be able to decide whether to act, for instance, responsibly or irresponsibly – and, over time, we expect HNS students to realise themselves that *responsible behaviour* (in all its dimensions, whether academically or socially), has a far greater immediate and long-term pay-off than irresponsible behaviour.

This approach will be embedded in the personalised learning pathway (PLP) that HNS will develop for each student (see Section D2.) and which provides the tools to motivate each student to pursue Core Outcomes in a way that responds to their individual strengths and weaknesses, and reflects personal preferences. Ultimately the most important and most successful behaviour management policy is outstanding teaching which students find stimulating and relevant. Such teaching must be supported by a system of assessment (see Section D4.), which rewards achievement, provides constructive feedback and thereby helps students develop a sense of self-worth and confidence that allows them to have the ambition to achieve outstanding academic and non-academic development goals (i.e. Core Outcomes). Without an outstanding educational proposition that responds to individual needs, a school will find it hard to encourage students to behave well. Within an outstanding school, however, good behaviour will be much easier to achieve. Fulfilling HNS' educational vision and achieving Core Outcomes at each stage during a student's life will therefore be the most important transmission mechanism for good behaviour that HNS can develop (Chart 8).

Chart 8. Core Principles for Behaviour Management



HNS policies will foster in students an appreciation of the benefits and cost of good/bad behaviour, the effect their own actions have on others (pupils and teachers, i.e. peers and others) and a good understanding of how to influence behaviour in a positive way. For instance, one of HNS Core Beliefs (see p. 37) is “learn when to use and when to control your emotions”: HNS students will learn when to use their emotions to express themselves, and when to control them to engender desired behaviour in others and support their own development objectives, personally and academically.

A very important core principle of HNS’ behaviour management policies is the responsibility it confers on teachers. We will use the pre-term training sessions, as

well as modules in teachers CPD programmes, to convey the overriding importance of consistent behaviour and teaching methods that establish and foster trust as the centrepiece of their personal relationships with students. Indeed, all our teacher training and development initiatives are structured to support this core objective, for example HNS aims to achieve low staff turnover rates because consistency in staffing is, we believe, critical to the development of a relationship of trust between teachers and students. Trust is necessary to achieve Core Outcomes, and HNS' main objective is to achieve Core Outcomes for all its students. Q.E.D.

D6A – (b) Principles of Tough Love

Tough Love creates a system of rewards and penalties to encourage positive behaviour and instil Core Characteristics and Core Beliefs in HNS students. We want to achieve a love and appreciation of learning as much as the development of important personality traits. Together this helps create individuals that, we believe, will be prepared for life – indeed, give them access to the widest range of opportunities life can offer.

The main principles of “Love” are as follows:-

Table 37. Principles of Love

| | |
|---------------------------------------|---|
| Be open | <ul style="list-style-type: none"> • There are infinite possibilities and solutions for the disruptive student and the challenged teacher. The student's behaviour may provide the clues a teacher needs to understand the problem and how to solve it. We should think of the behaviour as a partial message, not a total problem |
| Listen | <ul style="list-style-type: none"> • What is the student saying? What is he asking for and what does she need? Can the teacher provide some structure to the request, address her need or help her to help herself? |
| Find & build on positive qualities | <ul style="list-style-type: none"> • Teachers will be encouraged to identify a trait that is admirable or positive in each student. It can even be found in “problematic behaviour” such as independence, the willingness to take a risk or stubbornness in the pursuit of an objective. HNS will seek to translate negative behaviour into a positive quality to which we can relate. Acknowledge it and then build on it |
| Provide opportunities for success and | <ul style="list-style-type: none"> • Create avenues, projects and situations for the expression of the positive traits and behaviours we seek. |

| | |
|---|---|
| recognition | Teachers will ask students for help with projects or tasks in which they think particular students could be effective and express positive qualities |
| Respect students | <ul style="list-style-type: none"> • We will work with, not against the student. It is important to treat students as partners in a mutual project to achieve Core Outcomes. They will teach teachers while teachers will teach them. |
| Demonstrate and express the qualities you want to see in students | <ul style="list-style-type: none"> • Give students the respect, time and attention they deserve and which you want to receive from them – treat them as you wish to be treated, <i>irrespective</i> of the age difference. |
| Review your expectations | <ul style="list-style-type: none"> • Teachers must check and review their expectations and beliefs about each student |
| Meet the students' primary needs | <ul style="list-style-type: none"> • Address the psychological, emotional or physical needs of students, whether or not they come from deprived backgrounds. Meet those basic needs first – and always do so: this is the most tangible opportunity to make a difference in the student's life. |
| Acknowledge and praise | <ul style="list-style-type: none"> • Recognise positive behaviour, success and qualities. Teachers should constantly watch out for positive behaviour and acknowledge it in words and action, or just a look of appreciation. Teachers will take the time to do so – it's easy but indispensable |
| Always remain interested in your students | <ul style="list-style-type: none"> • Teachers must always put their own feelings behind those of their students: do not feel victimised or become frustrated, or give in to feelings of resentment, hostility, anger or dislike. HNS acknowledges that this is challenging – but will require this sense of detachment from all its teachers |

The underlying premise of being tough is that HNS teachers *care*: Achieving our Core Outcomes will not be easy for everyone, and digressions from the path that leads to Core Outcomes, which will be different for each student, need to be addressed immediately and consistently. One of HNS' Core Beliefs that we want to impart to students is that "*almost everything can be done better*". HNS will therefore not tolerate laxness in students' approach to study and learning or indiscipline because these traits contradict one of our Core Beliefs. Equally, HNS will expect its teachers to strive constantly *to do things better* – thereby demonstrating and expressing the qualities we want to see develop in students (see Table 37. above).

In this spirit, the main principles of being "Tough" are:-

Table 38. Principles of being Tough

| | |
|--------------------------------------|---|
| Establish clear rules` | <ul style="list-style-type: none"> Teachers will not ever tolerate behaviour beyond what is permitted and established by the “rules”. Do not be afraid to enforce the rules and make it crystal clear that a breach of the rules will have consequences |
| Remain firm | <ul style="list-style-type: none"> Solutions can be flexible, but not discipline itself. |
| Give choices, not ultimatums | <ul style="list-style-type: none"> HNS will work with students towards reasonable and mutually satisfying resolutions and consequences for meeting or not meeting agreements. Make it clear that students have control over their decisions, and that their choices have consequences. |
| Stay focused | <ul style="list-style-type: none"> Teachers will stick to facts, not theories or judgements. The focus will be on specific behaviours and improvements that are measurable. |
| Know why consequences are important | <ul style="list-style-type: none"> What reward do students get for bad behaviour? It can be attention, avoidance of tasks, self-confirmation or even the (angry) response of the teacher. |
| Be objective | <ul style="list-style-type: none"> Teachers must not think about their personality differences vis-a-vis students. Conflicts are not personal battles, but reflect insufficient appreciation by the student of the benefit of the rules |
| Be relevant | <ul style="list-style-type: none"> Relate problem behaviour and teachers’ response to it to a student’s success in areas of activity, e.g. sports, academic achievement or professional opportunities. |
| Expect effort and believe in success | <ul style="list-style-type: none"> All teachers will hold very high expectations of and provide the necessary support to each student to achieve behavioural and academic results – i.e. HNS Core Outcomes. Effort alone is not sufficient – results are ultimately required, but teachers must learn to identify and reward progress, and never be afraid to encourage more work and more effort to achieve Core Outcomes ultimately. |

The consistent application of the principles of Love and being Tough create Trust – i.e. the elements of the system reinforce and build upon each other. This is at the heart of how we will manage behaviour and instil discipline in support of Core Outcomes at the school.

D6A – (c) How HNS will incorporate SEN Needs in its Behaviour Management Policies

According to an Ofsted report in 2003, only one third of secondary schools adequately meet the needs of pupils with social, emotional and behavioural difficulties. 64% of the pupils that were given permanent exclusions in 2003 (the year of this Ofsted report) had special educational needs⁶⁹. HNS' SEN policies (described in Section D3.) are an integral part of HNS' behaviour management policies. Their objective is to identify SEN and an appropriate set of interventions that supports the achievement of Core Outcomes for students with different needs. We will seek to achieve this through a combination of school-level processes, such as behaviour management policies and rules, and individual interventions to address specific requirements of individual students. The conceptual background to SEN behaviour management is that the Tough Love approach is relevant and useful, but must be embellished and supported by personalised intervention so that extra support (of whatever kind) is made available and maintained through HNS' system of provision and accountability (see below).

Critically, HNS will not seek to achieve Core Outcomes with the help of an imaginative and liberal exclusion policy. Anecdotal evidence, based on conversations we have had with a large number of teachers, principals and educational specialists, confirms (data is largely unavailable for this) that many schools, including high-performing schools in Inner London have used exclusion policies to boost academic results. The removal of problematic children is clearly an effective way of doing so and reducing disciplinary problems. However, it is *clearly counter-productive* from a point of view of social policy: moving “problematic children” outside the perimeter of official supervision and the reach of official data capture does obviously not address the educational and behavioural challenges of these children. Furthermore, these “liberal” exclusion policies are also expensive for society as a whole (treatment/service provision outside schools tends to be considerably more expensive than in schools) and can be for the school itself (on the

⁶⁹ <http://www.publications.parliament.uk/pa/cm201011/cmselect/cmeduc/516/516we04.htm>

basis that schools often have to reimburse local authorities for these additional costs).

HNS approach to behaviour management as well as many other elements of its educational plan (e.g. the HNS Wellbeing Centre or the long school day), is designed to turn “problematic children” into “high-performing children”. We recognise that this will take time because the creation of the necessary “HNS Culture” will take time; but we are highly confident that under the leadership of a visionary principal, and with the support of excellent teachers and committed parents, as well as the students themselves, the objective of providing an outstanding education to all HNS students and therefore achieving Core Outcomes for all and not just those that are left over after applying a liberal and imaginative “exclusion policy”, is eminently achievable. There is also a powerful body of evidence that even students who are judged by their teachers to display “extreme behaviour” can be “brought round” by effective interventions.⁷⁰ It is in this spirit, and on the basis of this evidence, that the design of many educational policies of HNS are designed to minimise exclusions and support the achievement of Core Outcomes for all students that join HNS.

D6A – (d) HNS’ Approach to Safeguarding

The Government has defined the term ‘safeguarding children’ as⁷¹:

- protecting children and learners from maltreatment;
- preventing impairment of children’s and learners’ health or development;
- ensuring that children and learners are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking that role so as to enable those children and learners to have optimum life chances and to enter adulthood successfully.

The DfE guidance “Safeguarding children and safer recruitment in education”⁷², makes it clear that schools must provide a safe environment and take action to

⁷⁰ Miller, A (2003). *Teachers, Parents and Classroom Behaviour. A Psychosocial Approach*. Maidenhead. Open University Press

⁷¹ Children Act 2004 and Department for Education “Working together to safeguard children, Department for Education and Skills, 2006”, www.education.gov.uk/publications/standard/publicationDetail/Page1/WT2006

identify and protect any children or young people who are at risk of significant harm. HNS will prevent unsuitable people from working with children and young people; promote safe practice and challenge unsafe practice; ensure that staff receive the necessary training for their roles; and work in partnership with other agencies, including the local authority, providing services for children and young people.

HNS' approach to safeguarding will have the following elements:-

- safeguarding will be a priority across all aspects of HNS' work, and the responsibility of a senior member of staff, with a dedicated governor of HNS supervising the implementation of HNS' safeguarding policies;
- stringent vetting procedures in place for staff and other adults;
- rigorous safeguarding policies and procedures will be in place, written in plain English, compliant with statutory requirements and updated regularly; in particular, they will contain clear and coherent child protection policies;
- HNS' child protection arrangements will be accessible to everyone, so that pupils and families, as well as adults at HNS know who they can talk to if they are worried;
- excellent communication systems with up-to-date information that can be accessed and shared by those who need it – this applies to teachers and non-teaching staff, senior management and parents who will be able to access relevant reports on safeguarding standards and results;
- a high priority given to training in safeguarding which goes beyond basic requirements, extending expertise widely and building internal capacity at HNS – i.e. this will support the creation of an HNS culture that discourages untoward behaviour towards children (creation of an “HNS culture” will be important to achieve Core Outcomes)
- robust arrangements for site security, understood and applied by staff and pupils;
- HNS' curriculum promotes learning, intellectual curiosity, self-belief and a responsibility towards others in society – and, as such, as well as through specific curricular modules, it will promote a culture of responsibility and safeguarding, not least through teaching pupils how to stay safe, how to

⁷² Safeguarding children and safer recruitment in education, Department for Education and Skills, 2006; www.education.gov.uk/publications/standard/publicationdetail/page1/DFES-04217-2006

protect themselves from harm and how to take responsibility for their own and others' safety;

- courteous and responsible behaviour by the pupils, enabling everyone to feel secure and well-protected;
- well thought out and workable day-to-day arrangements to protect and promote pupils' health and safety
- rigorous monitoring of absence, with timely and appropriate follow-up, to ensure that pupils attend regularly (see Section D6 for more detail on absence management)
- HNS will provide bi-annual board reports on its safeguarding policies and compliance, including updated risk assessments that identify which areas require particular focus, and what measures are to be undertaken to achieve target safeguarding outcomes.

D6A – (e) System of Accountability – Behaviour Management

The ***Tough Love*** framework must be embedded in a system of accountability which ensures that all stakeholders – i.e. everyone with a stake in the successful performance of the school – are incentivised to contribute to the implementation and support of HNS' behaviour management policies, and hence the achievement of Core Outcomes. Table 39. summarises how we intend to engage with, and allocate responsibilities between, various groups to implement and supervise HNS' behaviour management policies.

Table 39. System of Accountability – Responsibility of Main Stakeholders

HNS Leadership

- The responsibility of HNS' leadership is to set the rules, implement them consistently and persistently, and provide training and support arrangements to teachers and students to enable them to implement or follow those rules
- The principal will decide whether to exclude a child, taking into account the full set of circumstances, for a fixed term or permanent exclusion.
- HNS leadership is also responsible for developing and monitoring a system of quality control, in particular with

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| | <p>respect to student complaints. Student complaints will be registered and investigated consistently with a view to establishing the facts of each case and, if necessary, instigate disciplinary or other interventions to address the source of each complaint</p> |
| HNS Governors | <ul style="list-style-type: none">• HNS' Governors will oversee the leadership's performance and are ultimately responsible for the successful implementation of an effective set of behaviour management rules. Non- or underperformance will require either a change of policy or a change of personnel, and it's the Governors' responsibility to exercise their rights of intervention when required. The leadership team will be fully accountable to the governors in accordance with Section 88(2) of the Education and Inspections Act• Parents will have the right to make representations to the Governing Body in response to an application for exclusion by the principal (parents will also have the right to appeal to an independent appeal panel). |
| Students | <ul style="list-style-type: none">• Students will be accountable to their class teachers, their personal tutors and each other.• HNS will set up a system of <u>peer-to-peer support and accountability</u> to help students manage each others' behaviour. This is ultimately the most effective and the most important point of intervention. The system is monitored by making students accountable to their personal tutor and class teachers for the performance of their "buddies" – this system operates along educational and behavioural dimensions, and will be a very important building block for the culture of HNS as a whole.• Students' are ultimately responsible for their own behaviour and while the entire framework of HNS' educational policies will help them achieve Core Outcomes irrespective of their personal background, their personal backgrounds cannot be denied away – it is therefore important for students to understand their own situations and accept responsibility for their journey through HNS. On this trip they will be supported <i>at each point</i> by HNS' teachers and other staff, but each student must ultimately sign up to a commitment to pursue Core Outcomes at all times |
| Teachers | <ul style="list-style-type: none">• HNS teachers are directly responsible for managing student behaviour so as to support the achievement of Core Outcomes• In addition to appropriate classroom behaviour, we expect teachers to visit their students and their parents at their homes, be available to them for telephone calls and other forms of communication, and, in so doing, provide |

| | |
|---------------------------|--|
| | <p>personalised assistance to each of their tutorial students to help them achieve Core Outcomes by following HNS' behavioural policies</p> <ul style="list-style-type: none"> • All school staff will be fully trained and inducted in HNS' behaviour policies so that they can implement them correctly, fairly and consistently. • Teachers will be accountable to the leadership team. • All teachers will follow HNS' staff code of conduct (see Section D6) |
| <p>Non-teaching staff</p> | <ul style="list-style-type: none"> • All HNS staff will receive appropriate training and induction into HNS policies to ensure consistency of their behaviour compared with that of teaching and leadership staff. |
| <p>Parents</p> | <ul style="list-style-type: none"> • HNS expects parents to support its behaviour management policies and engage actively in their children's education. This will be made clear to them during home visits and regular parent evenings. HNS will visit all parents of year 7 children before they start their first school year at HNS, and teachers will do so at least once a year in each year thereafter. • At these visits parents will be asked to sign (and, annually, reconfirm) the HNS Statement to achieve Core Outcomes – a document that commits them to supporting HNS' objective of achieving Core Outcomes for all students. • If a child is excluded parents must ensure that they are not in a public place during HNS school hours within the first five days of any exclusion. If they do not, they may be subject to a £50 penalty from the Local Authority or school. From the sixth day of exclusion, parents must ensure that their child attends alternative education provided by the Local Authority. If they do not, the school or Local Authority may ask them to sign a parenting contract, and may prosecute them or issue a £50 penalty. • However, in line with HNS' policy of exclusion management, parents will be required to attend a meeting with the principal or member of the senior leadership team and their child prior to and following a fixed term exclusion. The purpose of this meeting is ultimately to avoid exclusions by agreeing on interventions that address the cause of bad behaviour. Failure to attend may make it more likely that the court will impose a penalty and/or parenting order if the school or Local Authority apply for one. Post-exclusion meetings will be held to convey the importance of abiding by the HNS rules. |
| <p>External Agencies</p> | <ul style="list-style-type: none"> • All external agencies and visitors to HNS will be informed about behaviour policies at HNS, which will help the |

school to build consistency around these policies. This will be particularly important for some agencies such as Youth and Inclusion Support Workers, who will be working in tandem with the school to support student engagement and behaviour, both in school and in the wider community.

D6A – (f) Behaviour that HNS will expect from its students

HNS' core mission is ***to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society.*** These Core Outcomes are attached to Core Characteristics and Core Beliefs that HNS pupils will develop during their time at the school – and if they do so we will have achieved our main objectives (see Table 40.). Certain behaviours will therefore always be encouraged and valued at HNS, while others will be discouraged and/or penalised (section D6A-(f) explains the associated system of rewards and consequences). Table 40. provides a selection of behaviours in both these categories – the actual range of encouraged and discouraged behaviours is obviously much wider than this, although Table 40. captures the essential elements that are consistent with, and derive from HNS' specific vision. For instance, expressing interest in other people's thoughts and ideas is essential both to instill *intellectual curiosity* and a sense of *responsibility for others in society*. HNS' peer-to-peer support network won't function without a "*willingness to help and support others*", as set out in Table 40 as one of HNS' expected behaviours. The expected behaviours (and those that are to be discouraged) which are set out in Table 40 are therefore essential to achieve HNS educational vision.

Table 40. Expected Behaviour & Discouraged Behaviour that will not be tolerated

Expected Behaviour

- Be interested in other people's thoughts and ideas
- Be tolerant towards different ideas, people, races, religions, interests,

Discouraged Behaviours

- Bullying
- Physical abuse
- Verbal abuse

- | | |
|--|---|
| <ul style="list-style-type: none"> etc. • Reliability • A willingness to help and support others • Politeness • A positive attitude towards peers and teachers • An ambition to improve academic attainment and foster personal development in support of Core Outcomes • Curiosity • Look to improve yourself, your skills and your knowledge at all times • Interrogate established opinions, but do so politely and constructively | <ul style="list-style-type: none"> • Vandalism • Fighting • Racial abuse • Threats and intimidation • Theft • Extortion • Gross misconduct • Refusal to follow instructions • Intolerance vis-a-vis different ideas, people, races, religions, interests, etc. |
|--|---|

D6A – (g) Rewards & Consequences

HNS will use a system of rewards, feed-back and negative consequences to enforce its behaviour management regime. Both are important, even if on occasion unpleasant to administer, provided the overriding objective of constructive engagement to build trust in line with HNS' **Tough Love** policy is adhered to. Table 41. summarises rewards and consequences that we intend to administer at HNS.

Table 41. HNS Rewards & Consequences

| | Rewards | Consequences |
|-------------|---|--|
| Instant | <ul style="list-style-type: none"> • Merits, praise, stickers | <ul style="list-style-type: none"> • Demerits, verbal correction |
| Daily | <ul style="list-style-type: none"> • Marked work, phone call home | <ul style="list-style-type: none"> • Detention • Homework catch-up • In-class/in-school exclusion • Phone call home • Removal from class • Meeting with parent/carer |
| Weekly | <ul style="list-style-type: none"> • Extra enrichment activities • Star student awards • Commendation in year group/whole school assembly • Phone call home | <ul style="list-style-type: none"> • Enrichment detention • In-class/in-school exclusion, • Phone call home • Meeting with parent/carer |
| Half-termly | <ul style="list-style-type: none"> • Achievement/progress | |

| | |
|--------|--|
| | certificates awarded in year group/whole school assembly |
| | <ul style="list-style-type: none">• Privilege badge• Attendance certificates |
| Termly | <ul style="list-style-type: none">• All of the above• Behaviour / achievement / attainment reward trips |
| Yearly | <ul style="list-style-type: none">• All of the above |

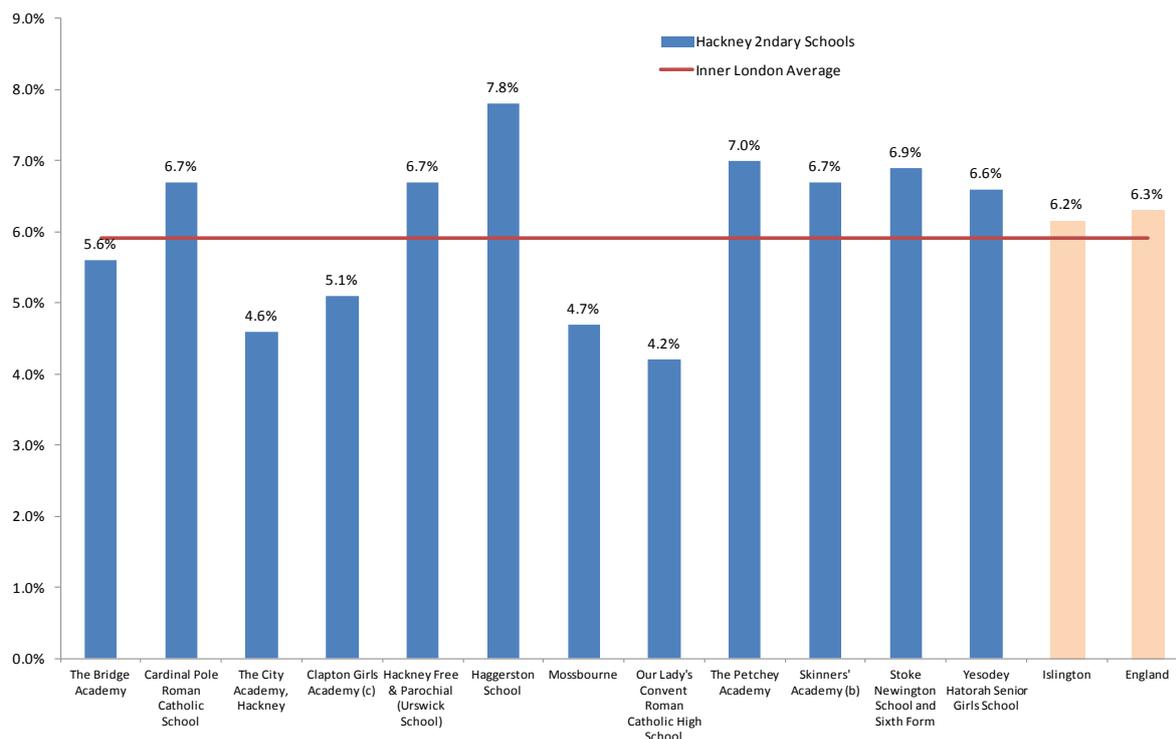
The clear structure of reward and consequence will ensure that every student is motivated to succeed, in addition to ensuring that every pupil and teacher, understands the behaviour management structure and in particular, the consequences for making the wrong choices. A fair and consistent approach to issuing both rewards and consequences will be implemented by all school staff, which will mean that students know exactly where they stand at all times, and that they will also be able to support and encourage each other to make the right choices.

B. Student Attendance

D6B – (a) Attendance Targets

Chart 9. % of Sessions missed due to Total Absence⁷³

⁷³ Source: DfE, Spring term 2011; secondary schools only.



We expect attendance rates to be a derivative of HNS' behaviour management policies and the way we are structuring our curriculum to deliver HNS' educational vision and achieve Core Outcomes. In other words, we expect HNS vision of encouraging a passion for study and learning, and fostering self-belief, intellectual curiosity and a responsibility towards others in society to translate into good behaviour and very strong attendance rates. We expect attendance rates to be very strong because as a new school we expect to be able to create a culture of high expectations from the outset which will encourage students and parents to reduce absence rates to an absolute minimum.

HNS will target attendance rates of 98% throughout the school. This is based on the following:-

- All HNS students should attend school at all times, unless they are seriously ill or have pressing family concerns to deal with. This really means that our attendance target should be 100%, less a small deduction to account for these unavoidable absences which we plan shall not exceed 2%. A target of 98% is therefore consistent with what we want to achieve at HNS.
- Our 98% target is higher than the average for all Hackney secondary schools which was 94.2% in spring 2011. In Inner London schools, the average absence rate was 5.9% in spring 2011, i.e. an attendance rate of 94.2%.

Haggerston, which is the school closest to HNS' target site, had an attendance rate of only 92.2% in that period. However, HNS' admissions policies, which do not rely on a catchment area and rely on "distance" as the last oversubscription criteria, mean that its pupil composition will not necessarily be most similar to the school that is closest to it (which would be Haggerston if HNS' preferred location can be secured). Furthermore, the fact that HNS is a new school where we can create a new culture of excellence and ambition from day 1 should help us achieve a more demanding attendance target / lower absence rates than other, more established schools are able to achieve even if the socio-economic mix of HNS pupil intake was similar. For instance, across Hackney the correlation between the proportion of SEN students and absence rates is ca 40%. This is the strongest correlation between these three socio-demographic indicators and absence rates. A 40% correlation is actually quite low and shows that idiosyncratic, school-specific interventions are capable of improving attendance rates even when (in this example) a relatively high number of students have SEN.

Our target of 98% therefore reflects (i) the expected student composition – which we believe would result in a lower attendance rate, other things being equal – and (ii) HNS attendance and behaviour management policies (set out in this section) which we expect will result in better performance compared with HNS' local peers.

D6B – (b) Tracking Attendance

HNS Attendance & Welfare Officer will be responsible for tracking attendance and punctuality throughout the school on a weekly basis. HNS will use an electronic registration system which records pupils entering the school gate in the morning. This will be cost-effective and accurate. In some instances, teachers can rely on paper forms, for example during fire drills, ICT system failures, or during HNS learning expeditions or other enrichment activities that take place outside the school. A section of the Virtual Learning Environment will be used to record attendance records for each students and the term report for parents will record their children's attendance, which will also be discussed in term meetings with parents and during parent evenings.

The Attendance & Welfare Officer will work with teachers, tutors and parents to ensure high levels of attendance and punctuality. Any gaps in attendance will be the subject of the weekly discussions between students and their personal tutors, and any weekly repetitions of unexplained or unauthorised attendance will result in immediate disciplinary action as well as parental involvement. Any student who is absent without an explanation or authorisation will meet with their personal tutors who will speak to the student's parents immediately. Persistent absence, which is defined as more than three episodes in a row or one absence per week for three weeks will trigger an intensive intervention plan, which can involve external agencies. HNS' response will be led by the Attendance & Welfare Officer and the HNS Wellbeing Centre, in conjunction with the personal tutor. HNS will work closely with City and Hackney Safeguarding Children Board ("CHSCB").

D6B – (c) System of Accountability - Attendance

Table 42. System of Accountability – Responsibility of Main Stakeholders

| | |
|-------------------------------|---|
| HNS Leadership | <ul style="list-style-type: none"> • HNS' principal will oversee the HNS Attendance & Welfare Officer who reports directly to him/her |
| HNS Governors | <ul style="list-style-type: none"> • There will be a lead governor responsible for attendance, whose duty will be to request regular data submissions on staff and student attendance, and recommend strategies to the board to improve attendance and punctuality |
| Students | <ul style="list-style-type: none"> • Leave enough time to get to school on time • Ensure their family contacts HNS whenever they are absent • Provide a written explanation signed by parents or carers for any absence • Deliver notes from HNS to their parents • Discuss any particular issues that prevent regular punctual attendance with their personal tutor |
| Teachers / Non-teaching staff | <ul style="list-style-type: none"> • All form teachers must complete registration in their form groups • Children must be seen to be recorded as being present in their session • Teachers / non-teaching staff on duty during the Study Afternoon must register attendance at 1515 and after tea |
| Tutors and Heads of House | <ul style="list-style-type: none"> • Approve or reject requests for authorised absence • Review attendance and punctuality data on a weekly, |

| | |
|--------------------|--|
| | <p>monthly and termly basis to identify trends and problems before they become habitual</p> <ul style="list-style-type: none"> • Hold regular target and planning meetings to strive to improve attendance • Discuss issues with their students in their weekly tutorial sessions • Work with students' parents, other members of staff, the Welfare & Attendance Officer and external agencies • Reward students for good attendance and punctuality |
| Parents & families | <ul style="list-style-type: none"> • Assist and encourage their children to recognise the importance of punctuality and attendance • Provide children with safe and reasonable means of arriving at the school on time • Recognise and support the attendance targets. Limit requests for authorised absence to an absolute minimum • Submit requests for authorised absence to the student's personal tutor and accept (if relevant) their decisions not to approve a request for authorised absence • Reward children for good attendance and punctuality |
| External Agencies | <ul style="list-style-type: none"> • Assists HNS in managing persistent absence |

C. Staff Attendance

The main focus of HNS' attendance policies will naturally be to maximise attendance by pupils. However, staff attendance is a critical element in delivering HNS' educational vision and achieving Core Outcomes for all students:

- One of HNS "Principles of Love" is "*demonstrate and express the qualities you want to see in students*". Teachers and non-teaching staff must lead by example. HNS will have absolutely no tolerance for the Friday/Monday sick-day phenomenon or other spurious requests for absence. We expect full commitment from all HNS staff – and in return intend to provide them with the most stimulating work environment they can expect and hope for in their teaching profession
- Consistent staff attendance is necessary to deliver the HNS curriculum and ensure that the Teaching Mornings and Study Afternoons can generate maximum progress for all students. Students also need to be able to rely on their form teachers and personal tutors being available when agreed – the regularity and predictability of student/teacher interaction is absolutely essential to achieving Core Outcomes.

The pre-term training sessions, HNS' CPD programmes for teaching and non-teaching staff and the leadership of the principal will be the main mechanisms through which HNS will instil culture around staff attendance and gain commitment to what HNS is trying to achieve in its entire staff.

D. Promoting Pupil Well-Being: HNS Pastoral Care

Student well-being is a product of everything that happens at HNS. Fulfilling our core vision and achieving Core Outcomes will be the most effective way of maximising the well-being of all our students. To facilitate this we will provide a framework of *physical activity* and *emotional support* that helps pupils deal with their physical requirements as growing young men and women, as well as with the emotional needs that arise at a time when they are undergoing the transition from childhood to adulthood. HNS will strive to ensure that all its staff remember (even if they are now much older) how difficult this transition can be, and how much more difficult it often is when children come from "difficult" backgrounds.

The ***personalised learning pathway*** (PLP) of each student will incorporate individual emotional requirements as well, and establishing and tracking these is an important element of the weekly discussions with personal tutors. Personal tutors are responsible for ensuring that PLPs reflect children's academic, physical and emotional needs – their role is to identify those needs, propose and design programmes that address them, track pupils' progress and amend them as necessary. Personalised teaching and learning is therefore an essential part of HNS' pastoral care policy *and* its broader educational vision, both of which will support achieving Core Outcomes for all students.

HNS pastoral care system covers the following areas:-

- Health and well-being
- Anti-bullying
- Drugs education
- Sex and relationship education

HNS has discussed an innovative partnership arrangement with The Safety Box (<http://www.thesafetybox.org/>), an organisation that develops programmes to help young people develop important skills such as leadership, communication, team working, presentation, conflict resolution and problem solving. These are some of the essential keys to success in life and as such will be important for HNS students to achieve Core Outcomes. The Safety Box' programmes were developed to teach simple, effective ways of reducing and avoiding threats (e.g. relying on psychology, verbal resolution, aggression management and assertiveness training), but can be applied in a broader set of circumstances consistent with HNS' objective of creating a stimulating learning environment characterised by stability and effective, reliable peer-to-peer support systems. The Safety Box fully supports HNS' vision: "*We support the visionary aims and objectives of the School and would welcome the opportunity for an ongoing partnership with the School in order for these aims to be achieved*"⁷⁴. We anticipate that HNS and The Safety Box will work in close tandem in developing the pastoral elements of the curriculum. The Safety Box would then play an important role, in liaison with HNS pastoral teams, in implementing and monitoring these elements of the HNS curriculum. This close interaction would allow HNS to monitor the impact of the SB programmes and to adapt them if necessary to fit the needs of HNS.

D6C – (a) Health & Well-being

Physical education is a fundamental element of HNS' curriculum design, includes opportunities provided both during the Teaching Morning and Study Afternoons. We will have 3-4 scheduled hours of PE in Years 7-11 and the extended break after lunch (until 1515), will provide further scope for structured PE programmes that can be organised on a more ad-hoc basis: one of the main purposes of this extended break is indeed to facilitate additional sports activities. The enrichment activities and public performances, for instance sports competitions on Saturdays or during Summer School, reinforce this HNS objective. HNS will take active part in inter-collegiate sports events across London. Access to sports facilities is described in Section H below.

⁷⁴ Email from Nathaniel Peat, 13 January 2012

HNS will provide a canteen with affordable, fresh and healthy food. All staff and students will eat lunch at HNS together. The canteen will also be open for breakfast to both students and staff.

D6C – (b) Anti-Bullying Policy

Bullying is a stultifying impediment to academic and personal development – the repeated use of physical or emotional aggression with the intention of hurting or inflicting harm on other people is a common feature of many inner city schools, but has also been extremely common in many public schools in Britain. However, it is not an inevitable feature of secondary schools. In some countries – e.g. in Austria – anecdotal evidence suggests that bullying is far less pervasive than in other cultures. While we *cannot export a culture*, we can adopt some rules that will help us *create a culture* that makes bullying unattractive among peers, a result of which is that bullying is discouraged by them. This is the most effective way of eliminating / reducing it.

An important first task will be for adults / teachers to identify incidences of bullying. AT HNS bullying will be defined as “behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally. Bullying can include: name calling, taunting, mocking, making offensive comments, kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.” Gang culture is prevalent in some parts of Hackney, and will also be carefully taken into account in HNS’ definition of, and approach to, bullying.

Children that are being bullied may display symptoms like headaches, irritability and anxiety, and may not want to go to school. It is important to establish ways of identifying incidences of bullying early so as to take preventive measures quickly. At instructional sessions at the beginning of each school year, and during tutorial lessons throughout, HNS will convey a communication system for children that are being bullied such that teachers, support staff and other adults can detect incidences

of bullying without pupils having to state the fact publicly. This system will use signs and certain behavioural patterns that suggest that she/he is being bullied.

HNS basic approach to dealing with and combating bullying relies on two pillars:-

- **Public zero tolerance:** no bullying of any kind will be tolerated, and staff will intervene immediately, publicly and forcefully to stop it and remedy it **if** where possible. Interventions and remedies include
 - Public apologies
 - Integration of anti-bullying programmes in the PLP of offending students
 - Program exclusions, e.g. from enrichment activities, sports events or learning expeditions
 - Discussions with parents about work that can be done at home, or information that should be considered by teachers, in designing ways of reducing bullying incentives
 - Exclusions from HNS itself will be considered as a last resort, subject to our overall objective not to “massage” HNS results by relying on a liberal and imaginative exclusion policy

Teachers and non-teaching support staff will be trained (for instance at end-of-year and beginning-of-year training sessions) to identify appropriate remedies for different incidences of bullying. Acts of violence and repeated acts of intimidation and threats will always result in exclusions and trigger parental involvement, where “exclusions” can refer to exclusions from particular activities at HNS rather than outright expulsion from the school, although in extreme cases this, too, will be considered.

- **Peer-to-peer mentoring:** As described in Section D2, peer-to-peer mentoring is an important part of HNS’ school organisation and personalised teaching and learning program. At HNS we will use the same infrastructure – i.e. the pairing of one or more students to look after each other – to combat and prevent bullying. We believe that the respect of peers is one of the main driving forces of student behaviour. HNS will seek to create a culture where respect is generated by the provision of support to each other rather than the opposite. By creating a web of inter-relationships and responsibilities between students, it will be more difficult for disruptive, bullying children to isolate

particular children and treat them badly. The diverse network through which students provide support for each other should prevent this, or reduce its impact, and therefore its incidence significantly.

In support of this policy, and to involve students directly in its anti-bullying policy, HNS will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to students who have been bullied.
- Work with students who have been bullying in order to address the problems they have.

Cyber-bullying is a growing concern for many parents. We will make every effort in HNS' *Virtual Learning Environment* to prevent this from disrupting students' learning experience, and our ICT infrastructure will be set up to identify and register such activity centrally, triggering appropriate interventions from teachers and support staff. Parents will also have to be "buy into" this policy and ensure that domestic internet usage does not expose their children to this kind of behaviour.

HNS anti-bullying policy will only work if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. It will be the responsibility of:

- HNS Governors to take a lead role in monitoring and reviewing the policy;
- Governors, the principal, senior managers, teaching and non-teaching staff to be aware of the policy and implement it accordingly;
- The principal to communicate the policy to the school community;
- Pupils to abide by the policy.

D6C – (c) Drugs Education

There will be a zero tolerance policy for any kind of drugs at HNS, including alcohol and tobacco, OTC or prescribed drugs, other substances such as solvents as well as soft and hard drugs (cannabis, cocaine). The HNS Wellbeing Centre will be first “home” for drug offenders, but repeated use on HNS premises will result in temporary or permanent suspensions. We intend to work with Hackney Council in resolving drug abuse cases at HNS.

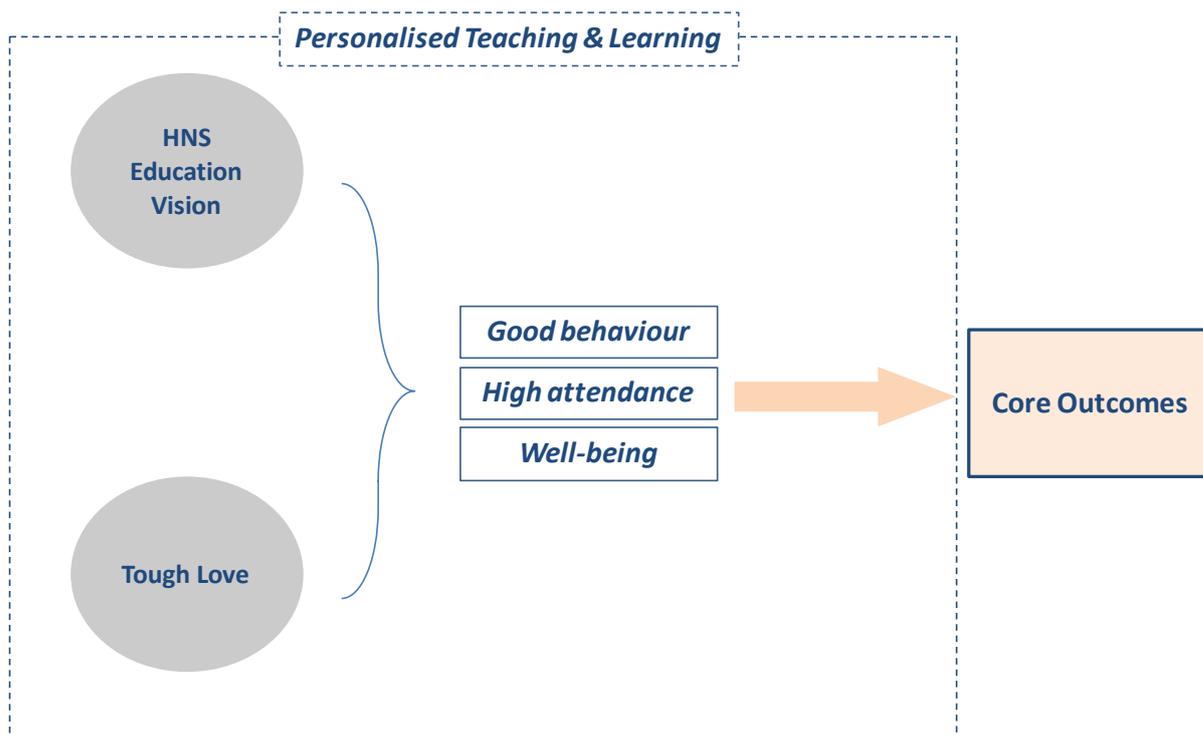
D6C – (d) Sex and Relationship Education

HNS will develop a considerate sexual health and relationship education programme that we will provide to students in different forms at appropriate ages. The principal of HNS will initially have overall responsibility for this policy, in close liaison with the governing body, parents and external agencies. Day to day management will be the responsibility of the Welfare & Attendance Officer.

E. How HNS Behaviour Management, Attendance and Well-being are linked into and support HNS Vision

HNS core vision is *to provide students with access to the widest range of opportunities in life by fostering academic excellence and instilling self-belief, intellectual curiosity and responsibility towards others in society*. Academic excellence, self-belief, intellectual curiosity and responsibility are the Core Outcomes that we seek to achieve for all students.

Chart 10. Core Outcomes and Behaviour / Attendance / Wellbeing Policies



- Section D2 discussed how HNS’ principles of behaviour management are integrated into this vision via personalised learning pathways (PLPs) in support of the overriding objective of achieving Core Outcomes for all students.
- In Section D6. we argued that high attendance rates will result from HNS behaviour management policy and its curriculum design in that both will create a stable environment that stimulates students’ interest in study and learning
- Also in Section D6, we described HNS pastoral care program the main purpose of which is to respond to the individual physical and emotional needs of each student. This pastoral infrastructure will give students the resources, confidence and self-belief to pursue HNS Core Outcomes.

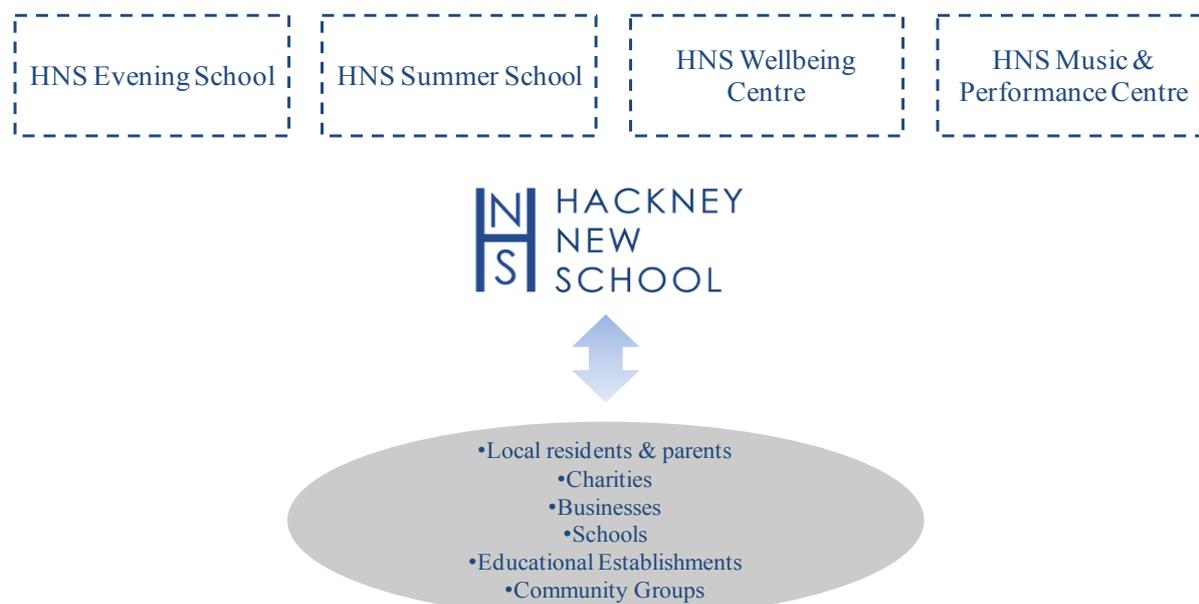
We believe this represents an integrated and effective system of translating “pastoral care”, broadly defined, into Core Outcomes for all students.

D7. Community Engagement

D7 – (a) Principles and Objective of HNS’ Community Relations

All of the governors of HNS, the principal designate and other identified future members of staff live in Hackney and have in some cases lived here for most of their lives. They have close ties with the borough and the people who live here, including family, friends, professional colleagues, suppliers, doctors, teachers and all those people that make up the local community and ensure that life here works. All those who are contributing to setting up HNS have a direct interest in improving and strengthening community relations and the community as a whole in Hackney. Indeed, this is one of the main reasons for establishing HNS and the impact can already be seen. Diverse groups are coming together to support the establishment of HNS, including members of the Turkish, African and English communities both new and established residents. We are convinced that HNS will ultimately provide significant benefits to its extended neighbourhood by delivering its educational vision and becoming a hub for a range of activities that will affect large circles of the local community.

Chart 11 HNS in its Local Community



HNS has studied a number of precedents where communities have been transformed by, and fertilised the development of successful new schools. The most outstanding example for this is the Harlem Children's Zone (<http://www.hcz.org/>) which combines educational, social and medical services to transform the lives of children who live certain blocks in Central Harlem. The scope of HNS' programmes will, at least initially, be less ambitious but the combination of an outstanding school,

the HNS Wellbeing Centre which will be open to all EBD pupils across Hackney, the HNS Evening and Summer Schools and the HNS Music School, will provide a comprehensive range of services to a large group of individuals, from young people joining year 7 all the way through to adults (Chart 11).

Positive community relations which provide *benefits to local residents* are therefore a central objective of HNS. This aim is embedded in HNS' curriculum via its Learning Expeditions and the Enrichment Programme through which students will be introduced to the many facets of community life and activities outside the school. They will support projects and charities, and will work on assignments that enable them to learn about particular community issues while gaining valuable work experience. By establishing an inclusive approach to parents, organisations working with vulnerable children, businesses and community leaders, we hope to create an environment in which the whole community is working toward improving the prospects for future generations.

Likewise, HNS will work with community organisations which can *provide valuable services to HNS* (see Section D7 b) below). This creates a network of inter-dependencies which, we believe, will strengthen both HNS and the local community, and hence reinforces the position of HNS as a central hub of life and activities in Hackney.

D7 – (a) Analysis of the local community

A. Demographic Analysis

(i) Deprivation

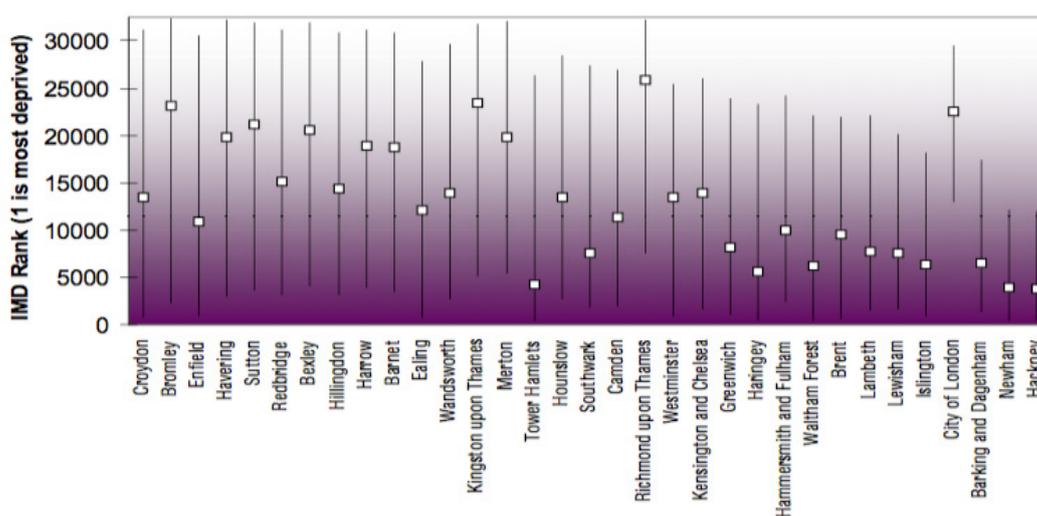
Based on the 2010 average score for multiple deprivation⁷⁵ Hackney is the second most deprived local authority in England, second to Liverpool and ahead of Newham (3rd) Manchester (4th), Tower Hamlets (7th), and Islington (14th). This is the same ranking as Hackney had in 2007. Overall, 42% of Hackney's wards⁷⁶ are in the top

⁷⁵ As produced by the Department for Communities and Local Government's Index of Multiple Deprivation (see <http://communities.gov.uk/publications/corporate/statistics/indices2010>).

⁷⁶ Technically, the units of measurement are "Lower level super output areas (LSOAs)" of which there are 137 in Hackney, each with 1,500 residents on average. LSOAs are slightly different from wards, mainly in that their population size is standardized.

10% most deprived areas nationally, and 13% of Hackney's LSOAs are in the top 5% most deprived areas nationally. While the borough's position still ranks highly in respect of the deprivation indices, there has been a considerable improvement since 2007, when the last analysis was undertaken, particularly in respect of health, employment and crime. However as the 2010 survey is based on 2008 data it is reasonable to assume that Hackney's absolute position, though, possibly, not its relative one, has deteriorated since then in the wake of the recession.

Chart 12. Ranking of London Boroughs by Index of Multiple Deprivation⁷⁷



Source: Indices of Deprivation 2010

There are particular geographic concentrations of deprivation

- in the south-west around Shoreditch;
- in the south-east around Hackney Wick and South Hackney;
- north and west of Hackney Downs;
- in the north-west around Manor House and the border with Haringey

The preferred site for HNS is on the [REDACTED] in South West Hackney (see Section H). This neighbourhood comprises areas in the top 10% of deprivation in England, and includes LSOAs that are in the top 3% nationally.

Chart 13. Deprivation Levels in Hackney⁷⁸

⁷⁷ The chart shows the minimum, maximum and median LSOA rank of the average IMD score from the IMD 2010 survey. Source: Department for Communities and Local Government (<http://communities.gov.uk>).

Table 43. contains an overview and comparison of the domains of the Index of Multiple Deprivation between Hackney and Islington, with those indicators displaying high levels of relative deprivation highlighted in orange. These are income and housing for Hackney, and income, health and housing for Islington. Relative deprivation levels for education are relatively low in Hackney compared with other domains due to assessment results. However, as discussed in more detail in Section D, a rising population, the demand for additional secondary school places over the next decade, an 18% emigration rate of Hackney secondary pupils and persistently high levels of income deprivation suggest that there will continue to be a significant number of secondary school children from poor or deprived backgrounds, i.e. they would benefit from a school such as HNS. Furthermore, living conditions are relatively poor – for instance, 22% of all households with children are overcrowded in Hackney. Many features of HNS’ education plan, e.g. its long day and summer school have been devised with these socio-economic aspects of local living conditions in mind.

Table 43. Levels of Deprivation by Domain (2010)⁷⁹

| Domain | Hackney | Islington |
|-------------------|--|--|
| Income | <ul style="list-style-type: none"> • High relative deprivation, including for children, reflects many means-tested benefit recipients • >50% of wards in most deprived 10% of wards in England • Concentrated in parts of Hoxton, Chatham, Victoria, Hackney Downs, Kings Park and Dalston | <ul style="list-style-type: none"> • High relative deprivation and 2nd highest child income deprivation in England • One of seven wards in England with an income deprivation affecting children index > 95% • > 2/3rd of children live in income-deprived households |
| Employment | <ul style="list-style-type: none"> • Low relative deprivation • Inflow of households on higher incomes, in employment and not in receipt of income support • Deprivation is higher in south and central Hackney: Wick, Victoria, Hoxton, Chatham, and Hackney Downs | <ul style="list-style-type: none"> • Relatively low levels of deprivation, but above average levels of unemployment and a high proportion of residents claiming Job Seekers’ Allowance and income support • This is offset in part by pockets of wealthy professionals in the borough |

⁷⁸ Ibid.

⁷⁹ Ibid. The categorisations “high”, “average”, etc. are drawn from the IMD analysis.

| | | |
|--|--|--|
| Health | <ul style="list-style-type: none"> • Low relative deprivation • Deprivation is higher in south and central Hackney: Wick, Victoria, Hoxton, Chatham, and Hackney Downs | <ul style="list-style-type: none"> • High relative deprivation – highest level of incapacity benefit claims in London • Ranked 367th out of 408 English local authority areas in terms of life expectancy |
| Education | <ul style="list-style-type: none"> • Relatively low deprivation⁸⁰, based on attainment and attendance levels • However, 40% of secondary students are FSM-eligible | <ul style="list-style-type: none"> • Deprivation higher than in Hackney, especially in South-East, based on attainment and attendance levels • 44% of pupils are FSM-eligible, above-average absence levels |
| Housing | <ul style="list-style-type: none"> • High relative deprivation, particularly in the west, south-east and north-east, caused by overcrowding, homelessness and low affordability | <ul style="list-style-type: none"> • High relative deprivation, particularly in the south-east and north-east, caused by overcrowding and low affordability |
| Living Environment⁸¹ | <ul style="list-style-type: none"> • Relatively high deprivation, mainly in the South and North-East • Reflects inter alia overcrowding: 46% of 16-19 year olds are in overcrowded accommodation compared with 29% in London and 13% nationally⁸² | <ul style="list-style-type: none"> • Relatively high deprivation, mainly in central Islington |
| Crime | <ul style="list-style-type: none"> • Average relative deprivation • Higher incidence in South Hackney | <ul style="list-style-type: none"> • High levels of crime – 2nd highest violent crime rate in London |

B. Population Characteristics of Primary Students (Key Stage 1-2)

The demographic and socio-economic characteristics of students at Key Stage 1-2 are important as HNS will source its future students from this entire pool, which in 2011 consisted of 13,640 students in Hackney and 10,495 pupils in Islington. HNS education plan has therefore been developed with this population of students in mind. Its main features are:-

- 69% of students in Hackney are from non-white ethnic groups, of which 17%, who are classified as “other”, consist primarily of Turkish and Kurdish minorities. Black Caribbeans, whose level educational attainment has historically been lower than that of Black Africans (see Table 44 below),

⁸⁰ Calculated using school attainment and absence levels, progression to post-16 and higher education and adult skills levels.

⁸¹ Measured using estimates of housing in poor condition, number of houses without central heating, estimates of air quality and number of road traffic accidents.

⁸² Source:

account for 35% of the black population in Hackney compared with 26% in Islington and also in England.

- Ca. 39% of Hackney KS1-2 students are FSM-eligible compared with 49% in Islington. Islington's high share would be a particular significant fact to consider if HNS preferred site in De Beauvoir can be secured for the school assuming that its vicinity to Islington would result in more pupil applications or HNS from there⁸³ (see Section H.)
- More than half (56%) do not speak English as a first language.

Table 44. Summary Data for all Primary Schools

| | Hackney | Islington | Inner London | England |
|---|---------|-----------|--------------|---------|
| Summary Data for all Primary Schools | | | | |
| 1 <u>Ethnicity (January 2011)</u> | | | | |
| White | 31% | 46% | 32% | 78% |
| Asian | 14% | 8% | 20% | 10% |
| Black | 38% | 24% | 30% | 5% |
| Other | 17% | 21% | 18% | 7% |
| <u>Composition of Black Ethnicity</u> | | | | |
| Caribbean | 35% | 26% | 31% | 26% |
| African | 56% | 68% | 57% | 62% |
| Other | 9% | 6% | 12% | 12% |
| 2 <u>FSM % (a) (January 2011)</u> | 38.8% | 48.7% | 36.7% | 19.2% |
| 3 <u>Non-EAL (b) (January 2011)</u> | 55.7% | 42.8% | 55.3% | 16.8% |

Source: DfE

C. Attainment at the end of Key Stage 2

The level of educational attainment at the end of KS2 will be very important for the specific teaching and learning policies that HNS adopt in Year 7-8 in particular. In 2011, after many years of underperformance, the level of achievement in Hackney at KS2 was in line with the national average: 76% of pupils achieved at least level 4 in English and Maths compared with 75% for Inner London and 74% for England. This is well ahead of the government's floor standard of 60% (i.e. a school or local authority would be underperforming if its attainment level was below that threshold),

⁸³ This comment is consistent with the fact that HNS' admissions policies do not rely on a catchment area and distance is the last over-subscription criteria.

although we have some doubts about the use of a Level 4 attainment as an appropriate measure of performance, particularly in English.⁸⁴

Table 45. provides summary data on attainment. Other main observations are:-

Table 45. Attainment Data at Key Stage 2 (2011)

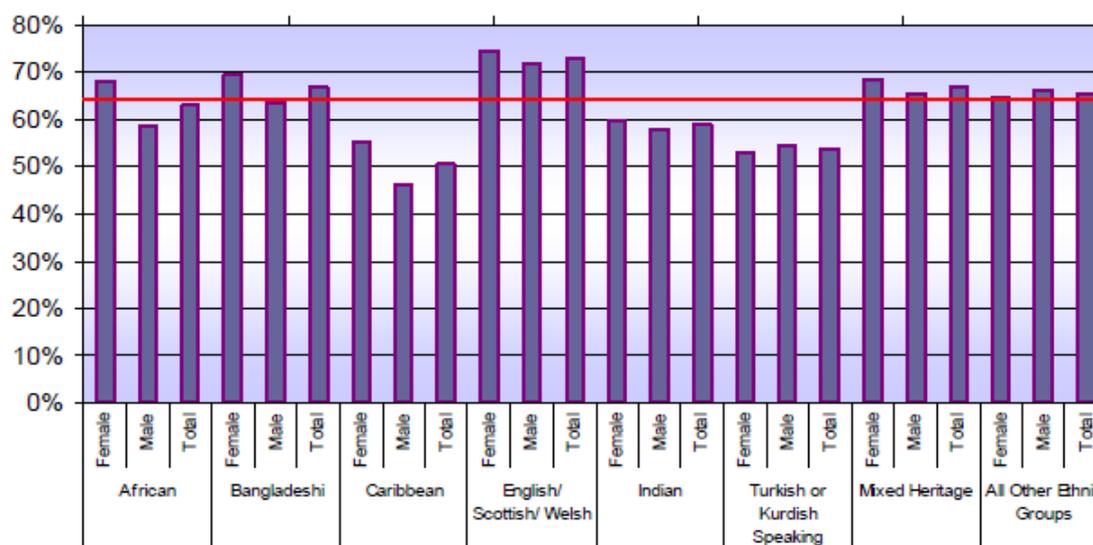
| | Hackney | Islington | Inner London | England |
|--|---------|-----------|--------------|---------|
| Attainment at Key Stage 2 (2011): Level 4 of above in English & Maths | | | | |
| 1 2011 | | | | |
| Boys | 73% | 72% | 73% | 72% |
| Girls | 79% | 76% | 78% | 77% |
| Total | 76% | 74% | 75% | 74% |
| 2007 | | | | |
| Boys | 59% | 67% | 66% | 70% |
| Girls | 59% | 67% | 69% | 73% |
| Total | 59% | 67% | 67% | 71% |
| 2 By Ethnicity | | | | |
| White | 80% | 78% | 79% | 75% |
| Mixed | 74% | 73% | 78% | 75% |
| Asian | 81% | 71% | 78% | 75% |
| Black | 74% | 69% | 73% | 70% |
| Chinese | 100% | n.m. | 91% | 88% |
| 3 By First Language | | | | |
| English as 1st Language | 77% | 74% | 77% | 75% |
| EAL | 76% | 74% | 76% | 72% |
| 4 By FSM-Eligibility | 70% | 67% | 69% | 58% |
| 5 By SEN Provision | | | | |
| Pupils with statements | 16.0% | 18.0% | 18.0% | 15.0% |
| Pupils at School Action Plus | 49.0% | 40.0% | 44.0% | 31.0% |
| Pupils at School Action | 58.0% | 52.0% | 55.0% | 43.0% |
| Pupils with SEN without statements | 55.0% | 48.0% | 51.0% | 38.0% |
| Pupils with no identified SEN | 89.0% | 91.0% | 89.0% | 88.0% |
| Attainment at Key Stage 2 (2011): Level 2 or below | | | | |
| English | 6% | 6% | 5% | 5% |
| Reading | 8% | 8% | 7% | 7% |
| Writing | 5% | 5% | 5% | 5% |
| Maths | 5% | 5% | 5% | 5% |
| Attainment at Key Stage 2 (2011): Level 5 or above | | | | |
| English & Mathematics | 16% | 19% | 21% | 21% |

Source: DfE

⁸⁴ The National Curriculum distinguishes between 9 levels of attainment (the 9th constituting “exceptional performance”). For instance, one of the level 4 descriptors for English is that children “use appropriately some of the features of standard English vocabulary and grammar”. The same descriptor at level 5 is “they begin to use standard English in formal situations”, at level 6 “they are usually fluent in their use of standard English in formal situations”, at level 7 “they show confident use of standard English in situations that require it” and “show confident use of standard English in a range of situations, adapting as necessary” at level 8 and, for exceptional performance, “they show assured and fluent use of standard English in a range of situations and for a variety of purposes”. We believe the level 4 descriptor, in this example, vastly understates what a 10-year old should be capable of achieving in English at that age. Only 21% of pupils in England at KS2 achieved a Level 5 standard in English and Maths, and only 29% for English alone.

- **FSM:** The achievement gap at KS2 between FSM and non-FSM students is 6%, which is in line with the Inner London and well below the England average;
- **SEN:** Achievement for children with SEN with and without a statement is in line with or above the inner London and national average: 16% of SEN students with a statement achieved level 4 or above in English & Maths in 2011 compared with 18% in Islington and Inner London, and 15% in England
- **EAL:** Children with a first language other than English perform almost as well as those whose mother tongue is English
- **Ethnicity:** Black children generally perform worse at KS2 than white, mixed and Asian pupils, but the performance is only 6-7% in Hackney which corresponds to the national and London average. Data from the Learning Trust from 2009 suggests (Chart 14.) that performance among Black Caribbean children which account for ca 13% of all primary school students, has historically been weaker than that of Black African pupils. Other ethnicities which have had lower levels of attainment in the past are Indian, Turkish and Kurdish communities.⁸⁵

Chart 14. Percentage of Pupils achieving Level 4 or above in English and Maths at KS2 by Ethnicity (2009 Data)



Source: *The Learning Trust, 2009*
 Note: Red line denotes Hackney average

⁸⁵ Source: http://www.hackney.gov.uk/Assets/Documents/CYPP_NA_Chapter_2_Education.pdf

- **Over / Underperformance:** 5-8% of children fail to achieve level 2 at KS2 in English, reading, writing and maths in Hackney and 16% achieve level 5 or above in English & maths. This is 5% below the Inner London average. HNS education plan will seek to address this explicitly – i.e. at KS3-4 it will not only focus on achieving minimum levels of accepted performance, but also over-performance for all its students.

D. Secondary School Population

Table 46 contains a summary of statistics for the secondary school population in Hackney, Islington, Inner London and England as a whole. Islington is included in this comparative analysis because our currently preferred site on the De Beauvoir Estate is very close to the border with Islington and we therefore expect to receive a sizable number of applications and students from there.

The main conclusions from this analysis are:-

- The proportion of non-white secondary students in Hackney (68%) is in line with that of Islington (62%) and Inner London (69%), all of which are significantly above the average for England (19%). It is also the case that more than 50% of secondary students do not speak English as their first language. The composition of Hackney's non-white student population is slightly different from other areas of London. Hackney has a larger cohort of Black secondary students, particular from Caribbean backgrounds, than Islington and Inner London: they account for 56% of all non-white students compared with 49% in Islington and 44% in Inner London.
- Ca 38% of students in the borough are FSM-eligible compared with 44% in Islington and 36% for Inner London. The range among Hackney secondary schools (see Table 60), is from 4.2% for Yesodey Hatorah Senior Girls School to 50.3% for the Bridge Academy. At HNS we have planned for an FSM-share of 39%, which is in line with the Hackney average.

Table 46. Comparative Characteristics of Secondary Student Populations

Strictly Private & Confidential

| | Hackney | Islington | Inner London | England |
|--|-----------|-----------|--------------|---------|
| 1 Ethnicity (January 2011) | | | | |
| White | 32% | 38% | 31% | 81% |
| Asian | 13% | 12% | 20% | 8% |
| Black | 38% | 30% | 30% | 5% |
| Other | 17% | 20% | 19% | 7% |
| <u>Composition of Black Ethnicity</u> | | | | |
| Caribbean | 36% | 29% | 32% | 30% |
| African | 56% | 64% | 58% | 59% |
| Other | 8% | 7% | 10% | 11% |
| 2 FSM % (January 2011) | 38.3% | 44.3% | 36.0% | 14.6% |
| 3 Attainment (2009/10) | | | | |
| 5 A*-C incl M&E | 55.3% (a) | 50.0% | 54.2% | 55.3% |
| Boys | 49.5% | 51.4% | 50.0% | 51.7% |
| Girls | 58.1% | 48.5% | 58.3% | 59.1% |
| E-BACC | 15.6% (b) | 8.7% | 14.2% | 15.1% |
| 4 KS2-4 Progress in English (% of pupils, 2010) | | | | |
| Boys | 66% | 67% | 66% | 64% |
| Girls | 83% | 72% | 78% | 76% |
| 5 KS2-4 Progress in Maths (% of pupils, 2010) | | | | |
| Boys | 63% | 69% | 66% | 61% |
| Girls | 72% | 64% | 70% | 64% |
| 6 Absence (Spring term 2011) | | | | |
| Total | 5.8% | 6.2% | 5.9% | 6.3% |
| Unauthorised | 1.3% | 1.6% | 1.6% | 1.5% |
| 7 Non-EAL (January 2011) (c) | 51.2% | 48.0% | 50.0% | 12.6% |
| 1 SEN Data | | | | |
| Pupils with statements | 3.1% | 1.9% | 2.5% | 2.0% |
| Pupils at School Action Plus | 8.0% | 9.4% | 10.1% | 6.5% |
| Pupils at School Action | 16.6% | 23.1% | 17.4% | 12.8% |
| Pupils with SEN without statements | 24.6% | 32.5% | 27.5% | 19.3% |
| Pupils with SEN | 27.7% | 34.4% | 30.0% | 21.3% |
| <u>Type of SEN (d)</u> | | | | |
| Specific learning difficulty | 15.6% | 13.5% | 14.2% | 16.1% |
| Moderate learning difficulty | 26.4% | 18.7% | 19.7% | 23.5% |
| Severe learning difficulty | 0.8% | 1.1% | 0.9% | 0.9% |
| Behaviour, emotional & social difficulty | 30.1% | 31.1% | 34.7% | 30.0% |
| Speech, language & communication | 16.5% | 18.6% | 14.5% | 8.4% |
| Hearing impairment | 1.5% | 2.1% | 1.9% | 2.6% |
| Visual impairment | 1.4% | 0.7% | 1.0% | 1.4% |
| Physical disability | 1.8% | 2.1% | 2.3% | 3.5% |
| Autistic spectrum disorder | 4.1% | 2.4% | 4.7% | 7.5% |

(a) 51.4% excluding Mossbourne Academy and Yesodey Hatorah.

(b) 10.1% excluding Mossbourne Academy and Yesodey Hatorah.

(c) % of students whose first language is not English.

(d) Pupils with statements of SEN or at School Action Plus, e.g. for Hackney this is the breakdown of the 11.1% of students in that category (=3.1% statement + 8.0%

Source: DfE

- Prima facie, the level of educational attainment in Hackney is in line with the national average: Ca. 55% of students achieved 5 A*-Cs, including Maths and English, at GCSE in 2009/10. This is 5% higher than in Islington, although performance by boys is below that of the other three comparative regions and when Mossbourne Academy (due to its exceptional success) and Yesodey Hatorah (as a Jewish school for girls) are excluded this drops to 51%. E-Bacc

pass-rates are in line with, or better than its peers; again, the 15.6% pass-rate drops to 10.1% when Mossbourne Academy and Yesodey Hatorah are excluded, which is well below the Inner London and England average. While E-Bacc data is not particularly informative at this stage as it has only been collected for two years, we believe that this demonstrates in general a level of attainment that is far too low. This conclusion is reinforced by the concerns that have been raised about the reliability and quality of the 5 A*-Cs, incl M&E, GCSE indicator due to grade inflation from BTEC qualifications.⁸⁶ While rates of progress between KS2 and KS4 compare well with other regions, this indicator is subject to the same qualification as other GCSE-based attainment indicators.

- Discipline in Hackney schools, as measured by attendance rates, is generally no worse than elsewhere in Inner London.
- Just over one quarter of secondary students have SEN, with pupils with statements accounting for 3.1% of the total compared with 1.9% in Islington, 2.5% in Inner London and 2% across England. This slightly higher share of SEN secondary students in Hackney is primarily attributable to children with moderate learning difficulties. The most frequently reported SEN condition are behavioural, emotional and social difficulties, circa one third of the total and HNS Wellbeing Centre has specifically been conceived to support this group of children, not only at HNS but across the borough (see Section C1.).

This data provides information about secondary school students today and is therefore helps to inform HNS about important characteristics of the community in which it will operate. However, the data on primary student characteristics, which is analysed in the previous section, is ultimately more relevant and is in some ways different from that for secondary students. This data confirms, for instance, that ethnic composition is very similar, as is the share of FSM-eligible students - 38.8% in primary as against 38.3% in secondary.

⁸⁶ For instance, <http://www.dailymail.co.uk/news/article-2029849/GCSE-results-mark-end-Labours-grade-inflation.html>. Since 2005/06 the A*-C, including maths & English, GCSE pass rate has risen by 18.6% from 36.7% to 55.3% in 2009/10 compared with a national improvement for England of 7.8% (from 45.6% to 53.4%). While the impact of the Mossbourne Academy's performance has been significant, we are nonetheless sceptical about the reliability of this indicator as a measure of true educational progress – the rate of improvement in the data is just too strong to be entirely credible.

E. Implications for HNS Education Plan

The results of HNS' analysis of the demographic have been carefully considered in our plans as follows:-

- HNS' music speciality will, we expect, be particularly well suited to the anticipated student intake. It will support academic as well as personal and social development, in particular for those children from challenging personal backgrounds. This seems to be supported by parental feedback we have received which has been very encouraging about our plans for a focus on music at HNS.
- The Early Development Group will deal specifically with the consequences of relatively low levels of attainment in English and Maths at the end of KS2, with a particular focus on Black Caribbean, Turkish and Kurdish children, as well as those with SEN and EAL. This will be reinforced throughout KS3-4 by the Maths and English tutorials in the Study Afternoon. The same interventions are designed to deal with the large number of HNS students (>50%) which we expect will not speak English as a first language.
- Attainment levels by SEN students are a central focus of HNS' SEN policies
- HNS banded admissions policies will provide for a balanced mix of pupil intake by ability and attainment. As described in Section C1, we believe that mixed-ability teaching is a highly effective way of raising the standards of all pupils to a common level by the end of KS4. This will therefore support higher levels of progress between KS2 and KS4 for those students with below-average levels of attainment when they join HNS.
- HNS' education plan will respond to the relatively high levels of deprivation in income, housing and living conditions in the community surrounding us, through the initiatives outlined below. These will create a "home away from home" and make HNS the centre of the lives of its students, their parents and the wider local community:-
 - HNS' focus on music and performance as the guiding framework for curriculum design and teaching;
 - The HNS Summer School and Evening School are open to everyone;
 - The HNS Wellbeing Centre will work particularly with children with emotional, behaviour or social difficulties;

- A culture of Tough Love is embedded in HNS' behaviour management and attendance policies, and will, we believe, establish discipline and order where neither is available for pupils from particularly deprived backgrounds.

D7 – (b) Community Partnership Program

HNS is developing a comprehensive network of relationships with secondary and primary schools, other educational establishments, local charities, businesses (local, national and international), local residents & parents, and local community groups. Through our community engagement plan HNS will implement the principles and achieve the objectives of its Community Engagement strategy as described in Section D7a). above.

- **Secondary Schools**

In our meeting with the Learning Trust on 31st January 2012 the HNS team specifically confirmed that we expect, and would look forward to be working with the Learning Trust and all secondary schools in the borough to improve educational outcomes for all children in Hackney. This could apply, for instance, to managing the annual admissions process and over-subscriptions, as well as a range of other initiatives that require or benefit from cooperation between all secondary schools in Hackney. It would also apply to the intended sharing of the Emotional Wellbeing Unit. HNS will similarly work with Islington Council and Cambridge Education @ Islington, the education partner of Islington Council.

- **Primary Schools**

HNS contacted all 53 primary schools in Hackney and has met the principals of 13 of them (see Section E). Twelve heads expressed strong support for HNS and, subject to relevant legal obligations, have agreed to invite parents to consider HNS as an option for their children. The HNS team had discussion sessions with Year 5 students in Shacklewell and London Fields Primary Schools and have included their feedback into our proposal. We have met with [REDACTED] of the Best Start Federation (<http://www.lfwdfederation.org.uk/#>), a group of five primary schools in Hackney. [REDACTED] supports our vision and the creation of HNS. We intend to

work with these primary schools to develop educational programmes, information and KS2-3 transition initiatives to prepare their students for life at HNS as well as possible.

The Hackney Music Development Trust has shared our plans for HNS with some heads of Hackney primary schools. HNS intends to continue these discussions during the next stage of our development with a view to sharing resources with primary schools and co-operating jointly in respect of HMDT. Many parents, pupils and principals expressed a keen interest for music in the curriculum.

- **Other Educational Establishments**

HNS has built relationships with a number of local education groups, such as the Hackney Pirates and the Hackney City Farm Pupil Referral Unit. Hackney Pirates is an education project that develops literacy and creativity for young people and HNS intends to provide student volunteers to the project (Table 47.). Most importantly, HNS has had a number of discussions with the Learning Trust, which is responsible for the management of state schools in Hackney, to discuss our vision and ensure the Learning Trust is fully aware of our plans. The Hackney Music Service, with which HNS has discussed the provision of instrumental tuition, is part of the Learning Trust.

Table 47. Local Education Establishments in discussions with HNS

| | |
|---|---|
| HACKNEY PIRATES | <u>Contact</u> |
| | [REDACTED] <u>Website</u> |
| <ul style="list-style-type: none"> • http://www.hackneypirates.org | |
| What does it do? | Hackney Pirates is an education project that develops literacy and creativity in young people from a centre in Hackney. |
| HNS Partnership | The team at Hackney Pirates have invaluable experience in working with some of the more challenging pupils that are likely to apply to HNS. By working together through transition, we can help these children plan for their daunting move to a new school while they have fun and learn at their after school club. |



Contact

██████████ Website

- <http://www.hmdt.org.uk>

What does it do?

HMDT provides music education to schools in Hackney, ranging from composition to singing projects, and instrumental tuition to full-scale musical productions. It also runs two music schools for the Hackney community - *The Centre for Young Musicians Hackney* and *Young Jazz Hackney* – which provide consistent weekly sessions for students

HNS Partnership

HMDT will be one of the partners for HNS' music & performance curriculum (see Appendix 3 for detail)



Contact

██████████ Website

- http://www.learningtrust.co.uk/schools/music/Instrumental_tuition.aspx

Hackney Music Services

What does it do?

HMS provides individual and group instrumental tuition to pupils in Hackney

HNS Partnership

HNS will continuously liaise with the Learning Trust to make sure it can incorporate HNS' development into its plans for Hackney education. We will involve HMS in the music curriculum of HNS.

A positive and constructive relationship with the Learning Trust and the Local Council is particularly important as we work towards the common goal of improving educational attainment for children in Hackney, and all those children who will come to HNS from other boroughs. We have had a number of discussions and meetings with the following representatives of the Learning Trust, Hackney Council and other local representatives:-

- ██████████ of Learning and Standards, Learning Trust
- Meg Hillier, MP for Hackney South and Shoreditch
- Diane Abbott, MP For Hackney North and Stoke Newington
- ██████████, Learning Trust
- ██████████, Learning Trust

- Rita Krishna, Councillor, Cabinet Member for Children Services, Hackney Council
- [REDACTED], Property Services
- Rob Chapman, Ward councillor

We would highlight in particular a meeting with the Learning Trust ([REDACTED]) on 31st January 2012 where the HNS team outlined its plans and progress since the first meeting in November 2011. The discussion, which lasted for over an hour, was highly constructive and we felt that the Learning Trust was supportive of our plans and could be supportive⁸⁷ of the establishment of HNS, provided HNS was appropriately integrated into the network of Hackney secondary schools. We reiterated the importance we are attaching to a fruitful and effective partnership with other secondary schools and the Learning Trust.

- Charities

HNS has had discussions with the following organisations which work in Hackney:-

Table 48. Charitable Organisations as potential Partners of HNS

| | |
|--|--|
|  <p>The Safety Box Youth Programmes</p> | <p><u>Contact</u></p> <p>[REDACTED] Website</p> <ul style="list-style-type: none"> • http://www.thesafetybox.org/ |
| <p>What does it do?</p> | <ul style="list-style-type: none"> • TSB provides youth empowerment, conflict management and confidence building programmes to children and young adults. It aims to help keep youngsters safe, foster a mindset of achievement, strive towards success and break down barriers in the process. • TSB offers a range of curriculum and extra-curriculum programmes for ages 5-21 in schools, colleges, youth centres, faith groups and universities, using one-on-one training methods, group work, short lectures and video aid |
| <p>HNS Partnership</p> | <p>HNS is considering participating in one of TSB's 2-months and 24-months programmes, as well as attaching one of their outreach workers to HNS who can help young people deal with the pressures they will face</p> |

⁸⁷ This is the interpretation of the HNS team attending that meeting.

when coming to, or studying at HNS



Contact

[Redacted] Website

- <http://www.kidsco.org/>

What does it do?

Kids Company provides practical, emotional and educational support to vulnerable inner-city children in London and other cities in the UK

HNS Partnership

We anticipate that Kids Company will, in partnership with HNS, develop and operate the HNS Wellbeing Centre



Contact

[Redacted] Website

- <http://www.hackneycityfarm.co.uk>

What does it do?

Hackney City Farm is a farm on the border of Hackney and Bethnal Green. It rears livestock, operates a small vegetable garden, offers pottery classes to pupils from East London and runs a small cafe. It also runs a small Pupil Referral Unit for up to 10 students per year from Islington schools. We met some of the students for lunch.

HNS Partnership

Hackney City Farm has agreed to offer pottery classes to HNS students as part of the Enrichment Program and during Summer School, where HNS participants can also take part in a number of courses provided by HFC. HNS will also visit the farm as one of its Learning Expeditions.

- **Businesses**

The development of strong relationships with local businesses will support a number of elements of HNS' educational plan. In particular these relationships will encourage students to learn about and experience the world of business, as part of Learning Expeditions or the Enrichment Program, think creatively about how commercial enterprises solve problems and manage their financial affairs, and apply to them for work placements and internships. As described in Section D1, HNS will also organise a number of programmes involving local, national and international businesses for its Summer School.

We believe that HNS is ideally placed, both geographically and in terms of its educational plan, to work with, and be attractive to the corporate world. We also hope that HNS students will aspire, and have the skills, to make their careers in these local economic hubs. A number of business categories have been identified which will be targeted for sponsorship both financial or in-kind. For example ICT infrastructure, marketing, provision of training, and educational partnerships with HNS.

- Technology & Silicon Roundabout: The technology and media cluster in Shoreditch and around Old Street contains a large number of innovative businesses that are at the cutting edge of commercial development in the UK and the world. HNS members and Governors have strong relationships with a number of technology companies such as Google and IBM and will discuss possible partnership or sponsorship arrangements with these companies in the future, for instance in relation to the provision of tablets for students' Virtual Learning Environment. HNS has already engaged with Google to join the Google Teachers Network (see Section D1.) and IBM for after school computing clubs (as proposed in the recent report 'Shut Down or Restart', published by the Royal Society in January 2012⁸⁸. A member of the HNS team is involved in developing the roadmap to implement some of the recommendations in this report).
- The City: The City of London is the financial centre for the UK and hosts a large number of financial institutions, law firms, trading firms, and other businesses that have substantial resources and provide valuable places of potential employment and work experience for HNS students. HNS has met, and discussed its plans with Allen & Overy, which already sponsors Bethnal Green Technology College, Linklaters and Clifford Chance, UBS, and KPMG who are involved in educational projects in Hackney. We expect to be able to raise sponsorship from some of these institutions, and arrange Learning Expeditions and Enrichment Programmes involving them and their expertise & resources.

⁸⁸ <http://royalsociety.org/education/policy/computing-in-schools/report/>

- Local Businesses: Governors, members and other individuals involved in HNS own, work in, or know many local businesses, examples include an architectural practice, WAH Nails, the De Beauvoir Deli, a fishmongers, a local pub, and a leading public sector PR agency. HNS will organise an Enrichment activity that involves an afternoon or Summer School day where these business speak to the students about what is involved in setting up and running a small business. Having these local business people involved in HNS will provide students with strong entrepreneurial role models.
- Local Residents & Parents

Throughout its marketing activities (see Section E2.), HNS has engaged with a large number of local residents in Hackney with, we believe, more than 1,000 personal encounters, more than 8,000 distributed flyers and four newspaper articles. HNS will continue to engage with local residents in their capacity as both parents and members of the local community through its website and newsletter, which HNS will distribute three times a year, in addition to its annual admission prospectus.

Parents of children at HNS will be deeply engaged in school life in the following ways:-

- There will be at least three parent evenings per year and one or two evenings which will be for parents of children with SEN. At these parents will learn about plans for the school, the development of the curriculum and new initiatives to improve the experience of their children at HNS. The leadership team of HNS will encourage and stimulate parental feedback at these sessions and feed them into the development of new initiatives to improve the school's offer
- A significant number of the governors of HNS will be local parents (see Section F)
- HNS will encourage and support an active parent association.
- The Evening School will be targeted at local parents, those whose children are at HNS or who might join HNS in the future or who have no direct relationship with the school but want to make use of its resources.

- Local Community Groups

Many of the educational establishments we have consulted in respect of our application are local community groups, for example Hackney Pirates. We have also engaged with a number of organisations that cater specifically for various ethnic minority communities and with regional neighbourhood associations (Table 49.)

Table 49. Local Community Groups consulted by HNS



Contact

██████████ Website

- <http://www.debeauvoir.org.uk>

What does it do?

- The DBA champions local issues in De Beauvoir and publishes a newsletter that is distributed throughout the area approximately 12 times per year. It also has a calendar of social events.

HNS Partnership

A number of the HNS steering committee members were originally members of the DBA. HNS will continue to consult with DBA as it develops its plans.



Contact

██████████ Website

- <http://stpeterdebeauvoir.org/>

What does it do?

St Peter's is the main church, Church of England, in De Beauvoir and it provides a central community hub for the neighbourhood. It organises night shelters during the winter, discussion events, fayres at Christmas and other times of the year and offers its crypt as an events venue to a very large number of community groups and social enterprises

HNS Partnership

We anticipate organising a number of Learning Expeditions and Enrichment Programmes that involve St Peter's and which will give students an opportunity to appreciate its religious as well as social function in the area

| | |
|---|---|
|  | <u>Contact</u>  Website <ul style="list-style-type: none"> |
| What does it do? | The  is the association of tenants for the  and as such has an influential voice in the management of the affairs of this large area of social housing. |
| HNS Partnership | HNS' preferred location is on the  , and therefore good relations with the  are important to ensure the children of tenants and residents will choose to go to HNS |

| | |
|---|--|
|  | <u>Contact</u>  Website <ul style="list-style-type: none">http://www.hackneyhomes.org.uk |
| What does it do? | Hackney Homes was launched in April 2006 and is responsible for managing council homes in Hackney. This includes managing housing stock, collecting rent and repairing and maintaining council homes. |
| HNS Partnership | Hackney Homes is responsible for managing the  . HNS has met with  to discuss its development plans for the  and its preferred site for HNS. |

| | |
|---------------------------------------|--|
| London Alevi Cultural Centre & Cemevi | <u>Contact</u>  Address <ul style="list-style-type: none"> |
| What does it do? | Alevi Cultural Centre offers Turkish residents in North and East London a place to come together. At the weekend, Alevi runs classes for Primary School age children in Maths, English, Music and Dance |
| HNS Partnership | Working with the managers of Alevi and one of our Turkish-speaking team members, we have visited the centre each weekend in January to talk to parents and children, answer their questions about HNS and ask for their support. As pupils |

begin to prepare for transition from Primary schools to HNS, the Alevi Centre will provide a hub for those children who will need extra support in English before moving to secondary education.

SECTION E. EVIDENCE OF DEMAND AND MARKETING

Main Points

Table 50. Evaluation Criteria – Evidence of Demand and Marketing

| Evaluation Criteria | Evidence |
|---|--|
| <p>E1 Provide evidence of demand from parents with children of the relevant age for each new year group in each of your first two years of operation. Include confirmation from parents that they would select your Free School as one of the choices for their child</p> | <ul style="list-style-type: none"> • We are highly confident that there is a very substantial level of demand for HNS from parents and children in the right age group. • As at 21st February 2012, we have signatures from parents of 502 children who have expressed support for HNS. Of these, parents of 489 children have said either (a) that they “<i>will make HNS the first choice</i>” for their child or children, or (b) that they “would seriously consider making HNS their first choice” for their child or children. 13 parents ticked the questionnaire question “Do you support the vision for HNS”, but without ticking the two subsequent questions referred to above⁸⁹. • For the first two years of HNS (i.e. 2013/14 and 2014/15) parents of 99 children, i.e. 50% of the pupil intake for those two years, have said they will, or will seriously consider, sending their children to HNS (as their first choice) (52% in 2013/14 and 47% in 2014/15). In subsequent years this “sign-up rate” as a percentage of the annual intake of 100 students is 50% in 2015/16, 47% in 2016/17, 66% in 2017/18, 48% in 2018/19 and 42% in 2019/20. • If those parents of children are included that expressed “support for HNS’ vision”, without being able yet to answer either of the two questions about their intentions with regard to first-choice applications, then the “total parental support”, expressed as a share of the annual intake of pupils in 2013/14 and 2014/15 is 53% and 49%, respectively. • There are also parents of 137 children who have said they will, or will seriously consider, sending their children to HNS (as their first choice) whose children are currently of an age that would make them old enough to join HNS after the 2020/21 academic year. |

⁸⁹ See Appendix for a sample of the survey questionnaire and the full data table

- The HNS team engaged widely with the local community. We approached all 53 primary schools in the borough as well as a number of primary schools in Islington. In addition, we held a number of public meetings, canvassed in a wide range of public locations like local leisure centres, parks, supermarkets, retail shops and children playgrounds, advertised in the local media (specifically the Hackney Gazette), handed out more than 8,000 leaflets and set up a website that provides a detailed description of our plans for HNS. Feedback from parents, the media (articles in five online and offline newspapers were written about HNS) and the wider community suggests that our vision for HNS was well received and our plans have become widely known throughout East London.
- The HNS team has also met with a number of officials, including both MPs for Hackney (Ms Hillier and Ms Abbott), representatives from the Learning Trust, representatives from the Local Council, and others to discuss our plans for HNS and ensure that important feedback and information based on these meetings is incorporated into our plans for HNS.

E2 Demonstrate how you intend to reach out to the wider community, including, where relevant, children from a range of backgrounds, faiths and abilities. Independent schools will need to demonstrate evidence of demand beyond their existing pupil and parent base.

- The rationale for HNS is in part based on providing an outstanding education to children from deprived or disadvantaged backgrounds – alongside children from other, more advantaged backgrounds. We believe our curriculum design, teaching methods and culture that we want to develop will attract pupils from a wide range of backgrounds. In addition, HNS has developed a strategy of community engagement that seeks to encourage applications from such students.
- We intend to make HNS' premises available to the local community as much as possible, provided this is consistent with our financial plans and duties to look after the children studying at HNS, and have made a modest provision for rental income in our financial plan (not earning this would have effect on financial viability). It is also intended that the HNS Wellbeing Centre will ultimately be

open to all EBD children, or other children who need its services, from across Hackney and surrounding boroughs. Depending on the nature of the premises HNS will occupy, we intend to make performance spaces available to other organisations. The Evening School at HNS will also be open to members of the public insofar as places are not fully taken up by parents of pupils at HNS

- HNS has had two meetings with the Learning Trust to discuss, inter alia, pupil admissions projections over the next few years for Hackney, and to what extent demand for additional school places exists in the borough. We intend to cooperate with the Learning Trust to ensure a smooth operation of the secondary school system in Hackney, including the annual admissions process and the allocation of children with SEN or other particular requirements and needs. Based on our analysis of demographic and school admissions data, as well as these discussions with the Learning Trust, we believe that a demand for additional places in an “Outstanding” school exists as a result of rising overall demand for pupil places and the particular vision that HNS offers to parents and their children.

E1 – Demand for HNS

HNS has engaged in a wide consultation process with local parents to establish a robust level of demand for HNS, with a particular focus on children from deprived or disadvantaged backgrounds. The main conclusions of this are:-

1. We are highly confident that there is a very substantial level of demand for HNS from parents and children in the right age group.
2. As at 21st February 2012, we have signatures from parents of 502 children who have expressed support for HNS. Of these, parents of 489 children have said either (a) that they “*will make HNS the first choice*” for their child or children, or (b) that they “*would seriously consider making HNS their first choice*” for their child or children. 13 parents ticked the questionnaire question “Do you support the vision for HNS”, but without ticking the two

subsequent questions referred to above⁹⁰.

3. For the first two years of HNS (i.e. 2013/14 and 2014/15) parents of 99 children, i.e. 50% of the pupil intake for those two years, have said they will, or will seriously consider, sending their children to HNS (as their first choice) (52% in 2013/14 and 47% in 2014/15). In subsequent years this “sign-up rate” as a percentage of the annual intake of 100 students is 50% in 2015/16, 47% in 2016/17, 66% in 2017/18, 48% in 2018/19 and 42% in 2019/20.
4. If those parents of children are included that expressed “support for HNS’ vision”, without being able yet to answer either of the two questions about their intentions with regard to first-choice applications, then the “total parental support”, expressed as a share of the annual intake of pupils in 2013/14 and 2014/15 is 53% and 49%, respectively.
5. There are also parents of 137 children who have said they will, or will seriously consider, sending their children to HNS (as their first choice) whose children are currently of an age that would make them old enough to join HNS after the 2020/21 academic year.

⁹⁰ See Appendix for a sample of the survey questionnaire and the full data table

Table 51. Enrolment of pupils at year 7 for HNS

| | 2013/ 2014 | 2014/ 2015 | 2015/ 2016 | 2016/ 2017 | 2017/ 2018 | 2018/ 2019 | 2019/ 2020 | From 2020/21 | Total |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------|------------|
| 1 Parents that "will make HNS 1st choice" | 34 | 30 | 31 | 22 | 36 | 25 | 22 | 75 | 275 |
| 2 Parents that would "seriously consider HNS as 1st choice" | 18 | 17 | 19 | 25 | 30 | 23 | 20 | 62 | 214 |
| 3 Parents that "will or will seriously consider" HNS as 1st choice - by year | 52 | 47 | 50 | 47 | 66 | 48 | 42 | 137 | 489 |
| 4 Cumulative | 52 | 99 | 149 | 196 | 262 | 310 | 352 | 489 | |
| 5 Parents who supported HNS vision only (a) | 1 | 2 | 0 | 4 | 2 | 0 | 1 | 3 | 13 |
| 6 Total parental "support" for HNS - by year | 53 | 49 | 50 | 51 | 68 | 48 | 43 | 140 | 502 |
| 7 Cumulative | 53 | 102 | 152 | 203 | 271 | 319 | 362 | 502 | |
| 8 Total # of students | 100 | 200 | 300 | 400 | 500 | 600 | 700 | 700 | 700 |
| "Will or will seriously consider" (Item 3) as a % of <u>annual</u> intake (i.e. 100) | 52% | 47% | 50% | 47% | 66% | 48% | 42% | | |
| "Will or will seriously consider" (Item 3) as a % of <u>cumulative</u> intake | 52% | 50% | 50% | 49% | 52% | 52% | 50% | | |
| "Total parental support" (Item 6) as a % of <u>annual</u> intake (i.e. 100) | 53% | 49% | 50% | 51% | 68% | 48% | 43% | | |
| "Total parental support" (Item 6) as a % of <u>cumulative</u> intake | 53% | 51% | 51% | 51% | 54% | 53% | 52% | | |

(a) A very small number of parents answered only this question, if their older child was already enrolled elsewhere here, for example.

6. Qualitative feedback from parents has been extremely strong. They have expressed enthusiasm for HNS' ethos and vision, its music focus and our emphasis on posing challenging demands to students to ensure they achieve outstanding academic achievement and personal development. Parents are passionate in their support for the borough, want to raise and educate their children here and believe that HNS offers an excellence chance to do that.
7. HNS will have a unique position as a music school in Hackney – we believe the emphasis we place on and the structure of HNS' music curriculum is different from those of other schools such as Mossbourne and Bridge Academy which have music as their speciality. As a music school, HNS will offer four hours of music lessons and enrichment activities in music and performance each week throughout Key Stage 3-4, and all students will take a GCSE in Music. This unique emphasis on music and performance is central to our strategy of achieving Core Outcomes for all students and, we believe, has been important in securing the levels of parental demand we have achieved so far.
8. We believe the demographic projections support the case for HNS. While there is a small decline in the Year 7 cohort in Hackney & Islington in 2013, it is expected to grow by over 1,300 by 2017 relative to the 2012 baseline of a total of around 3,900 pupils in both boroughs
9. Net emigration rates have fallen in recent years, but there is scope for further improvement as Hackney's net export rate remains the 4th highest in the country.
10. Oversubscription data for 2011 show that the two closest schools to HNS' target zone, Haggerston and Bridge Academy, received more than 1,000 applications in excess of their published admissions numbers. While this will to some degree reflect multiple applications by parents, we believe this still supports demand for a new specialist school like HNS.
11. Data for the three Islington secondary schools that are closest to HNS' target zone also support our view on demand, oversubscription rates were 166%, this equates to 757 applications above actual places offered. None of these three schools have HNS' specialism, and two are single-sex schools.

12. A comparison with Hackney's secondary schools suggest that HNS will offer a number of unique features which will add to the breadth of educational provision and also to the quality of secondary education in the borough.

E1 – (a) Parental Engagement Strategy

HNS has engaged in an extensive public consultation programme since November 2011 with very positive feedback and sign-up rates. HNS has made particular effort to target traditionally harder-to-reach parents and students from more disadvantaged backgrounds as it is a central element of HNS' vision to provide an outstanding education to those children. This consultation process will continue to ensure that all stakeholders are appropriately engaged in every stage of the planning process. HNS has also developed a cost-effective strategy for marketing the new school in advance of September 2013 and beyond. This will be crucial to driving HNS' dual goals of recruiting excellent staff and becoming the first choice for secondary admissions in Hackney.

i. Parent Engagement to February 2012

HNS engaged in an intensive and diverse campaign to speak to local parents about **our plans** for HNS and **their plans** for their children. It was particularly important for our team to incorporate parents' and children's views and an accurate assessment of their particular requirements and constraints into the design of HNS' educational vision and plan, including many of its organisation features like the length of the school day, the focus on music and admissions criteria. To that effect HNS compiled a list of institutions, individuals and public sector bodies in the autumn of 2011 which we would visit to engage with parents, and in particular to contact parents that are traditionally hard to reach. This included:-

- The Learning Trust – [REDACTED] and colleagues
- [REDACTED], [REDACTED] by the BBC and the Guardian newspaper
- London Alevi Cultural Centre and Cem-Evi, [REDACTED], E9
- The Halkevi Turkish and Kurdish Community Centre, Dalston Lane, E9
- [REDACTED] at Gayhurst Primary School

- [REDACTED] of Hackney City Farm Pupil Referral Unit
- [REDACTED] of Hackney Pirates, after school club for referred children in Debeauvoir
- Hackney Music Development Trust (HMDT)
- [REDACTED] of Wah Nails on Kingsland Road and Dalston resident
- [REDACTED]
- TEDxHackney, a community event planned for April 2012, which aims to bring brilliant ideas in technology, education and design to a wider audience
- TechHub, the community hub for the Silicon Roundabout
- Various Hackney bloggers and journalists
- [REDACTED] at St Matthias Boys Club, Dalston Lane
- Adventure playgrounds in Shoreditch and Evergreen

Over the last three months our team has had face to face meetings, discussions and email contact with the people listed above and talked to parents and community leaders to gauge their demand for the particular vision that we have embodied in HNS' education plan.

The individuals in this list have acted as Community Champions for HNS. They have engaged their friends, staff, colleagues and other connections to communicate the plans for HNS to their own communities and get vital feedback. Many of them have extensive online communities as well as their own local business connections, which were extremely helpful in communicating to a wide range of local parents.

The HNS team canvassed opinion at the Tesco supermarket on Morning Lane, one of the largest in Hackney on Saturday, 10th December 2011. Around 300 flyers were distributed to shoppers and HNS representatives discussed plans for the school with a large number of parents and heard their views on essential requirements at the school. The immediate reaction from parents was largely positive. Hackney parents did express the view that a new secondary school providing high standards is needed.

On 13th January 2012 we held a coffee morning for parents to come and talk to us in an informal environment at the [REDACTED] in De Beauvoir. A number of mothers from across Hackney and Islington came to meet some of the committee members

and ask questions. The informal, mum-to-mum nature of this discussion was very successful, and parents felt comfortable in telling us what they would need from the school. Themes in the discussion related to the music specialism which was very important to parents, the rigour of the curriculum, and a wide range of other elements of HNS' education plans.

On 14th January 2012, we were invited by Hackney Music Development Trust to meet parents at their Saturday morning music school 'I Can Sing!' for primary pupils from all across the borough. This was a very successful morning. We spent two hours talking to parents, receiving their feedback about the school and registering interest. The majority of parents were particularly excited about our partnership with HMDT, and at the idea of a fully embedded music curriculum within a specialist school.

On 15th January we visited the Alevi Turkish Community Centre. The previous week, we had met the managers and left flyers and sign-up forms in Turkish. On our return, we presented, with a translator, to the parents of children visiting the centre for their weekly Maths and Music classes. Again, parents were able to voice their concerns in an environment where they were already comfortable. From this group of parents, the response was overwhelmingly positive. We spoke to a large number of people from the Turkish and Kurdish community at this centre and in many local businesses, and there is a very strong sense in this community that more good school places are needed in Hackney. This is reflected in the practical difficulties the Turkish Outreach Officer from Gayhurst School had in finding places for her students.

On 21st January 2012 we held a large information event at The Scolt Head in De Beauvoir, at which 58 parents attended, of whom 24 formally registered their interest in HNS, i.e. they stated that they would send their children to HNS, or would seriously consider doing so. At that event the HNS team presented its vision for the school, and there followed a lengthy Q&A session. Other attendees included local teachers who wanted to offer their support for the project, notably [REDACTED], a former primary head and secondary school teacher, who offers Gifted and Talented Saturday classes for local children, as well as [REDACTED] in Gayhurst primary school. Prior to this event, the HNS team distributed approximately 8,000 flyers announcing the event, its location and agenda, among households throughout Hackney, with a particular focus on the council estates situated within a two mile

radius of the preferred site of the school.

Through the website and these events, we also made both our twitter tag, personal email addresses and phone numbers known to many groups and received requests from a number of parents who had questions prior to completing the surveys.

During the month of February 2012 the HNS team continued to canvass regularly at local primary schools, the Britannia Leisure Centre, the Clissold Park Leisure Centre, the Shoreditch Adventure Playground, the Museum of Childhood, Ridley Road Market, Hoxton Market and a number of other venues, including retail shops, throughout Hackney and the South-East of Islington. The HNS team tried to cover in particular areas that had seen lower levels of attendance at the public meeting on 20th January.

HNS has also placed flyers in shops, restaurants, local pubs, newsagents, and other retail outlets throughout Hackney and the south-western part of Islington. The flyer was produced in English and Turkish, Chart 16 and 17. Between November 2011 and February 2012 more than 8,000 such flyers were distributed.

HNS has organised a number of events designed to engage parents at local primary schools, these are discussed in Section iii below.

Chart 16. HNS Flyer – English



A new state school in Hackney for girls and boys 11-19

We are applying to the government to set up a new secondary school and 6th form college in September 2013. Hackney New School will provide all students with access to the widest range of opportunities in life.

- academic excellence
- self-belief
- curiosity
- responsibility

Our promise to you:

- | | |
|------------------------------|------------------------------|
| Brilliant teachers | Languages and all 3 sciences |
| High expectations | Music as a speciality |
| Strong discipline | Partnership with parents |
| Smaller class sizes | Outstanding careers advice |
| Safe and supportive | Learning expeditions |
| Extended opening | Public performance |
| A healthy lifestyle and diet | Community engagement |

We want to give parents choice.

We want to give your children more.

www.hackneynewschool.org

There are twelve secondary state comprehensive schools in Hackney – we want to add one more to help more pupils receive an excellent education in the borough. If our application is successful, we will open in September 2013.

Where will the school be?

We are currently looking all over Hackney to find the perfect spot and will update you when we know more.

We need you!

The success of our application depends on proving that you the parents want to send your kids to Hackney New School. If you are excited by the idea of your children attending an innovative new school then please register your interest by answering our parent support survey online.

Please register your interest online
<http://www.hackneynewschool.org>

Come and meet the team!

We will be holding a series of community outreach events in December and January. Please check the website for details.

What do you think?

What's the most important thing you'd like from a school?
What do your children need most?
What does an excellent school mean to you?
We want to hear from you!

ii. Website

Since November 2011, parents have been able to register their demand for a new secondary school in Hackney via the parental support survey on our website or by completing a hard copy registration form.

We asked parents three questions in line with DfE guidelines:-

1. Do you support the vision for HNS?
2. Will you make HNS the first choice for your child/children?

3. Would you seriously consider making HNS your first choice for your child/children?

The second question 'Will you make HNS the first choice for your child/children?' was only added when the DfE guidelines changed in November 2011, i.e. quite late in the process. We believe that this is one reason why many parents registered their support for question 3. We have also found that many parents, though wholly supportive of the school, felt more comfortable answering question 3 positively rather than question 2 whose wording felt too categorical for them at this stage. The vast majority of those answering question 3 only were web registrations who did not have the benefit of explanation by a committee member at sign up.

We also captured every parent's name, postcode and the name and date of birth of the child/children that they were signing up. A copy of the registration form is provided in Appendix 2 and can be viewed online at [REDACTED]. The printed form clearly states the key features and objectives of HNS, and describes the admissions policy and age range that HNS will cater for from September 2013. Extensive additional information is provided on the website, which also gives parents an opportunity to contact the Steering Committee with questions. 80 parents have made use of this facility with each enquiry receiving a personalised response from the HNS team. We received praise from several parents for our swift and clear responses. For example, [REDACTED] wrote:

*"Thank you for responding to my questions so quickly and so thoroughly - much appreciated. I look forward to further contact with HNS.
All the best,*

[REDACTED] Google Analytics shows that as at 19th February 2012 the HNS website has had 1,947 unique visitors since launching in Autumn 2011, as well as 2,964 total visits. One third of all visitors were looked at the site more than once. HNS also launched a Facebook and Twitter account to spread the message effectively via social media. Twitter has been a particularly useful tool for sharing news articles, publicising our community champions and announcing events.

iii. Primary Schools

HNS wrote to all 53 primary schools in Hackney and the eight Islington primary schools that are closest to the preferred site. As HNS can take students from across

the borough, and given its particular oversubscription criteria (see Section D5), approaching all primary schools was the right strategy.

Table 52. summarises the liaison events we held with primary schools in Hackney and Islington. With each school having an average of 125 students across the two years pertinent to them when applying for a Year 7 place in 2013-14, our engagement has reached ca 1,000 pupils and their parents. We have had discussion sessions with children in Year 5 at Shacklewell and London Fields primary schools which were extremely productive in supporting our thinking about the kind of school that would serve the young people of Hackney most effectively. In addition to using the primary schools as a channel for communicating with parents, we also collected large amounts of feedback from the principals. This has been incorporated in our application.

Table 52. Parental Engagement Events at Primary Schools

| Table 52. Primary School Contacts by HNS | | |
|---|------------------|---|
| School | Principal | Status |
| Brook Community | ██████████ | Meeting on 6 th January 2012. Left flyers for distribution to Yr 4 & 5. Canvassed at gate for signatures. |
| Burbage | ██████████ | Meeting on 19 th January 2012. Publicised in newsletter, distributed flyers and canvassed at gate for signatures. |
| Gayhurst Community School | ██████████ | Meeting on 8 th December 2011, distributed flyers and advertised events in newsletter. Met separately with Turkish family liaison officer, who took literature and sign-up forms in Turkish for parents. Canvassed at Christmas Fayre. |
| Jubilee School | ██████████ | Meeting on 9 th December 2011, distributed flyers and advertised events in newsletter |
| London Fields | ██████████ | Meeting 19 January 2012. |

| | | |
|---------------------------------|--|--|
| | | Publicised in newsletter, distributed flyers and canvassed at gate for signatures. Met with Year 5 students on February 10th for a discussion about how they think about secondary school and what they would like from secondary education |
| Orchard | | Meeting on 5 th January 2012. Left flyers for distribution to Yr 4 & 5. Canvassed at gate for signatures. |
| Our Lady and St Joseph's RC | | Parent Evening on 26 th January 2012. Left flyers for distribution to Yr 4 & 5. Canvassed at gate for signatures. |
| Randel Cremer | | Held event for parents on 26 th Feb Meeting on 17 th January 2012. Left flyers for distribution to Yr 4 & 5. Returned to answer parents questions and ask for signatures on 20 th January 2012. |
| Rosemary Works | | Met [REDACTED] and attended Valentines Cake Sale on 10 th February 2012 to meet parents and students. |
| Shacklewell | | Meeting on 16 th January 2012. Left flyers for distribution to Yr 4 & 5. Met with Year 5 students on 6 th February for a discussion about how they think about secondary school and what they would like from secondary education |
| Tyssen Community Primary School | | Meeting on 8 th December 2011, distributed flyers and advertised events in newsletter |
| [REDACTED] | | Approached by parents to |

Whitmore

run discussion session on 2nd February 2012 to answer questions and discuss HNS vision.

Meeting 19th January 2012. Publicised in newsletter, distributed flyers and canvassed at gate for signatures.

iv. Reaching Parents from deprived & disadvantaged Backgrounds

Given the socio-economic mix of the populations in Hackney and Islington and HNS' mission to provide an outstanding education to disadvantaged students in particular, HNS undertook the following targeted initiatives to reach 'hard-to-reach' families and persuade them of the value that HNS' education could provide to their children:-

- Canvassing on Housing Estates: We made door-to-door visits on the De Beauvoir Estate which consists of 699 residential units. Other estate we covered included: Cranston Estate (Shoreditch), Colville Estate (Shoreditch), John's and Arden Estate (Hoxton) and Whitmore Estate (Hoxton). The HNS team also established a positive relationship with [REDACTED], who [REDACTED], [REDACTED], where children aged 6-16 (predominantly from the local estates) are able to spend their free time. She has committed to helping us to continue to connect with the parents of these children. We intend to continue this face-to-face interaction with families in the future as many people in this target group cannot be reached online.
- Engagement with the Turkish & Kurdish community: With the help of [REDACTED] a local community relationship specialist, we developed a program to reach Hackney's Turkish & Kurdish community. We translated our flyer into Turkish (17) and met with a number of local community groups and Turkish community leaders:-
 - Alevi Cultural Centre & Cemevi
 - Halkevi Turkish & Kurdish Community Centre
 - [REDACTED] from Gayhurst School
 - Turkish and Cypriot businesses across the borough
 - [REDACTED], local business owner and community champion. With [REDACTED] support, we will also attend events run by the Centre for

Strictly Private & Confidential

Turkey Studies and Development and give interviews for Telegraf, the UK's only Turkish & Kurdish language newspaper

Chart 17. HNS Flyer – Turkish



A Hackney' de 11-18 yaş arası tüm çocuklar için yeni bir devlet okulu.

Eylül 2013 de yeni bir ortaokul ve 6. form Kolej kurmak üzere hükümete başvuruyoruz. Hackney New School, tüm öğrencilerine, hayattaki birçok fırsata ulaşmalarına yönelik çeşitli imkanlar sağlayacak.

- akademik üstün başarı
- kendini tanıma
- merak
- sorumluluk

Söz veriyoruz:

Alanında uzman öğretmenler

Yüksek beklentiler

Disiplin

Az öğrencili sınıflar

Güvenli bir ortam

Uzatılmış saatler

Sağlıklı yaşam tarzı ve beslenme

Diller ve 3 bilim dalı

Müzikte uzmanlık

Veli-okul ortak çalışmaları

Uzman kariyer danışmanlığı

Öğretici geziler

Halka açık gösteriler

Toplumsal bilinç

Biz ebeveynlere yeni bir seçenek sunmak istiyoruz.

Biz çocuklarınıza daha fazlasını sunmak istiyoruz.

www.hackneynewschool.org

Hackney de 12 tane kapsamlı devlet okulu bulunmaktadır. Biz bölgedeki daha çok öğrencinin daha nitelikli bir eğitim alabilmesi için bunlara bir yenisini eklemek istiyoruz. Başvurumuzun kabul edilmesi halinde Eylül 2013’de bu hedefimizi gerçekleştireceğiz.

Okul nerede olacak?

Açılacak okul için en uygun yeri bulmak amacıyla halen Hackney bölgesinde çalışmalarımızı sürdürüyoruz ve gelişmeler hakkında sizi bilgilendireceğiz.

Sizin desteğinize ihtiyacımız var!

Siz ailelerin, çocuklarınızı Hackney New School a gönderme isteğiniz başvurumuzun kabul edilmesini sağlayacaktır. Eğer çocuklarınızın yenilikçi bir okulda olması fikri sizi heyecanlandırıyorsa, lütfen ilginizi internet sitemizdeki aile destek anketini doldurarak gösteriniz.

Lütfen desteğinizi online olarak gösterin
<http://www.hackneynewschool.org>

Gelin ve ekibimizle tanışın!

Aralık ve Ocak 2012 boyunca toplum bilgilendirme organizasyonları düzenleyeceğiz. Detaylar için lütfen web adresimizi takip edin.

Ne düşünüyorsunuz?

Bir okuldan beklediğiniz en önemli şey nedir?
Çocuklarınızın en çok neye ihtiyacı var?
“Mükemmel okul” size neyi ifade ediyor?
Bizimle paylaşın!

- **Engagement with Black (African/Caribbean) Community:** The HNS team has been able to establish particularly good relationships with members of the Black African and African/Caribbean community as parents do come with their children to primary school gates, swimming clubs, playgrounds and shops; the lack of a language barrier has also helped⁹¹. Having strong black role models in our team has helped and we have found black parents to be very receptive

⁹¹ This language barrier has made access to the Turkish and Kurdish communities, for instance, more difficult.

to more choice in a small school with a strong music focus. We invited [REDACTED], a Hackney community leader who came to public attention during the London riots in August 2011 when she was filmed in Mare Street during rioting, to become our community spokesperson and member of our advisory committee. [REDACTED] has enthusiastically supported our vision and Core Outcomes and participated in many of our community events including our mums' coffee morning and public meeting on 21st January 2012.

[REDACTED] has actively canvassed for the school amongst the African/Caribbean communities in Hackney through her radio show, Conscious FM and through community meetings and online networks.

[REDACTED], a local entrepreneur, mother and potential business mentor who is well known and respected by local teenagers, also helped with canvassing and marketing activities (she attended one of the first academies).

- Engagement with organisations supporting vulnerable children: We have met with several groups who have given us critical insight into the vulnerabilities of children in our community whom we seek to support during transition from primary to secondary school and subsequently fully support as students of HNS. With our Emotional Wellbeing Centre we hope to reach beyond our own student population to support children across the borough of Hackney. We have engaged with
 - The Safety Box
 - Hackney City Farm Pupil Referral Unit
 - Kids Company
 - Representatives from the National Autism Society

In addition we have received invaluable advice from the principals of Hackney Primary Schools who shared their experience and understanding of all these groups.

Our efforts to reach hard-to-reach communities will continue throughout the application and pre-start up phases, see 2.

As at 21st February 2012, 265 parents of 502 children, who would be of the right age to apply for a school place in Hackney from 2013 onwards, had registered their interest in HNS by signing up for one of the three questionnaire questions (as discussed in detail above). A full list of these children's age and postcode is included in Appendix 1. Table 51 shows the number of registrations by entry level year and this registration number as a proportion of the number of available places at HNS.

(b) Analysis by Postcode

Chart 18. Supporting Parents by Postcode



(c) Qualitative Support from Parents

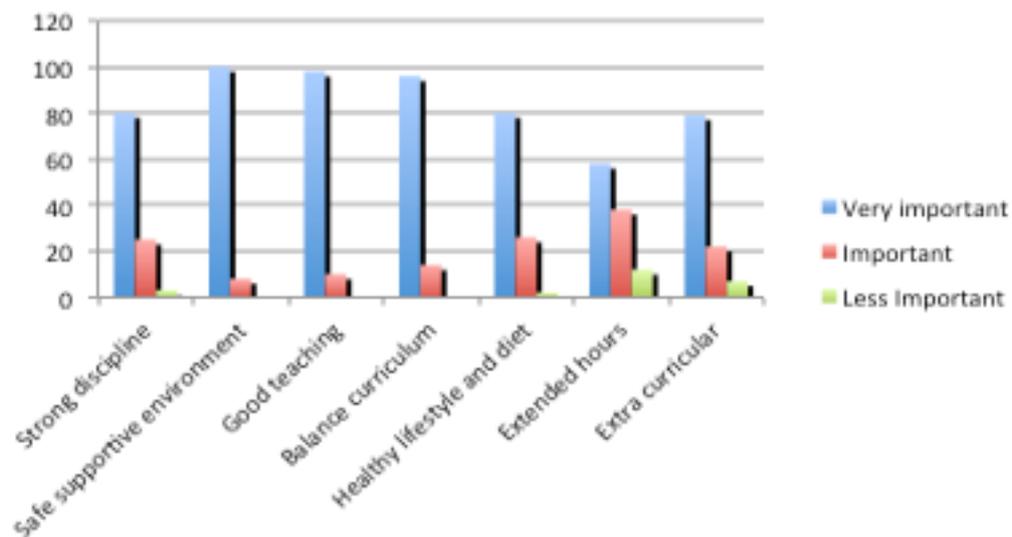
We have received overwhelming expressions of support from parents⁹²:-



(d) Parental Survey

We also carried out a survey of those parents who filled out hard copies of the application form in order to understand more about parents' views on education and to evaluate which features parents tend to prioritise when it comes to making choices for their children.

Chart 19. Survey Results



⁹² The relevant individuals have approved disclosure of these emails in this document.

E2 – How HNS will reach out to the wider Community

E2 – (a) Initiatives to make HNS attractive to pupils from different backgrounds

Hackney is a young borough, going through immense and exciting change. The proximity to the Olympics, regeneration of libraries and parks, the influx of new business and many young families all add to the vibrancy of the area. People who live in this borough really do care about its reputation and success, as evidenced by the number of cleaners after the 2011 riots outnumbering those who actually caused the disturbance and the many amazing social enterprises we've worked with to produce this proposal. There is undoubtedly still huge social inequality but local people have a lot of energy to drive change. We believe that people in Hackney will put their energy into making HNS a success, and prove that, while life is still very hard for many, the community can collaborate to improve things for the next generation.

We will deploy five channels to make HNS attractive to pupils of different backgrounds and abilities, including in particular children from deprived or disadvantaged families, and thereby to generate sufficient and appropriate demand for its first cohort of places in September 2013, and subsequent year groups thereafter. [REDACTED] and her team at WithPR, a local Hackney PR firm, will be working with us to develop a comprehensive through-the-line marketing campaign for the school once approved. (Table 54.).

Table 54. Outreach & Marketing Channels

| | |
|---------|--|
| Schools | <ul style="list-style-type: none"> • We will appoint an HNS representative from within our team to every primary school within our catchment area who will be responsible for building relationships with teachers, pupils and parents beginning Summer 2012, through the Autumn term 2012 and leading up to our opening in Autumn 2013. • All primary schools that we consulted have said we can attend their Autumn and Spring fairs to have a stand and market directly to parents • Small group sessions will continue to be held with Yr 5 students in the schools nearest to HNS to obtain their input, answer their questions and start to plan for their transition |
|---------|--|

| | |
|-------------------------|---|
| | <ul style="list-style-type: none">• Informal picnics and sports afternoons will be organised for all prospective students to meet each other and the new teaching staff during Summer 2013. |
| Public Events | <ul style="list-style-type: none">• We will organise a series of public events across the community in church halls and community centres. These will include: Shoreditch Adventure Playground, Evergreen Playground and Holly Street estate, Britannia Leisure Centre, De Beauvoir estate and the Turkish community centres, Halkevi and Alevi, and will enable us to meet with parents and prospective pupils.• During Autumn Term 2012, we will set up a weekly stall at Ridley Road Market and Broadway Market. We will also have a fortnightly stall outside Tesco on Kingsland Road and another in the Kingsland Mall. |
| Film | <ul style="list-style-type: none">• http://geocasttv.com/ have offered to make a film to show the HNS team, the school site and potential students of HNS to interested parties. This would be shown at meetings and would be on our website. |
| Web | <ul style="list-style-type: none">• Website. Once approved, we will start to populate our website with detail from our application to help answer the many questions prospective parents might have. This will in effect become a living prospectus• We will also produce and publish to the web a prospectus in English and Turkish• Twitter. We have built a good following on Twitter during this early phase. We anticipate that, with approval of the school, this following will grow and we will be able to use Twitter to continue to spread news of our public events and outreach activities as well as to canvas opinion.• Facebook. As pupils and parents develop increasing awareness of HNS and their part in its development, we expect the use of Facebook to increase as the first Year 7 forms and students build their own community. |
| Advertising & promotion | <ul style="list-style-type: none">• Press coverage. We have used the local online press to promote HNS and will continue to do so. This has helped open up discussion with numerous groups online and ultimately raise our profile. The Hackney Gazette, Hackney Citizen, East London Lines, We Love Dalston and Hackney Hive sites have all published balanced articles about our application.• We will also publish an article in Turkish with the help of Ibrahim Drogus, a community activist for the Turkish and Kurdish community, in the Turkish-language paper, Telegraf• Local radio, including Conscious FM• Using other events already planned in the area, such as TEDxHackney, a community event planned for April 2012 which aims to bring brilliant ideas in technology, education and design to a wider audience |

We have received extensive offers of specific pro bono support and have a ready and willing team of volunteers who will be mobilized as part of the marketing campaign for Hackney New School.

| Name | Offer | Message |
|------------|------------|--|
| [REDACTED] | [REDACTED] | <p><i>'I am an East-London based PR entrepreneur who would be willing to help in the communications cause around establishing the school.'</i></p> <p>http://www.withpr.co.uk</p> <p><i>Hackney-based PR firm offering to assist with through-the-line</i></p> |
| [REDACTED] | [REDACTED] | <p><i>I attended Saturday's meeting. I am an Assistant Head Teacher of a local primary. Although time is limited, I would like to advise and help.</i></p> |
| [REDACTED] | [REDACTED] | <p><i>'I am a local parent and would potentially be interested in helping. I am a barrister and so I thought that my professional expertise might come in useful.'</i></p> |

[REDACTED]

[REDACTED]

What I can do directly to help is if there is ever a need to source uniforms. Under my division we also cover schoolwear ...maybe useful in terms of sourcing & supplying. My husband is a production accountant and would be happy to help in whatever way he can.

[REDACTED]

[REDACTED]

I would be happy to help in anyway deemed possible.it is a very exciting opportunity.

[REDACTED]

[REDACTED]

If there is any help I can offer do let me know.

[REDACTED]

[REDACTED]

I am an experienced and qualified SEN teacher. I presently teach Primary ASD (EBD and CP/SLD) learners in an ~Independent Special School. I heard about the HNS from our Speech Therapist. I would be interested in being involved in this interesting development (and possibly 'down the line' employment). I am

presently seeking a change of employment. I have been teaching in SEN since I arrived in the UK in 2001 and have previous mainstream experience in South Africa

[REDACTED]

[REDACTED]

Should you need an additional unskilled pair of hands, then please let me know.

[REDACTED]

[REDACTED]

I would be interested in contributing in some way to HNS's development

[REDACTED]

[REDACTED]

I am happy to get a bit more involved to help if you would like some further support, I have had a number of ideas on how to get the word out to the local and Stoke Newington parenting community

[REDACTED]

[REDACTED]

Myself and my partner [REDACTED] are film directors. We live locally with two children. Neither of us have a background in education, although I have previously taught

adult courses, but we feel we could bring a wealth of professional experience. We and are interested in getting involved in whatever way might be appropriate.

██████████

██████████

I'm happy to help in any way. I am class rep for William Tyndale and have forwarded on the schools details for parents to look at.

██████████

██████████

My husband ██████████ happen to be a ██████████ for universities and he could arrange for a video to be made for your new school if you have not already done so. <http://www.geocasttv.com>

██████████

██████████

I could distribute flyers at Daubeney School & at Saturday morning music programme

██████████

██████████

I will spread the word with other parent. Let me know what flyering involves, hopefully I can help. Also anything

further we'd be happy to be involved, [REDACTED], and my wife is a graphic designer who recently completed a PGCE and is now involved in design education projects with the Royal Society of Arts, and the Design Museum. So if you have any design related needs, maybe we can be useful.

[REDACTED]

[REDACTED]

I'm a parent and I'd like to see if I can be of any help

[REDACTED]

[REDACTED]

I would like to find out more about this project and possibly in the future lend my support. I am an experienced fundraiser and manager working in the arts and 3rd sector. I work at [REDACTED]. My wife and I live in Homerton and have a 2 year old son.

[REDACTED]

[REDACTED]

I have been working in early years education and play/youth services for over 10 years. I currently manage a children's centre in

lambeth.\nl would be very interested in participating in the setting up of the HNS. I would also be interested in working for the HNS in some capacity.

[REDACTED]

[REDACTED]

I live locally and I would like to offer my time. I think this is an amazing idea, happy to do anything I can. I grew up in N1 and had to leave the area to go to secondary school.

[REDACTED]

[REDACTED]

Please add me to your mailing list and let me know if I can do ANYTHING to help

[REDACTED]

[REDACTED]

We would love to get involved as volunteers to help make this school happen

Community Outreach Officer.

Based on advice from the principals of The Safety Box, we intend to establish a community outreach officer post as soon as possible to engage with the parents and children who expect to come to HNS. This person will ideally be an existing member of the community who has the skills and knowledge to help identify the needs of children going through this transition from primary to secondary school. An additional responsibility of this postholder will be to promote the school as a safe environment

for prospective pupils.

E2 – (b) Analysis of Population Characteristics and Demand for School Places

In our two meetings with the Learning Trust we discussed pupil admissions projections over the next few years for Hackney, and to what extent demand for additional school places exists in the borough. We have incorporated findings from these helpful conversations in our analysis below and the plans for HNS. As pointed out elsewhere in this document, we intend to cooperate with the Learning Trust to ensure a smooth operation of the secondary school system in Hackney, including the annual admissions process and the allocation of children with SEN or other particular requirements and needs. Based on our analysis of the data, as well as these discussions, we believe that a demand for additional places in an “Outstanding” school exists as a result of rising overall demand for pupil places and the particular vision that HNS offers to parents and their children.

Age Distribution of Children in Hackney

Hackney has a young population, with 15% of the population (i.e. 33,034) under the age of 9, i.e. at an age where they would reach age 11 in 2013). Of these, 4,687 (2.2%) live in Area E, which encompasses De Beauvoir, Haggerston, Hoxton, Queensbridge, according to the Learning Trust’s area classification,⁹³ this area contains one preferred site for HNS (Chart 20). Note how the cohort size is greater for younger age groups, this supports our analysis, given below, that demand for secondary school places is likely to grow significantly over the next ten years. Hackney’s birth rate with a total fertility rate of 2.21, is also consistently above London and England averages⁹⁴

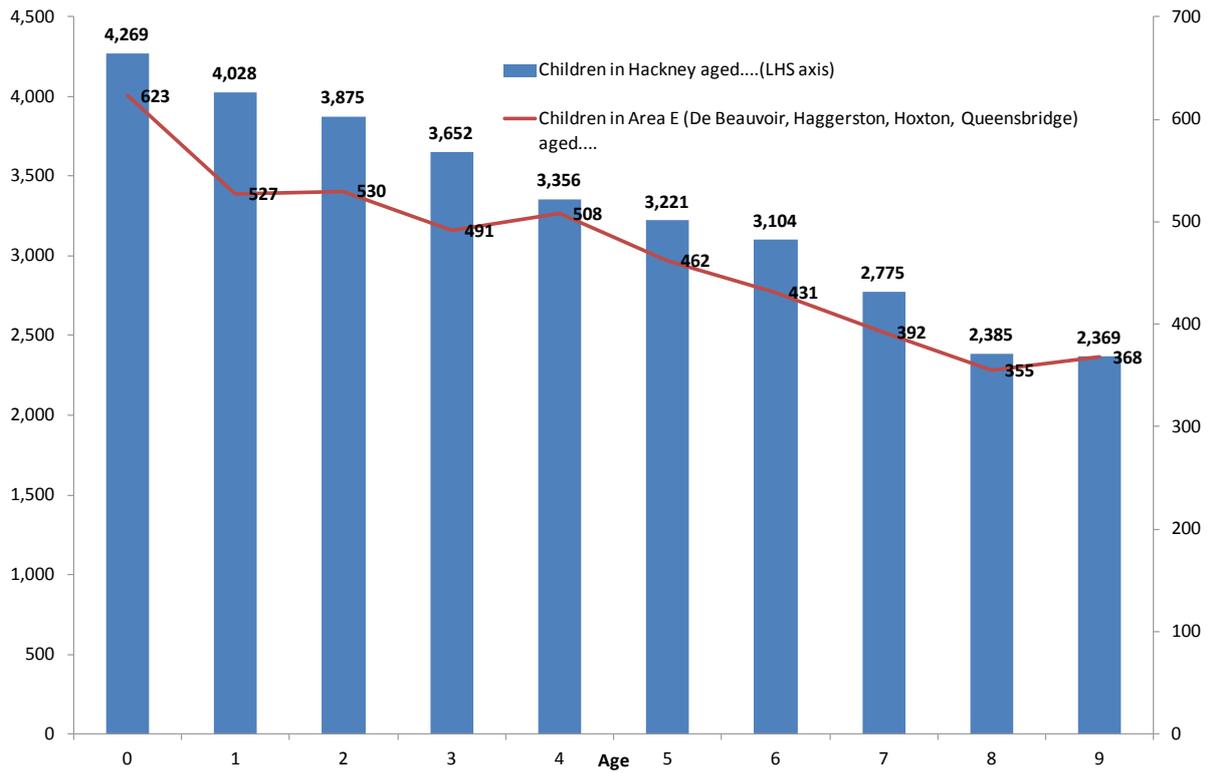
Chart 20. Age Distribution of Hackney Children

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http://www.learningtrust.co.uk/childcare/information_for_providers/docs/ChildcareSufficiencyAssessment2011.pdf

⁹⁴ Ibid, p. 18.

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Particularly noteworthy is the diverse ethnic composition of the children population which influences HNS curriculum design for future planning purposes the ethnic mix is expected to remain relatively stable. (Table 55)

Table 55. Ethnic Mix of Children Projections

| Ethnicgrp | 0-4 yrs | | | | 5-9 yrs | | | | 10-14 yrs | | | |
|-----------------|---------|------|------|------|---------|------|------|------|-----------|------|------|------|
| | 2011 | 2014 | 2016 | 2021 | 2011 | 2014 | 2016 | 2021 | 2011 | 2014 | 2016 | 2021 |
| White | 44% | 45% | 45% | 46% | 40% | 41% | 42% | 44% | 45% | 41% | 39% | 41% |
| Black Caribbean | 6% | 6% | 6% | 5% | 8% | 7% | 7% | 6% | 9% | 8% | 8% | 7% |
| Black African | 15% | 14% | 14% | 14% | 17% | 16% | 16% | 15% | 18% | 18% | 18% | 16% |
| Black Other | 11% | 11% | 11% | 11% | 12% | 12% | 12% | 12% | 11% | 12% | 12% | 12% |
| Indian | 3% | 3% | 3% | 3% | 3% | 3% | 3% | 3% | 4% | 3% | 3% | 3% |
| Pakistani | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% |
| Bangladeshi | 6% | 6% | 6% | 6% | 6% | 6% | 6% | 6% | 5% | 6% | 6% | 6% |
| Chinese | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% |
| Other Asian | 4% | 4% | 4% | 4% | 3% | 3% | 3% | 3% | 2% | 3% | 3% | 3% |
| Other | 9% | 9% | 9% | 10% | 8% | 9% | 9% | 9% | 5% | 7% | 8% | 9% |

Source: GLA, 2008

In 2010/11 there were 3,085 children aged 0-18 with SEN (Action Plus or with a statement) in Hackney (10.5% of all children in that age group). Of these, 1,901 are 10 years of age or younger. In general, we would expect the number of children with a special educational need to be greater than this because (a) a number of disabilities, for example sensory impairment, do not always necessitate a Statement of SEN and (b) data for under-5s probably under-reports the real levels of SEN as there is no compulsory education and hence systematic reporting for this age group. We have reflected these facts in our assessment of SEN incidence at HNS.

Table 56. SEN Children

| Age | 2009/10 | | 2010/11 | |
|------------------|-------------|------------|-------------|------------|
| | Action Plus | Statement | Action Plus | Statement |
| 0 to 2 | 14 | 0 | 9 | 0 |
| 3 to 4 | 171 | 45 | 134 | 34 |
| 5 to 7 | 668 | 207 | 640 | 196 |
| 8 to 10 | 708 | 237 | 658 | 230 |
| 11 to 14 | 508 | 382 | 564 | 401 |
| 15 to 18 | 124 | 103 | 116 | 103 |
| Sub-Total | 2193 | 974 | 2121 | 964 |
| Total | 3167 | | 3085 | |

Source: The Learning Trust

Demographic Projections for Islington Wards adjacent to HNS Target Site

GLA 2011 Round SHLAA Ward Population Projections, revised, for the London Borough of Islington indicate that for the four wards which are located in close

proximity to South West Hackney these are: Bunhill; Canonbury; Mildmay; and St. Peter's, there will be an increase in the number of resident 10 – 14 year olds between the years 2012 – 2025.

Demand Projections for Hackney & Islington Secondary School Places 2013-19

As at January 2011, there were 18,530 primary school pupils, aged <2-10 years, in Hackney and 14,075 in Islington. Until September 2019, other things being equal, almost 24,900 of these, 14,200 in Hackney and 10,655 in Islington, will reach the end of Key Stage 2 and seek entry to a secondary school (Table 57.). While the Year 7 cohort is expected to decline marginally for the 2013 intake, by 4% in Hackney and 2% in Islington relative to the cohort that reaches Year 7 in September 2012, it will increase significantly thereafter, in Hackney by 12% in 2014, 2% in 2015 and 4% in 2016. Relative to a 2012 “baseline scenario” where student intakes remain at that level in each of the next five years, Hackney is expected to generate 965 “additional” students of the target age and Islington 395, i.e. 1,360 in total. HNS believes that this represents a favourable macro-demographic background for a school of its size.

Table 57. Pupil Cohorts at Primary School Age 2011-19

| | Will reach KS3 in year... | Hackney | % chg p.a. | Islington | % chg p.a. | Combined | % chg p.a. |
|---|------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Age as at 31 August 2010 | | | | | | | |
| 10 yrs | Sep-11 | 2,125 | | 1,705 | | 3,830 | |
| 9 yrs | Sep-12 | 2,190 | 3% | 1,715 | 1% | 3,905 | 2% |
| 8 yrs | Sep-13 | 2,095 | -4% | 1,680 | -2% | 3,775 | -3% |
| 7 yrs | Sep-14 | 2,345 | 12% | 1,755 | 4% | 4,100 | 9% |
| 6 yrs | Sep-15 | 2,390 | 2% | 1,805 | 3% | 4,195 | 2% |
| 5 yrs | Sep-16 | 2,490 | 4% | 1,835 | 2% | 4,325 | 3% |
| 4 yrs | Sep-17 | 2,595 | 4% | 1,895 | 3% | 4,490 | 4% |
| All pupils | | 18,520 | | 14,075 | | 32,595 | |
| Pupils reaching KS3 from 2013 | | 14,205 | | 10,655 | | 24,860 | |
| Student intake 2013-17 | | 11,915 | | 8,970 | | 20,885 | |
| Student intake 2013-17 at constant 2012 numbers (a) | | 10,950 | | 8,575 | | 19,525 | |
| "Excess" student intake 2013-17 vs 2012-baseline | | 965 | | 395 | | 1,360 | |

(a) What it would be during those five years if intakes were 2,190 for Hackney and 1,715 for Islington throughout.

Source: DfE, LA data sfr12-2011lat2, Table 10e

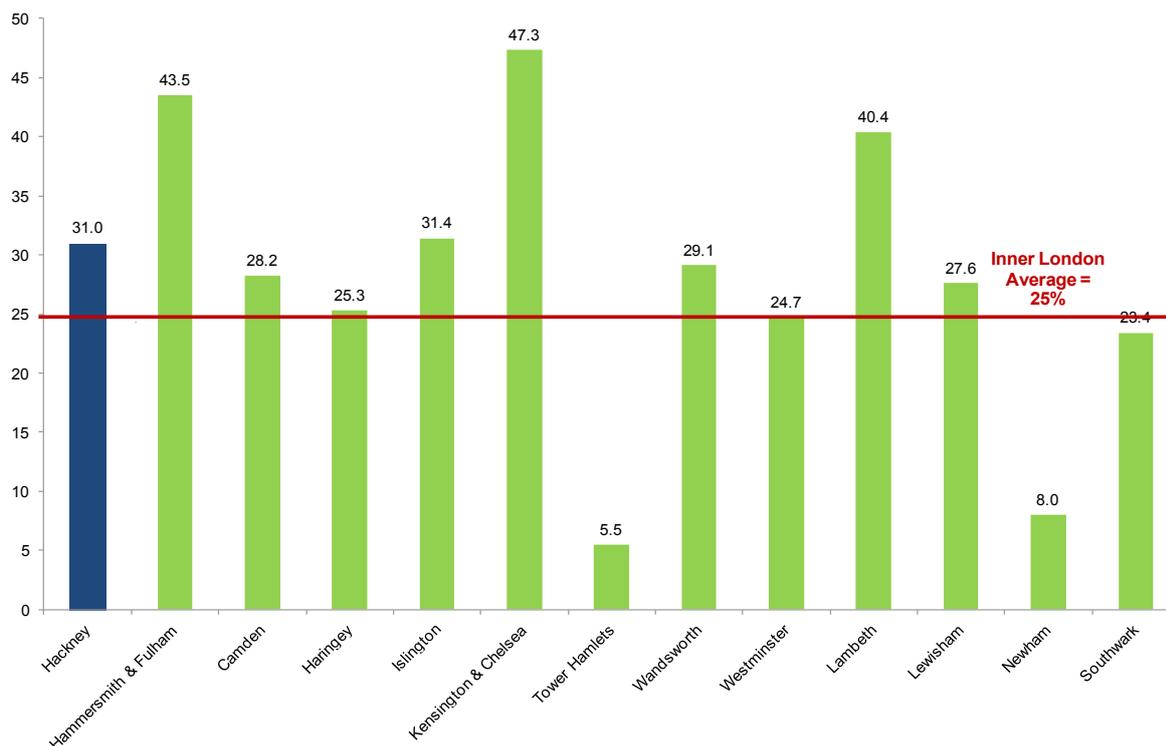
Emigration Rates

Of the total pool of secondary students in Hackney, 31% were attending a secondary school outside the borough as at January 2011 (Chart 21.). This is 6% higher than the average for all inner-London boroughs. In the last academic year, 2010/11, this percentage had fallen to 17.5%, which reflects the growth in local secondary school capacity and improving levels of attainment, due in large part to the success of the Mossbourne Academy. We believe there is still considerable scope for offering more options to students in Hackney so that they don't have to go outside the borough to receive an outstanding secondary education. Educating all children locally has a great and positive effect on social cohesion. Note also that the net export rate, the difference between the number of Hackney students going to school elsewhere and non-Hackney students going to school in Hackney, is the 3rd-highest in the UK at 27.1%⁹⁵. That is to say far fewer students from other boroughs go to school in Hackney than the other way round. As we are interested in outstanding education for *everyone*, regardless of where they live, we believe HNS can both reduce "exports" and increase "imports" of students from other boroughs by providing an outstanding education that achieves Core Outcomes for everyone.

Chart 21. Emigration Rates for All Secondary Students in selected LA's (2011)
(%)⁹⁶

⁹⁵ Only Knowsley (North West) and Reading had higher net export rates (as at January 2011). Source: DfE.

⁹⁶ The % of students residing in the LA attending schools maintained by other LAs, as a % of resident population. The net emigration rate for the 2010/11 cohort was 17.5%. Source: Correspondence with The Learning Trust.



Source: Cross-LA migration data, DfE

Oversubscription at Hackney Secondary Schools

Emigration rates are mirrored in levels of over-subscription for Hackney schools. Data for 2011 admissions shows that in total secondary schools in Hackney received 7,685 applications for 1,998 offered places, a level of oversubscription of 280%, consequently 5,687 students had to find places other than in the school of their first choice. Even when accounting for multiple applications by parents, we believe this represents a level of demand that substantially exceeds available local capacity⁹⁷. Haggerston and Bridge Academy, the two schools that are closest to the HNS Target Site, had a combined total of 1,010 excess applications in 2011. We believe this supports our contention that there will be a significant level of parental demand for HNS.

Table 58. Oversubscription Data for Hackney Secondary Schools

⁹⁷ Even if all parents were applying to two schools, the level of oversubscription would be 91% - this would represent more than 1,800 places applied for than were offered (compared with an excess of 5,687 in Table 52.)

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| Data for 2011 admissions | Specialism | Sex | Published Admission Number | # of applications received | # of places offered | Oversubscription | |
|---|-----------------------|-------|----------------------------|----------------------------|---------------------|------------------|-------------|
| | | | | | | # of places | % |
| 1 Haggerston | Technology | Mixed | 180 | 590 | 180 | 410 | 228% |
| 2 Bridge Academy | Music & Maths | Mixed | 180 | 780 | 180 | 600 | 333% |
| Total of schools near HNS target zone | | | 360 | 1,370 | 360 | 1,010 | 281% |
| 3 Cardinal Pole Roman Catholic School | Science | Mixed | 180 | 400 | 174 | 226 | 126% |
| 4 The City Academy, Hackney | None | Mixed | 180 | 1,073 | 180 | 893 | 496% |
| 5 Clapton Girls Academy (c) | Technology | Girls | 180 | 466 | 180 | 286 | 159% |
| 6 Hackney Free & Parochial (Urswick School) | Sports | Mixed | 150 | 274 | 111 | 163 | 109% |
| 7 Mossbourne | Music | Mixed | 200 | 1,448 | 200 | 1,248 | 624% |
| 8 Our Lady's Convent Roman Catholic High School | Language | Girls | 120 | 241 | 113 | 128 | 107% |
| 9 The Petchey Academy | N/A | Mixed | 180 | 939 | 180 | 759 | 422% |
| 10 Skinners' Academy (b) | Business & Enterprise | Mixed | 180 | 620 | 180 | 440 | 244% |
| 11 Stoke Newington School and Sixth Form | Media, arts, science, | Mixed | 240 | 771 | 240 | 531 | 221% |
| 12 Yesodey Hatorah Senior Girls School | N/A | Girls | 60 | 83 | 80 | 3 | 5% |
| Total - Hackney | | | 2,030 | 7,685 | 1,998 | 5,687 | 280% |

Source:

http://www.learningtrust.co.uk/schools/secondary_schools/docs/ss_brochure_2012/ss_brochure_2012_AdmissionsProcess.pdf

Mossbourne Academy will open a new secondary school on the site of the Cardinal Pole Lower School in Victoria Park in September 2014. The new school will have 800 student places. We believe HNS' unique vision and curriculum model, as well as expected growth over the next 8-10 years in Hackney's secondary student population support the existence of a free school like HNS alongside this "new" Mossbourne school.

Secondary Schools in Islington South

The preferred site for HNS is in the South West of Hackney near the border of Islington. Supply and demand characteristics of this region, Chart 22, and in particular the postcodes N1 and EC2A are therefore relevant for HNS' demand analysis.

There are ten state secondary schools in Islington, including five community schools run by Islington Council via Cambridge Education @ Islington, a partnership with an education consultancy which manages admissions to Islington secondary schools, three voluntary-aided faith schools and two academies: St Mary Magdalene Academy and City of London Academy. Of these, three are within 1.8 miles of HNS' target zone and therefore relevant benchmarks for HNS⁹⁸:-

- Central Foundation Boys School / 1 mile

⁹⁸ # of miles after name of each school indicates approximate distance to HNS target zone.

- City of London Academy – Islington / 0.9 miles
- Elizabeth Garrett Anderson School / 1.8 miles

Chart 22. Secondary Schools in Islington South relative to HNS preferred Site

Two of these schools are single-sex institutions, and none of them have the same area of specialisation as HNS. For the 2011 admissions round their published admissions number was 455 places in total. They received 1,171 applications and ultimately offered 414 places to pupils, leaving 757 students who had to find school places elsewhere. We believe this supports the case for HNS as the school would add local capacity for boys and girls with a new area of specialisation that, we believe, will be attractive to a high number of parents.

Table 59. Oversubscription Data for Islington Secondary Schools

| Data for 2011 admissions | | | | Published Admission Number | # of applications received | # of places offered | Oversubscription | |
|--|------------------------------------|---------------------------------|-------|----------------------------|----------------------------|---------------------|------------------|-------------|
| | Specialism | Sex | | | | | # of places | % |
| 1 | Central Foundation Boys School | Business & Enterprise | Boys | 150 | 368 | 150 | 218 | 145% |
| 2 | City of London Academy - Islington | Business & Enterprise | Mixed | 125 | 507 | 125 | 382 | 306% |
| 3 | Elizabeth Garrett Anderson | NLE (a) | Girls | 180 | 296 | 139 | 116 | 64% |
| Total of schools near HNS target zone | | | | 455 | 1,171 | 414 | 716 | 157% |
| 4 | Highbury Fields | Science | Girls | 140 | 354 | 140 | 214 | 153% |
| 5 | Highbury Grove | Music & Enterprise | Mixed | 210 | 965 | 210 | 755 | 360% |
| 6 | Holloway School | Sports | Mixed | 180 | 477 | 180 | 297 | 165% |
| 7 | Islington Arts & Media | Arts & Media | Mixed | 150 | 309 | 150 | 159 | 106% |
| 8 | Mount Carmel College for Girls | Technology | Girls | 140 | 211 | 72 | 71 | 51% |
| 9 | St Aloysius' College for Boys | Maths & ICT | Boys | 180 | 442 | 180 | 262 | 146% |
| 10 | St Mary Magdalene Academy | Humanities & Global Citizenship | Boys | 180 | 740 | 180 | 560 | 311% |
| Total - Islington | | | | 1,635 | 4,669 | 1,526 | 3,034 | 186% |

(a) "National Leader of Education".

Source:

http://www.islington.gov.uk/DownloadableDocuments/EducationandLearning/admissions/Secondary_Booklet_2012-13_%28as_at_21.09.11%29.pdf

GLA 2011 Round SHLAA Ward Population Projections, revised, for the London Borough of Islington indicate that for the four wards located in close proximity to South West Hackney: Bunhill; Canonbury; Mildmay; and St. Peter's there will be an increase in the number of resident 10 – 14 year olds between the years 2012 – 2025

in the range of 7-22%. We believe this supports our case for a new school at or near the Target Site.

Information on local Housing Developments and Regeneration Initiatives

The report *Counting Hackney's population using administrative data: An analysis of change between 2007 and 2011*⁹⁹ outlines how the majority of the population growth between 2007 and 2011 took place in younger age groups, and that *'in absolute terms the 0 – 9 age range grew by 2,745 [children]*'. It also stated that *'much of the growth in population is on the back of a significant rise in the number of residential properties'*. A number of forthcoming new housing developments and regeneration initiatives could also have a notable impact on the localised demand for school places, including for secondary schools, in and around the proposed catchment area for HNS. For example:-

- In the Haggerston West and Kingsland housing estates in South West Hackney, by summer 2012, 761 new flats and houses will have replaced the previous housing stock of 480 flats. It is proposed that the new development will provide homes for existing residents, but also *a mix of new homes for rent, shared ownership and private sale*.
- On the Colville Estate development in South West Hackney, where there are currently over 400 homes, Hackney Council is proposing to develop the site with approximately 900 homes of between one and four bedrooms.
- As described in Section H, a redevelopment of parts of the De Beauvoir Estate is currently under consideration, including new social housing units. This could also add to local demand, depending on the final shape of development scheme.

Data on neighbouring Authority Area: London Borough of Islington

The London Borough of Hackney's 2010-2011 Childcare Sufficiency Assessment incorporates data about the impact/pressure on early years and educational provision from its neighbouring local authorities. The document states how there is

⁹⁹ <http://www.hackney.gov.uk/Assets/Documents/estimating-and-profiling-the-population-of-hackney.pdf>

noticeable cross-border usage of primary schools, e.g. 7.9% of Islington primary school pupils reside in Hackney and 2.6% of Islington children attend Hackney primary schools. Additionally the document states that the Finsbury Park and Highbury localities, in the east of the London Borough of Islington, have the largest predicted growth of under 5's and the proximity to the South West of the London Borough of Hackney means there 'may be some impact' on the demand for school places in Hackney itself.

Local School Comparison: What makes HNS unique?

It is important to establish that the type of school we plan to develop has unique characteristics and will therefore offer parents and children an education experience that is not currently available, or, to the extent some aspects of it are provided in other schools, will be better delivered at HNS.

Table 60. Overview of Hackney Secondary Schools

| | Status | Specialism | Total Pupils | Sex | Age Range | FSM % | EAL % | SEN % (e) | 5 A*-C incl M&E | | English Bacc. |
|---|-----------------|--|--------------|-------|-----------|--------------|--------------|--------------|-----------------|--------------|---------------|
| | | | | | | | | | 2009 | 2010 | |
| 1 The Bridge Academy | Academy | Music & Maths | 535 | Mixed | "11-19" | 50.3% | 48.2% | 16.3% | N/A | N/A | N/A |
| 2 Cardinal Pole Roman Catholic School | Voluntary Aided | Science | 1,001 | Mixed | "11-19" | 38.4% | 47.7% | 7.2% | 49.0% | 46.0% | 3.0% |
| 3 The City Academy, Hackney | Academy | None | 215 | Mixed | "11-19" | 48.8% | 37.7% | 8.4% | N/A | N/A | N/A |
| 4 Clapton Girls Academy (c) | Community | Technology | 981 | Girls | "11-19" | 51.1% | 71.3% | 6.6% | 47.0% | 60.0% | 13.0% |
| 5 Hackney Free & Parochial (Urswick School) | Voluntary Aided | Sports | 731 | Mixed | "11-16" | 50.1% | 49.8% | 13.4% | 30.0% | 41.0% | 1.0% |
| 6 Haggerston School | Community | Technology | 704 | Mixed | "11-16" | 44.8% | 58.2% | 16.1% | 49.0% | 53.0% | 7.0% |
| 7 Mossbourne | Academy | Music | 1,070 | Mixed | "11-18" | 41.4% | 29.9% | 12.3% | 86.0% | 82.0% | 33.0% |
| 8 Our Lady's Convent Roman Catholic High School | Voluntary Aided | Language | 744 | Girls | "11-18" | 22.0% | 39.2% | 4.7% | 69.0% | 71.0% | 25.0% |
| 9 The Petchey Academy | Academy | N/A | 705 | Mixed | "11-16" | 41.0% | 26.4% | 15.5% | N/A | N/A | N/A |
| 10 Skinners' Academy (b) | Academy | Business & Enterprise | 308 | Mixed | "11-18" | 44.9% | 81.8% | 9.1% | 32.0% | 39.0% | 7.0% |
| 11 Stoke Newington School and Sixth Form | Community | Media, arts, science, maths, inclusion | 1,314 | Mixed | "11-19" | 26.8% | 29.0% | 10.8% | 46.0% | 49.0% | 14.0% |
| 12 Yesodey Hatorah Senior Girls School | Voluntary Aided | N/A | 243 | Girls | "11-16" | 4.2% | 9.9% | 3.7% | 83.0% | 76.0% | 69.0% |
| Total (a) | | | 8,551 | | | 39.9% | 44.1% | 10.3% | 54.6% | 55.3% | 15.6% |
| <i>Excluding Mossbourne & Yesodey Hatorah</i> | | | <i>7,238</i> | | | | | | <i>46.0%</i> | <i>51.4%</i> | <i>10.1%</i> |
| England state schools | | | | | | | | | 50.9% | 55.3% | 15.1% |
| England (all schools) | | | | | | | | | 49.8% | 53.4% | 15.6% |

NE = no eligible students

(a) 2007-09 averages are simple arithmetic averages; 2010 is weighted average.

(b) Skinners' Academy opened in September 2011, replacing the former Skinners' Company for Girls.

(c) Converted into academy status in September 2011

(d) Ofsted reported "outstanding progress towards raising standards" in an inspection report in July 2011.

(e) % of pupils on roll with SEN, with statements or supported by at School Action Plus

-5.2% 6.5% 39.8%

We have analysed in detail the educational provision and specialisms of all 12 Hackney secondary schools, for which summary information is shown in Table 60, and believe that HNS has a unique contribution to make in the following way:-

- HNS will be a music school that also offers a broad & balanced curriculum in the core subjects to achieve Core Outcomes for all students. All students will have at least 4 lessons in music per week throughout KS3-4, take a GCSE in music. Music and performance are integral to all elements of HNS' curriculum

design, its approach to teaching and learning and initiatives to work with children with SEN or EBD so as to ensure that they too achieve Core Outcomes. No other school in Hackney is a music school in this regard.

- HNS will have a unique partnership with HMDT to support a diverse and outstanding curriculum in music and performance. No other school in Hackney will work with the HMDT in the way HNS will do.
- HNS will be the only school in Hackney with complete mixed-ability teaching. We believe this achieves outstanding results both for gifted children and those less able at the same time, and without the divisiveness that strict setting entails
- HNS will offer a unique educational and pastoral curriculum and service to children with SEN and EBD to help them achieve Core Outcomes. This approach is organised around music and performance, packaged in personalised teaching and learning to help teachers respond to the particular need of each child. The HNS Wellbeing Centre will be the first of its kind in the borough and, subject to appropriate funding arrangements to be agreed, will be open to all children whether or not they go to school at HNS.
- Depth over breadth: students at HNS will take ten GCSEs, including all subjects in E-Bacc and two GCSEs in English (language and literature) as well as music. They will then take additional GCSEs in science, humanities, art, RE and one more MFL. We believe that this concentrated focus on core subjects complements HNS specialism in music, and will be important for our Core Objective of achieving Core Outcomes for all students.
- The school day at HNS will be organised in a way that no other school does in Hackney and we are not aware of a similar curriculum structure at any school in London or England. The Teaching Morning and Study Afternoons provide a clear structure and ample time for teaching and independent and reflective learning. This approach is ideally suited for the personalised learning focus at HNS, which is central to achieving Core Outcomes for all students. HNS' long school day facilitates the provision of a richer and fuller curriculum as well as

more extra curriculum activities, helping to continue to drive up standards in the borough¹⁰⁰.

- HNS' educational plan has a number of unique features compared with schools in England, including Hackney and Islington. For instance, the Core program and Core Light at KS3 is, we believe, a unique syllabus to explore the full intellectual richness of the world's heritage. Yet this can be combined with 3-4 hours of scheduled PE lessons per week, plus opportunities for additional exercise in the long break every day after lunch.
- HNS will be an outstanding school which will enhance the secondary school provision in Hackney. This provision has undergone significant improvement in the past five years, but there remains large scope for further improvement and a need to ensure **all** local young people are given access to high quality education. For example, as at January 2012 there are only two secondary schools awarded an 'outstanding' rating by Ofsted).
- We believe its "home away from home" and "school beyond school" programme, consisting of an extended school day, HNS Evening School and HNS Summer School are also unique in the borough and will offer unique opportunities for HNS to achieve Core Outcomes for all its students and to become an important centre of learning for the entire community

¹⁰⁰ An independent assessment of education in Hackney, compiled by One Place in late 2009, concluded that *'improving educational outcomes for vulnerable children and young people is a key priority for the area'*. The document also stated that: *'The first priority within the [Hackney] Children and Young People's Plan is to ensure more young people are in education and training and have a better range of opportunities between the ages of 14 to 19.'* HNS seeks to facilitate achievement of this objective.

SECTION F. CAPACITY AND CAPABILITY

Main Points

Table 61. Evaluation Criteria – Capacity and Capability

| Evaluation Criteria | Evidence |
|--|--|
| <p>F1 Show how you will access appropriate and sufficient educational expertise to deliver your vision</p> | <ul style="list-style-type: none"> HNS has put together a team of educational experts with a wide range of experience in senior leadership functions in a number of schools, led by [REDACTED], [REDACTED] This team will make available sufficient time to help set up HNS if we get approved – approximately 70 person-hours per week. With the possible exception of an additional SEN specialist, we believe no substantial other educational expertise needs to be procured. |
| <p>F2 Show how you will access appropriate and sufficient financial expertise to manage your school budget</p> | <ul style="list-style-type: none"> HNS has a team of financial experts, led by [REDACTED]. This team will make available more than 30 person-hours per week. We may recruit an additional volunteer for financial modelling. |
| <p>F3 Show how you will access other relevant expertise to manage the opening and operation of your school</p> | <ul style="list-style-type: none"> Other members of HNS' project team have expertise in law, project and change management, strategy consultancy, PR and marketing, setting up and opening new schools, school governance, procurement, the management of back-office support services, architecture and construction of commercial buildings and schools, HR, recruitment and training, and ICT and technology. A number of HNS team members have extensive experience in working with the public sector, including in the Department for Education, and are therefore familiar with many of the issues that will need to be addressed before HNS can open. If necessary, we would expect to commission additional legal, buildings procurement and marketing expertise |
| <p>F4 Show how your staffing structure will deliver the planned curriculum.</p> | <ul style="list-style-type: none"> We have devised a carefully crafted staffing plan based on the following main principles: <ol style="list-style-type: none"> attract outstanding staff in core subjects employ an optimal mix of experienced and younger teachers our staffing |

structure must reflect HNS' expected pupil intake d) flexibility, for instance in relation to changing roles of leadership and management functions over time e) specialist subject leaders will be appointed in the first year to create the right HNS culture from the outset f) appoint experienced curriculum leaders g) all staff will have whole-school roles h) value for money (for instance by staffing Study Afternoons quite differently from Teaching Mornings) i) our staffing must help achieve Core Outcomes, for instance by providing adequate resources for SEN/Early Development Group provision and tutorial/personalised learning support j) combine teaching and support staff to deliver HNS' music curriculum and vision.

- We are planning for total FTE staff of 17 in year 1, consisting of 10 teaching and 7 non-teaching staff. This is affordable in our 100% and 90% financial plan. In later years staffing levels rise more slowly than pupil intake, resulting in an increase in the pupil-teacher ratio from 10 in Year 1 to 15.2 in Year & and steady-state. At that point, when HNS operates at full capacity, there will be ca 86 FTEs with a senior leadership team of 9 (including the Business Manager), 40 teachers and 38 support staff. This staffing structure can deliver HNS vision and is financially viable.
- HNS will have a relatively flat management structure led by the principal, 2-4 assistant heads, 2-3 TLR1 subject leads with functional responsibility, SENCO and Business Manager. TLR2 teachers are subject leads with whole-school responsibilities, including Heads of Year (for Years 7-11); they report to Assistant Heads. Mainscale teachers report to their subject leads in TLR2, while SEN/EAL/EMTAG teachers report to the SENCO.

F5 Provide realistic plans for recruiting a high quality principal designate, other staff and governors in accordance with your proposed staffing structure and education plans

- A highly motivated, committed and effective education professional will be sought to become principal of HNS, with an appointment scheduled for January 2013. He/she must fully support HNS' vision of achieving Core Outcomes for all students.

The prospective principal should have significant management experience in schools operating in complex environments, and ideally have some prior experience in music education.

- The principal will oversee, with the board of Governors, the appointment of all (non-) teaching staff, commencing in January 2013. The principal will have freedom to recruit teaching and non-teaching staff from a wide range of backgrounds and qualifications, including but not limited to, individuals with relevant teaching qualifications.
- We have identified a number of prospective governors of HNS. The board of HNS will ultimately consist of up to 16 governors, including parent, staff and local authority representatives, as well as senior executives of the management team of HNS, led by the principal, and governors appointed by the members of HNS directly. Through an executive search firm (operating on a pro bono basis), personal contacts and media advertising we will identify the right candidates with experience in education, project management (including for new school start-ups), SEN, the recruiting, training and management of teachers and non-teaching staff, ICT, financial management, PR and property management
- The interviewing and appointment of prospective governors will be the responsibility of a sub-committee of the board consisting initially of the current directors of HNS, and advised by a number of senior members of its advisory team.

F6 Demonstrate a clear understanding and describe the respective roles of the company members, governing body and principal designate in running your school

- There are three layers of governance at HNS – a) the senior management team b) the board of governors c) members. The board will ultimately be answerable to the members and governors will be appointed for 3-year terms that are renewable once, i.e. they can serve for a maximum of six years. It is our intention to invite all parents, members of the local community and representatives of Hackney Council, HMDT and DfE to become members of HNS. We believe a large membership base would greatly strengthen HNS' legitimacy in

Hackney. Members would, we believe, feel and act like owners, exercising their supervisory rights and choosing to be actively involved in the development of HNS.

- The principles of good governance that we will seek to implement are a) positive relationships between governors and HNS based on trust, openness and transparency b) governors can rely on high-quality, accurate information that is focused on student achievements, including detailed timelines and targets c) outstanding governors are able to take and support hard decisions in the interests of students d) asking challenging questions to support an honest, insightful self-evaluation by HNS is the standard role of each governor so that any problems can be recognized early and steps identified that are needed to address them
- There will be a clear decision planner that shows to which decision-making level (full board, a sub-committee, an individual governor, the principal) the board may legally delegate functions
- We have developed a comprehensive framework for identifying and managing conflicts of interest that may arise at the board

Introduction

HNS has worked with a significant number of advisers and project consultants from Wey Education Plc (“Wey”), an educational services business founded and led by

■■■■■■■■■■, ■■■■■■■■■■ range of consultancy services cover:-

- setting up and operating schools
- school leadership
- curriculum design and implementation
- pupil and parent engagement
- staffing, HR models and governance arrangements
- recruitment and teacher placement
- specialist education services
- back office support services

- facilities and property management
- ICT development

[REDACTED]

F1 – How HNS will access appropriate and sufficient educational expertise

HNS has put together a team of educational experts with a wide range of experience in senior leadership functions in a number of schools. Table 62 provides detailed information about each member of HNS’ educational team and the time commitment they can provide to the development of HNS if our application is approved.

Table 62. HNS Education Team

| Individual | Background & Expertise | Time Commitment (hours per week) |
|------------|------------------------|-------------------------------------|
| [REDACTED] | [REDACTED] | 4 hrs |
| [REDACTED] | [REDACTED] | 4 hrs |
| [REDACTED] | [REDACTED] | As needed |
| [REDACTED] | [REDACTED] | 10 hrs |
| [REDACTED] | [REDACTED] | As needed |
| [REDACTED] | [REDACTED] | As needed |
| [REDACTED] | [REDACTED] | As needed |
| [REDACTED] | [REDACTED] | 12 hrs |
| [REDACTED] | [REDACTED] | 10 hrs |
| [REDACTED] | [REDACTED] | 4 hrs |
| [REDACTED] | [REDACTED] | 4 hrs |
| [REDACTED] | [REDACTED] | 10 hrs |
| [REDACTED] | [REDACTED] | 12 hrs |
| [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | Time Commitment (hours per week) |
| [REDACTED] | [REDACTED] | 4 hrs |
| [REDACTED] | [REDACTED] | As needed |
| [REDACTED] | [REDACTED] | 6 hrs |

This team of educational experts is an extremely impressive and experienced group of individuals who we will be able to rely upon to develop and establish HNS if this application is approved by the DfE. With the possible exception of an additional SEN specialist, we do not anticipate therefore that any additional expertise is required to deliver the educational vision of HNS ahead of an opening date in September 2013.

F3 – How HNS will access appropriate and sufficient financial expertise to manage its budget

The financial plan for HNS has been developed by a group of experienced individuals with relevant school management and financial expertise. Table 63. provides information about all members of the HNS Finance Team and the time commitment they can give to HNS post-approval:-.

Table 63. HNS Finance Team

| Individual | Background & Expertise | Time Commitment (hours per week) |
|------------|------------------------|----------------------------------|
| ██████████ | ██████████ | 14 hrs |
| ██████████ | ██████████ | 10hrs |
| ██████████ | ██████████ | 10 hrs |

We believe the financial expertise of the HNS team is adequate to deliver a viable financial plan for a full business case. We may recruit an additional volunteer for financial modelling, with ██████████ leading on this effort.

F3 – How HNS will access other relevant expertise to manage the opening and operation of the school

F3 – (a) HNS Team with other relevant Expertise

Other members of HNS' project team have expertise in law, project and change management, strategy consultancy, PR and marketing, setting up and opening new schools, school governance, procurement, the management of back-office support services, architecture and construction of commercial buildings and schools, HR, recruitment and training, and ICT and technology. A number of HNS' team have extensive experience in working with the public sector, including in the Department for Education, and are therefore familiar with many of the issues that will need to be addressed before HNS can open.

| Table 64. Other Members of HNS Project Team | | |
|---|------------------------|-------------------------------------|
| Individual | Background & Expertise | Time Commitment (hours per week) |
| [REDACTED] | [REDACTED] | 10 hrs |
| [REDACTED] | [REDACTED] | 10 hrs |
| [REDACTED] | [REDACTED] | As needed |
| [REDACTED] | [REDACTED] | 10 hrs |
| [REDACTED] | [REDACTED] | 14 hrs |
| [REDACTED] | [REDACTED] | 40 hrs |
| [REDACTED] | [REDACTED] | [REDACTED] |
| [REDACTED] | [REDACTED] | Time Commitment (hours per week) |
| [REDACTED] | [REDACTED] | As needed |
| [REDACTED] | [REDACTED] | 4 hrs |

Table 65. summarises the range of expertise of the entire HNS team, divided into four groups (information about each of these individuals is contained in Tables 63-65 above):-

- The HNS Steering Committee
- HNS Development Team, consisting of a range of individuals sourced by [REDACTED] of the HMDT
- Other advisers that will informally assist the HNS in the development of the school, and some of these may at a later stage (for instance, upon approval of the application) join the board of governors of HNS

This group of individuals has a wide distribution of skills which cover all the requirements that are necessary to establish HNS. We believe that this team is highly credible with the relevant expertise and which can commit sufficient time to the development of HNS until September 2013. If necessary, we would expect to commission additional legal, buildings procurement and marketing expertise, and rely on [REDACTED] expertise and relationships in identifying suitable candidates.

[REDACTED] F3 – (b) The Company

A company limited by guarantee called “New Hackney School”¹⁰¹ was set up in January 2012, with company number 7923624. Its first members are [REDACTED], established the Steering Committee of Hackney New School in October 2011 to support the development of HNS. The current directors of the Company are

- [REDACTED]

[REDACTED] See Section F4 below for a more detailed discussion of anticipated governance arrangements and structures for the Company.

¹⁰¹ Any references to HNS or Hackney New School throughout this document are interchangeable to references to the Company. The name “New Hackney School” was used for the company as the name “Hackney New School” was not available.

F4 – How will HNS' Staffing Structure deliver the planned Curriculum

F4 – a) General Principles

HNS will open in 2013 and will have a full and completed cohort in every year by 2020. In planning our staffing structure we have paid attention to the following aspects that need consideration as we expand:-

- Attracting outstanding staff: A team of outstanding, motivated and committed teaching and non-teaching staff is essential to deliver HNS' vision, and to grow HNS during its early years (as well as to maintain a high level of achievement in later years). At the same time, HNS must demonstrate Value-for-Money in our operations. We have paid particularly close attention to how both of these objectives can be met, and believe our staffing structure achieves that for all years until we reach full capacity and beyond.
- Whole-school roles: Each member of the teaching staff will have a 'whole school' role in addition to their subject responsibility. We believe this is important to build a cohesive team, disseminate a culture of partnership across all staff and operate the school cost-effectively in line with Value-for-Money principles.
- Specialist subject leaders: We will appoint exceptional specialist subject leaders from the outset. Whilst we estimate that a year group of 100 students could be taught by 6.6 FTE teachers (excluding the Principal and SENCo) at HNS we will exceed this teacher/pupil ratio (equal to 10 in the first year, i.e. Year 7) so that specialist teachers are in place for each of the subjects taught from the beginning. This makes sure that a) the curriculum and targets for students are planned appropriately from the outset and b) the principal has access to expert advice on resourcing the curriculum. This early introduction of high-quality teaching staff can accommodate the growth of HNS student population in later years such that the teacher/pupil ratio falls to 7.8 teachers per 100 students in year 2 and averages 7.1 until steady-state when it reaches 6.7.

- Curriculum leaders: To attract the best curriculum leaders for the core subjects and subject leaders all staff will be appointed on payrates equivalent to Leadership and/or Management roles. This recognises the value HNS puts on good planning and highlights the expectations we have of those with responsibility points. Curriculum leaders will work closely with subject leaders at all times.
- Optimal staff experience mix: We aim to have outstanding teachers in every classroom, mixing more experienced with younger teachers. Our staffing structure recognises such differences in experience. Staff will be needed who are skilled and can manage learning expeditions, performances and HNS' range of additional provision (from breakfast clubs to summer schools). HNS staff will also have to act as mentors, tutors and deal imaginatively and responsibly with SEN/EAL/LAC/disabled children, as well EBD children that will use the HNS Wellbeing Centre. Generally, our commitment to mixed-ability teaching is a crucial factor in our staffing structure and mix.
- Staffing must respond to HNS' expected pupil composition: As described elsewhere in this document, HNS will be located in an area with relatively high levels of deprivation and EAL children. HNS will therefore need staff that is highly competent in dealing with challenging circumstances. We have therefore devised a staffing structure through which HNS can give the appropriate time and support to its students. Similarly, the staffing structure needs to respond to a relatively high percentage of pupils with SEN (ca 15%), and accommodate pupils that are gifted and talented. In other words, the staffing structure must be capable of delivering the HNS curriculum during the Teaching Morning and the Study Afternoon, as well as extra-curricular activities. This is necessary to ensure that the extended day and education we intend to provide ultimately translates into Core Outcomes for all students irrespective of their personal backgrounds.
- Flexibility: We have developed a staffing structure that is flexible and can accommodate the future growth of the school. We believe it is well placed to meet the needs of the first cohort in 2013 as well subsequent cohorts up to capacity in 2020 and beyond. For instance, leadership and management roles

will change as the school grows, and we have reflected this in our staffing plans.

- English and Maths: These subjects are the heart of HNS' curriculum especially in the early years when there is extensive additional provision for the Early Development Group. They therefore have to be staffed in a way that reflects the amount of subject delivery time and the importance we attach to them.
- Music: HNS' staffing mix and structure reflects its music specialism, and in particular the requirement that all students will take a GCSE in music. Our extended day support staff will be able to complement the subject teachers and assist in the provision of the music curriculum during the Study Afternoon.
- Science: The teaching of all three science subjects expands through the key stages. We have planned for how to staff the expansion of the Science curriculum at the top end of KS3 to meet the different demands of chemistry, physics and biology. Our commitment to good science teaching reflects the important role it plays in HNS' curriculum.
- Subject Diversity: HNS will offer a broad and balanced curriculum which will include innovative modules such as "The Core" and "Core Light" programs at KS4 and KS3, respectively. HNS will offer two MFLs (French and Spanish), humanities, RE and the arts programmes alongside PE and ICT. All these subject areas need appropriate staffing which we have incorporated in our plans.
- Distinctive timetable: The Teaching Mornings and Study Afternoons are unique way of organising a school day and mean that we have to provide a structure that allows both focussed, concentrated teaching in the morning and ample staffing for the reflection and study sessions, as well as enrichment programmes, in the afternoon. The length of day also means that HNS needs to ensure our pupils have support for the whole length of the extended day. These requirements are reflected both in teachers' responsibilities and numbers, as well as the greater use of (part-time) non-teaching support staff we intend to make.

F4 – b) Staffing Numbers Over Time

Table 66. shows the evolution of HNS' staffing numbers by type from the first year in 2013/14 to the first year after HNS reaches full capacity, i.e. 2020/21.

Table 66. HNS Staffing Structure: Total Staff Numbers

| Post | Staff Category | Contract | FTE | FTE Salary | Allow-ance | Academic Year: # of Staff | | | | | | | |
|--|---------------------|----------|------|------------|------------|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | | | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| Principal | Leadership | FT | 1.00 | £95,587 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Assistant Head | Leadership | FT | 1.00 | £62,640 | | 1.0 | 1.0 | 2.0 | 3.0 | 4.0 | 4.0 | 4.0 | 4.0 |
| SENCO | Leadership | FT | 1.00 | £44,540 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Assistant Head (TLR1) | Leadership | FT | 1.00 | £44,540 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Leadership - Total | | | | | | 4.0 | 4.0 | 5.0 | 6.0 | 7.0 | 7.0 | 7.0 | 7.0 |
| Leadership incl BusMgr+TLR1 | | | | | | 6.0 | 7.0 | 8.0 | 8.0 | 9.0 | 9.0 | 9.0 | 9.0 |
| Teach TLR1 | Teaching Staff | FT | 1.00 | £31,446 | £9,000 | 1.0 | 2.0 | 2.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Teach TLR2 | Teaching Staff | FT | 1.00 | £31,446 | £4,500 | 6.0 | 6.0 | 5.0 | 4.0 | 10.0 | 11.0 | 11.0 | 11.0 |
| Teacher M6 | Teaching Staff | FT | 1.00 | £36,387 | | 0.0 | 3.0 | 3.0 | 5.0 | 6.0 | 8.0 | 10.0 | 10.0 |
| Teacher M4 | Teaching Staff | FT | 1.00 | £31,446 | | 0.0 | 0.5 | 3.0 | 5.0 | 3.0 | 4.0 | 7.0 | 7.0 |
| Teacher M2 | Teaching Staff | FT | 1.00 | £28,408 | | 0.0 | 0.0 | 3.0 | 5.0 | 5.0 | 7.5 | 8.0 | 8.0 |
| Teacher SEN | Teaching Staff | FT | 1.00 | £31,446 | £2,200 | 0.0 | 0.5 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Teacher EAL | Teaching Staff | FT | 1.00 | £31,446 | £4,000 | 0.0 | 0.5 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Teaching Staff - Total | | | | | | 7.0 | 12.5 | 18.5 | 24.0 | 29.0 | 35.5 | 41.0 | 41.0 |
| Teaching Staff excl SLT TLR1 | | | | | | 6.0 | 10.5 | 16.5 | 23.0 | 28.0 | 34.5 | 40.0 | 40.0 |
| Technician | Education Support | TTO | 0.86 | £26,257 | | 1.0 | 1.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Mentor | Education Support | TTO | 0.86 | £26,257 | | 0.0 | 1.0 | 2.0 | 3.0 | 4.0 | 5.0 | 6.0 | 6.0 |
| Cover Staff | Education Support | FT | 1.00 | £26,257 | | 0.0 | 1.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Extended Day | Education Support | TTO | 0.86 | £26,257 | | 0.0 | 3.0 | 3.0 | 6.0 | 6.0 | 8.0 | 8.0 | 8.0 |
| Extended Day | Education Support | TTO | 0.50 | £26,257 | | 0.0 | 0.0 | 6.0 | 6.0 | 8.0 | 11.0 | 12.0 | 12.0 |
| Education Support - Total | | | | | | 1.0 | 6.0 | 16.0 | 21.0 | 24.0 | 30.0 | 32.0 | 32.0 |
| Midday Meals Supervisors | Admin/Support Staff | TTO | 0.25 | £15,444 | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 5.0 | 5.0 |
| Principal's PA | Admin/Support Staff | FT | 1.00 | £25,520 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| General Admin | Admin/Support Staff | TTO | 0.86 | £21,752 | | 1.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Welfare/Attendance | Admin/Support Staff | TTO | 0.86 | £27,945 | | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Data Manager | Admin/Support Staff | FT | 1.00 | £29,575 | | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.5 | 1.5 |
| IT Manager | Admin/Support Staff | FT | 1.00 | £31,148 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Business Manager | Admin/Support Staff | FT | 1.00 | £50,422 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| IT Technician | Admin/Support Staff | FT | 1.00 | £31,935 | | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.5 | 1.5 | 1.5 |
| Exams Officer | Admin/Support Staff | TTO | 0.86 | £27,052 | | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Premises Mgr | Admin/Support Staff | FT | 1.00 | £28,771 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Caretaker | Admin/Support Staff | PT | 1.00 | £18,000 | | 0.3 | 0.5 | 0.5 | 1.0 | 1.5 | 1.5 | 1.5 | 1.5 |
| Admin/Support Staff - Total | | | | | | 5.3 | 8.5 | 8.5 | 11.0 | 12.5 | 12.5 | 18.5 | 18.5 |
| Total Staff | | | | | | 17 | 31 | 48 | 62 | 73 | 85 | 99 | 99 |
| Teaching staff (includes principal in 2013/14) | | | | | | 10.0 | 14.5 | 21.5 | 28.0 | 34.0 | 40.5 | 46.0 | 46.0 |
| Non-teaching support | | | | | | 7.3 | 16.5 | 26.5 | 34.0 | 38.5 | 44.5 | 52.5 | 52.5 |
| Non-teaching / teaching staff ratio | | | | | | 0.7x | 1.1x | 1.2x | 1.2x | 1.1x | 1.1x | 1.1x | 1.1x |
| Student Roll | | | | | | 100 | 200 | 300 | 400 | 500 | 600 | 700 | 700 |
| Pupils per teacher | | | | | | 10.0 | 13.8 | 14.0 | 14.3 | 14.7 | 14.8 | 15.2 | 15.2 |
| Pupils per total staff | | | | | | 5.8 | 6.5 | 6.3 | 6.5 | 6.9 | 7.1 | 7.1 | 7.1 |

Table 67. HNS Staffing Structure: Total FTEs

| Post | Staff Category | Contract | FTE | FTE Salary | Allow-ance | Academic Year: FTEs | | | | | | | |
|--|---------------------|----------|------|------------|------------|---------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | | | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
| Principal | Leadership | FT | 1.00 | £95,587 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Assistant Head | Leadership | FT | 1.00 | £62,640 | | 1.0 | 1.0 | 2.0 | 3.0 | 4.0 | 4.0 | 4.0 | 4.0 |
| SENCO | Leadership | FT | 1.00 | £44,540 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Assistant Head (TLR1) | Leadership | FT | 1.00 | £44,540 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Leadership - Total | | | | | | 4.0 | 4.0 | 5.0 | 6.0 | 7.0 | 7.0 | 7.0 | 7.0 |
| Leadership incl BusMgr+TLR1 | | | | | | 6.0 | 7.0 | 8.0 | 8.0 | 9.0 | 9.0 | 9.0 | 9.0 |
| Teach TLR1 | Teaching Staff | FT | 1.00 | £31,446 | £9,000 | 1.0 | 2.0 | 2.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Teach TLR2 | Teaching Staff | FT | 1.00 | £31,446 | £4,500 | 6.0 | 6.0 | 5.0 | 4.0 | 10.0 | 11.0 | 11.0 | 11.0 |
| Teacher M6 | Teaching Staff | FT | 1.00 | £36,387 | | 0.0 | 3.0 | 3.0 | 5.0 | 6.0 | 8.0 | 10.0 | 10.0 |
| Teacher M4 | Teaching Staff | FT | 1.00 | £31,446 | | 0.0 | 0.5 | 3.0 | 5.0 | 3.0 | 4.0 | 7.0 | 7.0 |
| Teacher M2 | Teaching Staff | FT | 1.00 | £28,408 | | 0.0 | 0.0 | 3.0 | 5.0 | 5.0 | 7.5 | 8.0 | 8.0 |
| Teacher SEN | Teaching Staff | FT | 1.00 | £31,446 | £2,200 | 0.0 | 0.5 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Teacher EAL | Teaching Staff | FT | 1.00 | £31,446 | £4,000 | 0.0 | 0.5 | 1.5 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Teaching Staff - Total | | | | | | 7.0 | 12.5 | 18.5 | 24.0 | 29.0 | 35.5 | 41.0 | 41.0 |
| Teaching Staff excl SLT TLR1 | | | | | | 6.0 | 10.5 | 16.5 | 23.0 | 28.0 | 34.5 | 40.0 | 40.0 |
| Technician | Education Support | TTO | 0.86 | £26,257 | | 0.9 | 0.9 | 1.7 | 2.6 | 2.6 | 2.6 | 2.6 | 2.6 |
| Mentor | Education Support | TTO | 0.86 | £26,257 | | 0.0 | 0.9 | 1.7 | 2.6 | 3.4 | 4.3 | 5.2 | 5.2 |
| Cover Staff | Education Support | FT | 1.00 | £26,257 | | 0.0 | 1.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Extended Day | Education Support | TTO | 0.86 | £26,257 | | 0.0 | 2.6 | 2.6 | 5.2 | 5.2 | 6.9 | 6.9 | 6.9 |
| Extended Day | Education Support | TTO | 0.50 | £26,257 | | 0.0 | 0.0 | 3.0 | 3.0 | 4.0 | 5.5 | 6.0 | 6.0 |
| Education Support - Total | | | | | | 0.9 | 5.3 | 12.0 | 16.3 | 18.2 | 22.3 | 23.6 | 23.6 |
| Midday Meals Supervisors | Admin/Support Staff | TTO | 0.25 | £15,444 | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.3 | 1.3 |
| Principal's PA | Admin/Support Staff | FT | 1.00 | £25,520 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| General Admin | Admin/Support Staff | TTO | 0.86 | £21,752 | | 0.9 | 1.7 | 1.7 | 2.6 | 2.6 | 2.6 | 2.6 | 2.6 |
| Welfare/Attendance | Admin/Support Staff | TTO | 0.86 | £27,945 | | 0.0 | 0.0 | 0.0 | 0.9 | 0.9 | 0.9 | 0.9 | 0.9 |
| Data Manager | Admin/Support Staff | FT | 1.00 | £29,575 | | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.5 | 1.5 |
| IT Manager | Admin/Support Staff | FT | 1.00 | £31,148 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Business Manager | Admin/Support Staff | FT | 1.00 | £50,422 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| IT Technician | Admin/Support Staff | FT | 1.00 | £31,935 | | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.5 | 1.5 |
| Exams Officer | Admin/Support Staff | TTO | 0.86 | £27,052 | | 0.0 | 0.0 | 0.0 | 0.0 | 0.9 | 0.9 | 0.9 | 0.9 |
| Premises Mgr | Admin/Support Staff | FT | 1.00 | £28,771 | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Caretaker | Admin/Support Staff | PT | 1.00 | £18,000 | | 0.3 | 0.5 | 0.5 | 1.0 | 1.5 | 1.5 | 1.5 | 1.5 |
| Admin/Support Staff - Total | | | | | | 5.2 | 8.2 | 8.2 | 10.4 | 11.8 | 11.8 | 14.1 | 14.1 |
| Total Staff | | | | | | 17.0 | 30.0 | 43.7 | 56.8 | 66.0 | 76.6 | 85.7 | 85.7 |
| Teaching staff (includes principal in 2013/14) | | | | | | 10.0 | 14.5 | 21.5 | 28.0 | 34.0 | 40.5 | 46.0 | 46.0 |
| Non-teaching support | | | | | | 7.0 | 15.5 | 22.2 | 28.8 | 32.0 | 36.1 | 39.7 | 39.7 |
| Non-teaching / teaching staff ratio | | | | | | 0.7x | 1.1x | 1.0x | 1.0x | 0.9x | 0.9x | 0.9x | 0.9x |
| Student Roll | | | | | | 100 | 200 | 300 | 400 | 500 | 600 | 700 | 700 |
| Pupils per teacher | | | | | | 10.0 | 13.8 | 14.0 | 14.3 | 14.7 | 14.8 | 15.2 | 15.2 |
| Pupils per total staff | | | | | | 5.9 | 6.7 | 6.9 | 7.0 | 7.6 | 7.8 | 8.2 | 8.2 |

F4 – c) Staffing Structure by Year Group

i. Year 1 – 2012/13

The first intake will have 4 forms of 25 pupils each. There will be 5 English lessons, 5 Mathematics, 3 Science, 3 MFL, 5 Hums/Core Light, 4 Music, 4 PE, 2 ICT and 2 Art taught lessons per class per week. There are five additional lessons, 2 English and 3 Maths, for students in the Early Development Group. The SENCo will work alongside the specialist teachers with this group.

With additional study lessons, enrichment and learning support each subject teacher will have a contact time of 28 periods across the four classes. The contact time of 28 periods (which is 80% of the total time) includes 10% planning, preparation and marking time and 10% leadership and management time. Having all these learning experiences covered by specialist staff is a substantial investment in the first year and will set the tone and culture of HNS.

The Principal will be in place by January 2013 ahead of a September 2013 opening. He/she will oversee the opening of HNS and be involved in project management, leadership development, fundraising and partner liaison, and acting as an ambassador for HNS.

We are planning for two Assistant Heads and the SENCO to support the Principal in the first year. At opening HNS will have 7 teachers, one of which will have a High Teaching and Learning responsibility (“TLR1”) and 6 have a low (“TLR2”) allowance providing classroom delivery. One Assistant Head will carry a subject curriculum and responsibility for Teaching and Learning as well as line management of the subject leaders (“Subject Leads” or “Heads of Department”). The second Assistant Head will be Director for Progress and Standards and have responsibility for student achievement and responsibility for line managing the Heads of Year (“HOY”). He/she will also be the Maths curriculum leader.

TLR1 and TLR2 levels bring with them specific responsibilities that are crucial to be ‘got right’ in the opening phase. TLR2 brings with it a whole-school responsibility (for

instance, Head of Enrichment programme, Head of Year, Personal Development and Core skills, Student Engagement, Head of Study Support, Website and VLE Development Officer.) TLR1 posts will have a Senior Leadership role attached to subject leadership and we are therefore treating them as members of the Senior Leadership Team ("SLT"). The senior leader for Professional Learning and Development will have responsibility for the continuing professional development (CPD) of all staff together with performance management. He/she will also be the Science curriculum leader. These teachers will cover the Year 7 curriculum. As the school expands staffing levels will rise to ensure that (a) the Humanities department has specialists in geography, history and RE and (b) all three Sciences (chemistry, physics and biology) can be delivered by specialists.

The SENCO will be the senior leader for personalised learning and a member of the senior leadership team (SLT). He/she will ensure that personalised learning, differentiation and the integration of all children into HNS' curriculum and life is at the heart of all departments - this is particularly important for a school that has mixed-ability teaching. As departments grow some Subject Leads will attract more responsibility points. This will obviously happen for all subjects but at an accelerated rate for those subjects that are not optional at KS4 such as English and Maths.

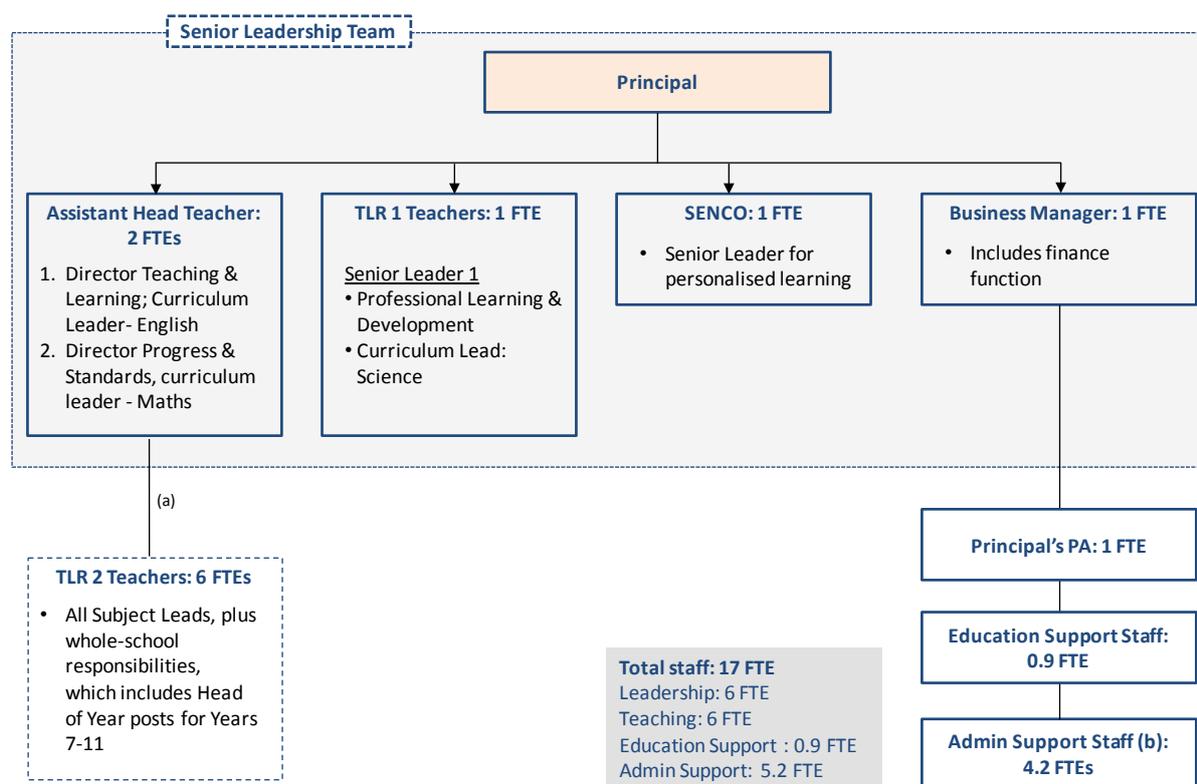
There will be a nominated HOY in HNS' first year of operation. HOYs are responsible for the welfare of their year group. They give leadership on personal, social and emotional development for the group, and set behavioural and attitudinal standards and expectations. They liaise closely with Subject Leads, who, alongside their responsibility for the quality of provision in their subject area, also have a duty to enforce common high standards of behaviour and attitudes to learning. Together HOYs and Subject Leads can bring continuity, consistency and coherence across all facets of school life.

Two vital roles will be needed for the new school – a Business Manager and a PA for the Principal. Both these roles are necessary to free up time for the Principal to concentrate on strategic issues and the development of the "brand" of HNS across the local community. The Business Manager's function is to optimise resource utilisation and thereby support HNS' Value-for-Money ("VFM") objectives from the

outset. The Business Manager will also have an important leadership function¹⁰². The first year 7 will have 4.2 FTE support staff (excluding the Principal's PA) who will work with the Business Manager to manage the infrastructure of the school shortly after opening. All support staff (educational and administrative support) will report to the Business Manager.

Chart 23. shows graphically what HNS' staffing structure and reporting lines will look like in Year 1.

Chart 23. Staffing & Line Management in Year 1 – 2013/14



(a) Subject Leads report to Assistant Head, Director Teaching & Learning; Heads of Year report to Assistant Head, Director Progress & Standards
 (b) Excluding PA.

ii. Year 2 – 2014/15

With two year groups the number of taught lessons doubles and so staffing will be increased to meet the demand. In Year 2 we will strengthen our SEN provision with the appointment of 0.5 FTE SEN teacher and 0.5 FTE EAL/EMTAG teacher. SEN and EAL/EMTAG teachers will target some of their work in the English and Maths

¹⁰² However, in the staffing tables and payscales below the Business Manager remains classified as part of the administration support team, but his/her important role is reflected in the org charts for each year which shows the Business Manager as part of the senior leadership team.

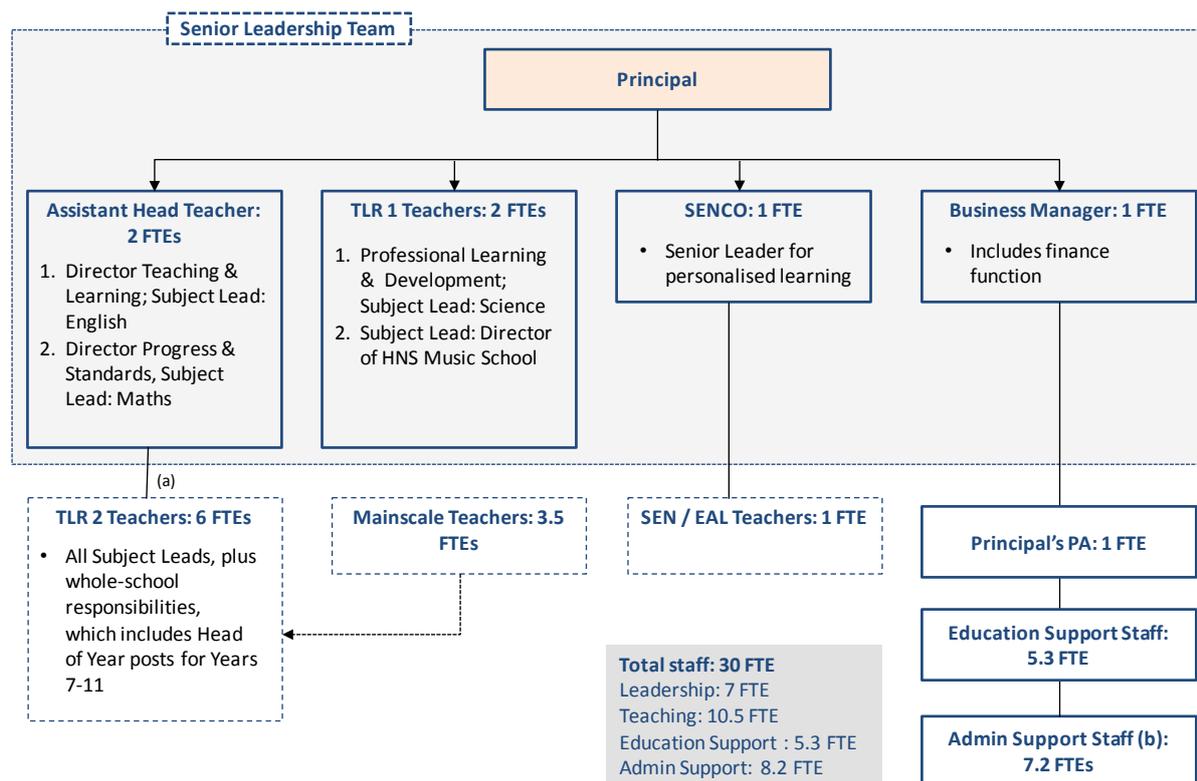
Early Development Groups and therefore have a real impact on the progress in these core subjects which underpin other curriculum areas. All SEN/EAL/AMTAG teachers report to the SENCo. Depending on the skills of the staff initially employed, the Humanities department will need either a geography or history teacher (to complement the existing history or geography teacher). HNS will also plan for the recruitment of an additional science specialist. One of the new TLR1 appointments will also have leadership and management responsibility as Head of Year 8 and Director of the HNS Music School.

As HNS grows the amount of time that the senior leadership team can make available for hands-on teaching will begin to decline as strategic leadership and managerial responsibilities increase. As a result we expect Assistant Head timetable commitments to reduce with new staff being taken on to support the curriculum. HNS will therefore hire a learning mentor together with a cover support assistant whose function is to provide permanent cover for staff who are absent for one reason or another. An important consideration for having a permanent cover support assistant is that pupils can develop a relationship with them, recognise them and benefit from the consistency of approach that they will bring.

From Year 2 onwards there will be insufficient capacity for all study periods to be supervised by teaching staff. We will therefore appoint 3 extended day assistants (2.6 FTEs). They can also provide support for the enrichment programme during the Study Afternoons. In Year 2 HNS will have a full-time data manager, an ICT manager and an IT Technician, as well as increased administration (1.7 FTEs) and Premises staff (1 FTEs)

Chart 24. shows graphically what HNS' staffing structure and reporting lines will look like in Year 2.

Chart 24. Staffing & Line Management in Year 2 – 2014/15



(a) Subject Leads report to Assistant Head, Director Teaching & Learning; Heads of Year report to Assistant Head, Director Progress & Standards
 (b) Excluding PA.

iii. Year 3 – 2015/16

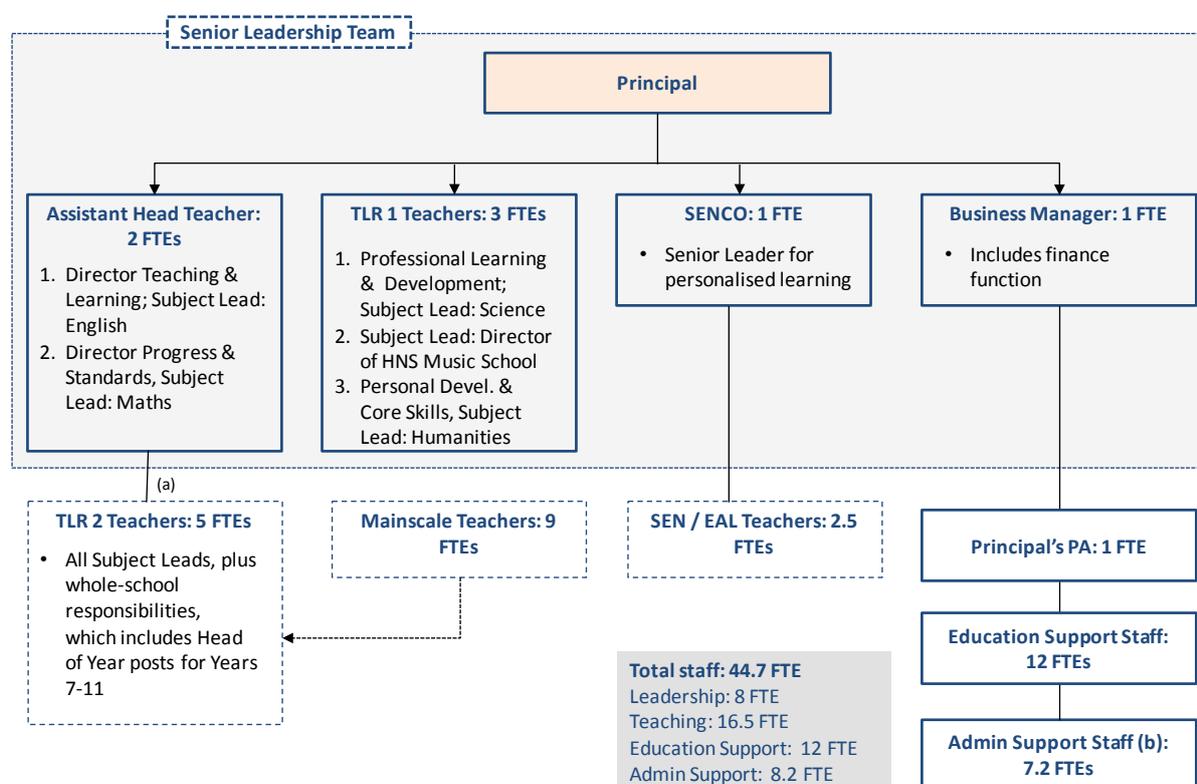
In Year 3 all of KS3 will be in place. A HOY 9 will be recruited from one of the incoming subject staff. HNS will now have specialist teachers in all three Sciences and the Humanities (with the specific addition of an RE specialist). Also in Year 3, the head of the Humanities department will be promoted to a TLR1 senior leadership role with responsibility for Personal Development and Core skills across HNS. All Year 9 (KS3) tutorials will be staffed by specialists.

The number of classes will have risen to 12 forms of 25 pupils. Departments will be expanding to accommodate the larger pupil population: English and Maths will now have 3 teachers each, Science 2, Humanities 2.5, MFL 1.5, Music 2, PE 2, Art 1, and ICT 1. There will also be the SENCO and a team of 1 SEN teacher and 1.5 EAL/EMTAG teachers.

HNS will now be a growing school with large range of activities taking place every day. We have therefore budgeted for 3 cover staff, i.e. 2 more than in Year 2. Numbers of other support staff will also increase in line with HNS' expansion. An additional learning mentor will be taken on together with 9 part time Extended Day support staff. These support staff variations in Year 3 will maintain HNS as a safe environment for teachers and students, and support the delivery of a demanding curriculum as the size of the school grows.

Chart 25. shows graphically what HNS' staffing structure and reporting lines will look like in Year 3.

Chart 25. Staffing & Line Management in Year 3 – 2015/16



(a) Subject Leads report to Assistant Head, Director Teaching & Learning; Heads of Year report to Assistant Head, Director Progress & Standards
 (b) Excluding PA.

iv. Year 4 – 2016/17

In Year 4 we will launch the first Key Stage 4. Year 10 students will take the E-Baccalaureate subjects, plus music and two options, for a combined ten GCSEs. We expect that GCSE tutorials will be taught by E-Bacc teachers to support the HNS

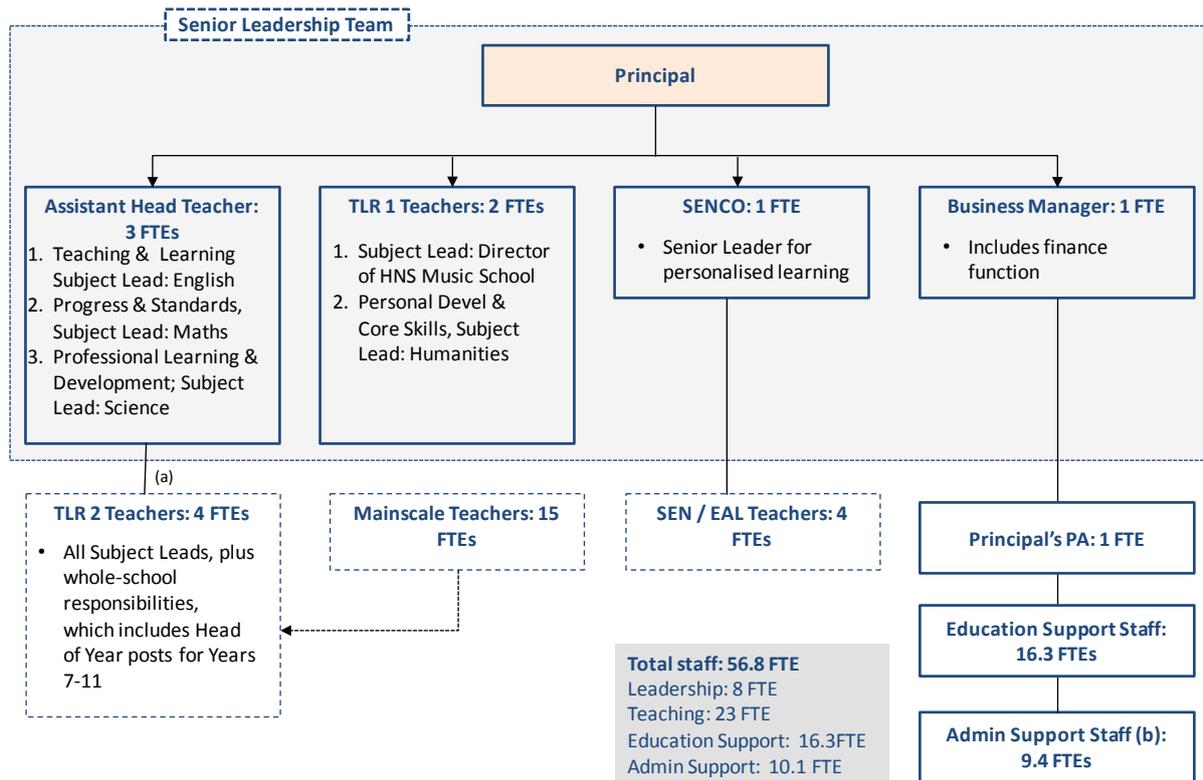
target of being in the top-10% of all state schools nationally (including Academies and Free Schools) by the end of KS4.

The Curriculum Leader with responsibility for Science (who is also Director of Professional Learning and Development) will be promoted to Assistant Head of HNS in 2016/17. By Year 4, therefore, the curriculum leaders for English, Maths and Science will have been appointed Assistant Heads in recognition of the central importance HNS will attach to these subjects. The Head of the HNS Music School will be a member of the senior leadership team, supported by the Principal (who will ideally have relevant experience in music and music education, as described further below). These members of the senior leadership team will have combined leadership roles in an important functional area with good practice in their core area of expertise of teaching and learning, as well as the managerial responsibilities of, inter alia, departmental documentation, decision making, budgeting and line management.

As Year 10 students come on board, the number of teaching and non-teaching staff increases. HNS will now have 15 FTE Mainscale, 2 TLR1, 4 TLR2 posts, including the HOY10, as well as the team (led by the SENCO) of 2 SEN and 2 EAL/EMTAG staff. The number of administration, technical and premises support staff increases to 9.4 FTEs (excluding the Business Manager) and curriculum support staff to 16.3 FTE including 3 learning mentors, 8.2 extended day FTEs and 3 cover staff. This extensive curriculum support team reflects the growing importance we will attach to teaching and learning guidance and support as pupils begin preparation for their GCSEs. The role of HNS' tutorial support in the context of personalised learning pathways (PLP) will become particularly important at KS4 as tutors will guide students to learn how to learn themselves and do so effectively at an age when boys and girls are often struggling to balance personal developments with the demands of school life and GCSE preparation.

Chart 26. shows graphically what HNS' staffing structure and reporting lines will look like in Year 4.

Chart 26. Staffing & Line Management in Year 4 – 2016/17



(a) Subject Leads report to Assistant Head, Director Teaching & Learning; Heads of Year report to Assistant Head, Director Progress & Standards
 (b) Excluding PA.

v. Year 5 – 2017/18

We expect those conflicting demands on students to increase during HNS' fifth year of operation when students reach Year 11 (in the 2017/18 academic year) and are in their final year of preparation for GCSE exams at the end of that year. Teachers will need to be particularly skilled to keep students on a path towards achieving Core Outcomes. This, and the growing size of the school, will again translate into rising levels of teaching, mentoring and supervisory staff. HNS will also now have to have an identified Examinations Officer in place.

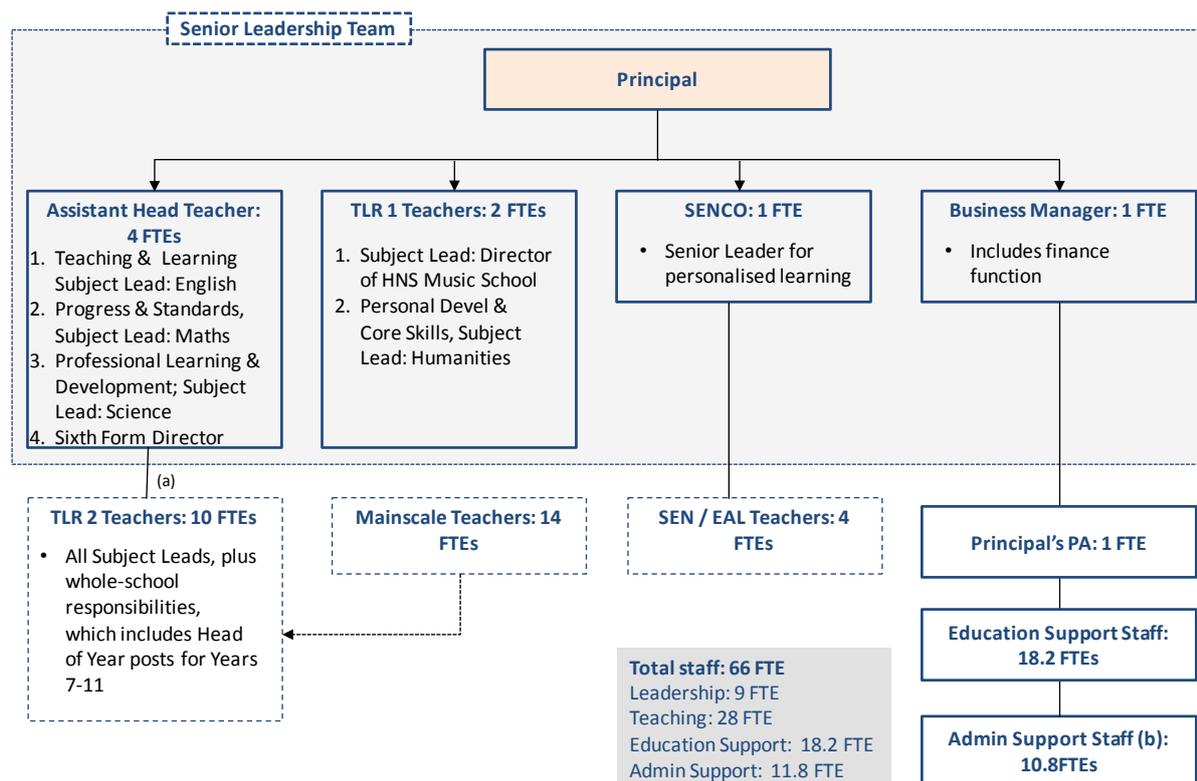
The preparation for Sixth Form is the other main task that HNS must perform during Year 5, i.e. the last year of KS4. Students need to understand the options available to them and should be encouraged to pursue those learning and development pathways that suit them best. A key inspirational role at this time will therefore be performed by the Sixth Form Director who will be recruited at Assistant Head level. This role is important to prepare for a smooth progression across key stages and to

provide sound advice and guidance to HNS students about the choices available to them, with a particular and natural emphasis (given HNS' curriculum focus and education vision) on continuing in HNS' Sixth Form to move to a university or music college after A/AS levels.

We expect to appoint a HOY11 at this time. Staff numbers are expected to increase to 14 mainscale teachers and 18.2 curriculum support staff, including 3.4 FTE learning mentors, 9.2 FTE extended day staff and 3 cover staff. We expect to award additional posts of responsibility for either History or Geography (depending on the specialism of the Head of Department/Subject Lead), a Deputy Head of Music, 2 of the three Sciences specialists and a Deputy Head of Department for Maths and for English.

Chart 27. shows graphically what HNS' staffing structure and reporting lines will look like in Year 5.

Chart 27. Staffing & Line Management in Year 5 – 2017/18



(a) Subject Leads report to Assistant Head, Director Teaching & Learning; Heads of Year report to Assistant Head, Director Progress & Standards
 (b) Excluding PA.

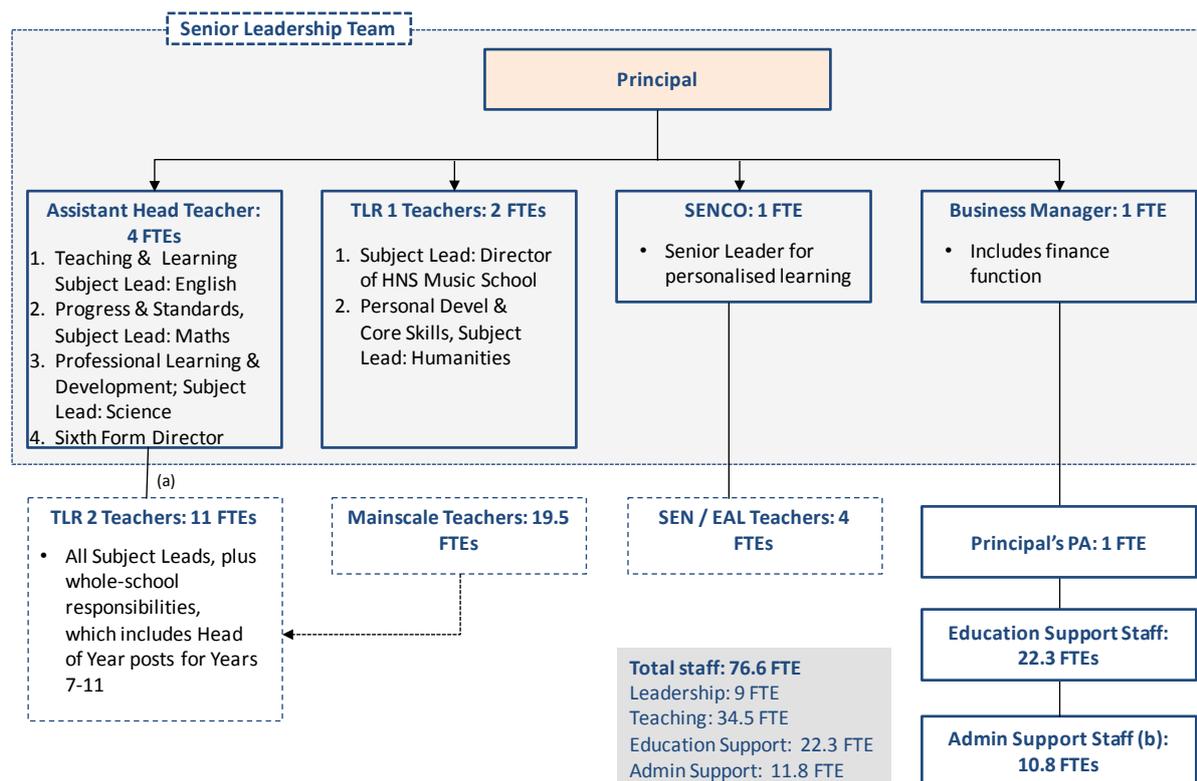
vi. Year 6 – 2018/19

In the first year of KS5, HNS’ staffing structure will be based on 5 form groups x 20 students each. At this time, there will be 600 students at HNS. The curriculum will expand to cover new subjects like economics, politics and philosophy with the opportunity to appoint an additional Subject Lead. AS tutorials will be provided by the specialist teacher for each subject. The Director of the Sixth Form will lead the University Study skills programme and Extended Project work undertaken by students.

HNS staffing can now be more flexible as the size of the school increases. We expect to have some contingency staffing capacity to deliver the different curriculum requirements of Sixth Form in an intelligent way. We will increase the number of learning mentors by 1 (to 5) and will add 5 more extended day support staff.

Chart 28. shows graphically what HNS’ staffing structure and reporting lines will look like in Year 6.

Chart 28. Staffing & Line Management in Year 6 – 2018/19



(a) Subject Leads report to Assistant Head, Director Teaching & Learning; Heads of Year report to Assistant Head, Director Progress & Standards
 (b) Excluding PA.

vii. Year 7 – 2019/20 (Steady State)

In 2019/20 the first complete HNS cohort will be completed and HNS’ final “steady state” staffing structure can be established. Its main elements will be:-

- **Senior Leadership Team (SLT):** Principal, SENCO, the two TLR1 Subject Leads and 4 Assistant Heads (the Business Manager is also a member of the SLT). This is a relatively “flat” management structure to reduce costs and provide sufficient opportunity to delegate responsibilities appropriately to senior members of the teaching staff. The SLT responsibilities will cover all the main requirements by combining management of a large department with whole school responsibilities as follows:-
 1. SENCO + Personalised Learning
 2. AH1: English + Director Teaching and Learning
 3. AH2: Maths + Director Progress and Standards
 4. AH3: Science + Director of Professional Learning and Development

5. AH4: Director of Sixth Form and University Skills.
6. TLR1: Head of HNS Music School
7. TLR2: Humanities + personal development and Core Skills

The growth in staffing levels and structure until full capacity is reached in 2019/20 will be managed carefully, each year building on the structure of the previous year and growing (and changing) staffing and management roles, responsibilities and requirements incrementally to end up with a good, efficient, stable and cost-effective workforce.

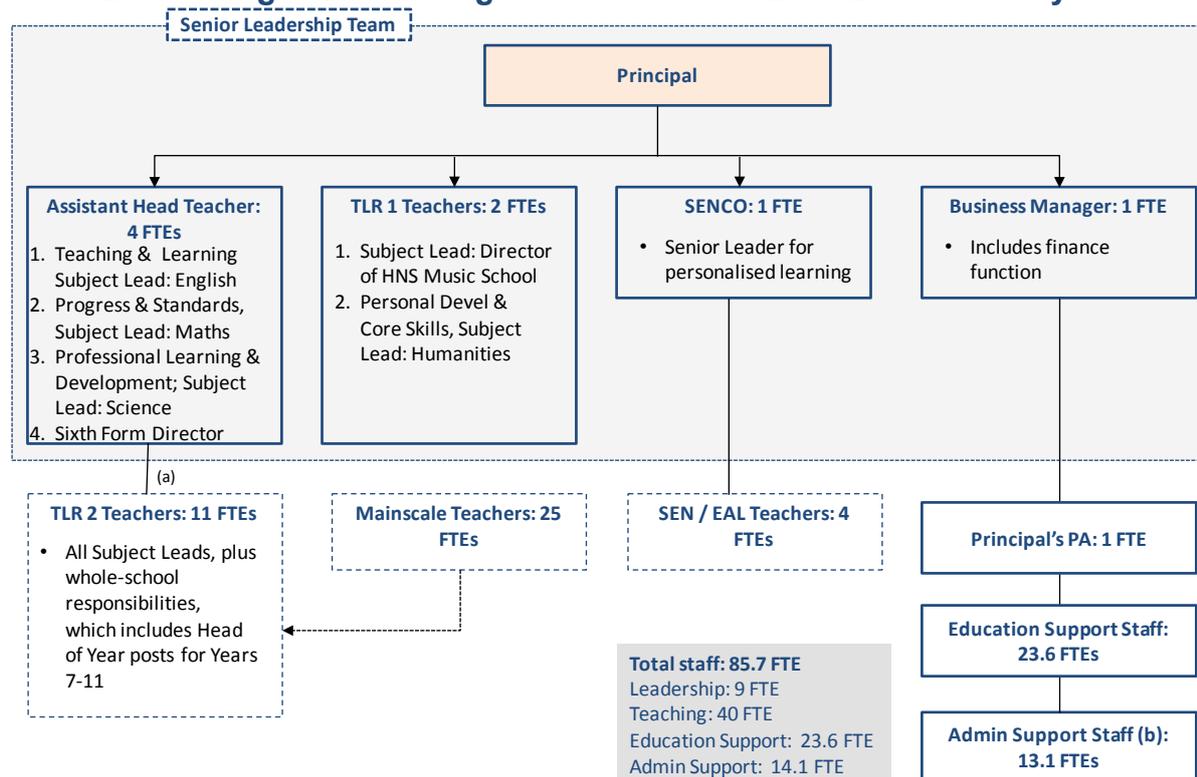
- Teaching Staff: The number of teaching staff now increases to full capacity with 25 FTE Mainscale teachers, 11 TLR2 which includes 5 HOY posts, 2 SEN teachers and 2EAL/EMTAG teachers. The “flat” management structure is in part obtained by promoting TLR1 HODs of the biggest departments to Assistant Head and then adding in Mainscale teachers to cover the shortfall in contact time as Assistant Heads move to less contact and more leadership time.
- Teaching Support Staff: There will be 23.6 FTE education support staff, including 12.9 FTE Extended Day staff to cover the Study Afternoons.
- Administration Support Staff: We anticipate there will be 14.1 FTE administration support staff, including 5 mid-day meal supervisors (1.3 FTE), 2.6 FTE general administration staff, 0.9 welfare and attendance officer, 1.5 FTE data managers, 2.5 IT manager and technicians, 1 exams officer, 1 premises manager and 2 caretakers. The mid-day supervisors can be used in steady-state at full capacity whereas in earlier years this function is performed by teaching and/or non-teaching staff.

The staffing arrangements for HNS will need inspirational leadership and governance by the Principal, with appropriate support from Assistant Heads and HNS’ SENCO. The range of roles that various members of staff will perform will change over time: the demands of opening HNS with one cohort are different from those of running a numerically full school with a complete KS3 – 5 cohort. Some of the challenges and issues are generic and do not change over time. Some issues such as attendance management will require more specialist input to manage as the numbers of students increase. However, if change is managed well, we believe our proposed staffing and management structure for HNS is capable of

dealing with all these challenges and requirements in an ordered, logical and creative way. In this fashion it will support the delivery of HNS' education vision and the achievement of Core Outcomes for all students. Of particular importance in our thinking about staffing arrangements has been our objective to make sure that the first year group receives the same quality of educational provision as all subsequent year groups – i.e. we are not planning for some “trial and error” process whereby HNS can afford to find its feet slowly. Rather, the pre-opening recruitment process, in particular for the Principal, will establish a high-quality senior leadership team that will deliver an efficiently managed operation that can deliver the education plan and vision of HNS from its first day of opening.

Chart 29. shows graphically what HNS' staffing structure and reporting lines will look like in Year 7 and in subsequent “steady state” years.

Chart 29. Staffing & Line Management in Year 7 – 2019/20 & in Steady State



(a) Subject Leads report to Assistant Head, Director Teaching & Learning; Heads of Year report to Assistant Head, Director Progress & Standards
 (b) Excluding PA.

F5 – Plan for recruiting the Principal Designate and other Staff and Governors in accordance with HNS’ Staffing Structure and Education Plans

The recruitment of an outstanding principal and teachers will be the most important task of HNS.

F5 – (a) Appointment of the Principal

Once the HNS application is approved, the recruitment process for the principal will commence. He/she is crucial to the success of a school and this is especially the case when setting up and opening a new school. A highly motivated, committed and effective education professional will be sought. He/she must understand and fully support what we want to achieve at HNS, and subscribe to our vision and the objective of achieving Core Outcomes for all students. The prospective postholder must also appreciate the importance of the role management in achieving these objectives and have a proven track record of achieving outstanding results in difficult

conditions for his/her students. Experience of working in areas of considerable social deprivation will therefore be a distinct advantage for applicants. A number of advisers to HNS have extensive experience in recruiting and appointing principals, while other members of the Board of HNS, for instance [REDACTED], have significant expertise in this area from their own professional careers.

Applicants will be sourced in one or all of these ways:

- a) advertising in educational papers such as the TES, trade magazines and local papers.
- b) through a recruitment firm.
- c) using personal contacts who may have knowledge of suitable candidates.

The recruitment panel will be a sub-committee of the Board, one of whom may act as secretary. The recruitment panel will also retain advisers that are not on the Board. We currently expect it will include the following individuals:

- [REDACTED] Representative of DfE
- Principal from an outstanding secondary school
- One additional individual still to be identified

Timeline for recruitment

Table 68. Timeline for Recruitment of HNS Principal

| | |
|--|---|
| August 2012 | Panel convenes to draw up job description, person specification, application form and to devise process and criteria for interviews and selection |
| September 2012 | Advertisement is placed in relevant media |
| 26 th October 2012 | Deadline for applications |
| 29 th October – 2 nd November 2013 | Panel convenes to review applications |
| 5 th November 2013 | Candidates are called for interview |
| 12 th – 16 th November 2013 | Two weeks of interview, presentations, observations in class rooms |
| 23 rd November 2013 | Successful applicant is informed |
| 5 th January 2013 | Appointment of successful applicant is confirmed. This gives adequate time for the successful applicant to give notice, if they are a serving principal and then be in post by Easter 2013. The Principal Designate can therefore be available for consultation during Spring term 2013 |

The application form will be in four parts:-

1. Basic details, including qualifications and expertise
2. A personal statement where candidates will be asked to describe in detail their views about key priorities for delivering outstanding educational outcomes for secondary students
3. A detailed response to questions related to the particular curriculum and education plan of HNS, and how the candidate intends to implement policies to ensure HNS' specific vision can be achieved, taking particular account of the expected composition of HNS pupils. Questions that candidates will have to address include, inter alia,
 - a. How will you encourage students from deprived areas to apply to HNS
 - b. Describe a day in the life of HNS students
 - c. How will you ensure that Core Outcomes are achieved by all students
4. Safeguarding details

The interview process will then establish the candidates' views of:-

1. Vision of HNS
2. HNS' curriculum design and methods of delivering teaching and learning programmes, including personalized learning, the Teaching Morning and Study Afternoon, backward planning, tutorials, school organization, etc.
3. The role of music and performance in HNS' curriculum and its central role in HNS' vision to achieve Core Outcomes
4. Target outcomes and how to achieve them
5. Ways of engaging the local community
6. Parental engagement
7. The management of HNS' network of partners
8. The HNS Wellbeing Centre
9. Evening and Summer School, and other elements of HNS' Support Network
10. Finance and resource management
11. HR and staff management, including training and CPD initiatives
12. Personal qualities

The interview process will then involve additional observed activities, a prepared presentation where the candidate will be asked to deliver, with half an hour of preparation time, a 10 minute speech on a subject related to HNS' educational vision, as well as a 45-minute interview before the panel covering the points listed above.

It is essential that the principal has, and can demonstrate, the following:-

- Strong leadership qualities and experience in leading a team of professionals with excellent outcomes
- Senior management responsibilities in a school, an educational institution or another relevant private or public sector organization. We would expect the Principal to have prior experience as a head, deputy or assistant head, but in exceptional cases will consider candidates with other relevant experience. The most important task is to find the right person for the job, and the interview panel will be open-minded with respect to professional and personal qualifications in order to find the right man or woman for the position
- Demonstrate a thorough knowledge of secondary education in the UK and if relevant, abroad and the key challenges that need to be overcome in order to

achieve outstanding results for children from a wide range of backgrounds and with different abilities, including SEN

- Familiarity with the challenges that HNS is likely to encounter based on its expected pupil intake
- Some prior experience in a start-up, ideally a school start-up, will be useful, but not a precondition
- A track record of being able to involve a wide range of stakeholders in a common enterprise
- Prior experience with, or in managing an institution with a remit of providing a music education would be helpful. We want to make sure that the Principal is thoroughly familiar and “at home” with this very important element of our education plan. This has been a consideration in some parts of our staffing structure that is discussed above.

F5 – (b) Appointment of teaching and non-teaching staff

The Principal will oversee, with the Board, the appointment of all teaching staff, from recruitment to contracts. He/she will also assist the Board in the appointment of a Business Manager. High quality staff will be recruited through advertising and agencies, beginning in January 2013. One or two senior staff would be appointed to start at HNS in April 2013 and the remainder would take up their posts in September 2013 when HNS opens. However, they will be kept in touch with developments before that time, consulted when relevant and asked to visit the school prior to commencing work. The Principal will have freedom to recruit teaching and non-teaching staff from a wide range of backgrounds and qualifications, including but not limited to, individuals with relevant teaching qualifications. There is strong evidence e.g. from the United States, that inspiring individuals can be outstanding teachers even without formal teaching qualifications, and we intend to be open-minded to welcome such men and women, should we find them, at HNS.

These key curriculum staff will support the Principal in the planning of the new school. They will also have the experience and expertise to plan schemes of work, advise the Principal on resourcing the curriculum and work collaboratively to plan the extracurricular activities together with programmes for SEN students and others who may require specialist provision.

The management arrangements for HNS will reflect, inter alia, its small initial size, a need therefore to operate with a smaller budget, and a general emphasis on a leaner, less hierarchical management structure. We believe this is generally more effective, helps empower staff by delegating more responsibility to them and facilitates the introduction of high performance standards across the entire organization. All staff, including in equal measure teaching and non-teaching staff, will receive continuous professional development to help them develop in line with the growing demands imposed upon them as the size of the school reaches full capacity over time. The Board intends to work with Wey to develop and deliver leadership and other training for the full range of support staff, from classroom to school catering and grounds maintenance, enabling them to reach their potential, work towards delivering HNS' education vision while also providing progression opportunities for each of them.

F5 – (c) Recruitment and Composition of Governing Body

The current directors of HNS are (see Table 62-64 above for more detail on each of them):-

1. [REDACTED]

Some or all of the current directors will join the HNS Board of Governors which, once constituted, will consist of up to 16 individuals, specifically:-

1. The HNS member directors (maximum 5), one of whom will act as chairman
2. The principal
3. The business manager
4. Two parent representatives, elected by the Parent Association
5. Two members of HNS' teaching and support staff, elected by the whole staff, one of whom should have experience in SEN or ESOL.
6. Two specialists, co-opted by the Board of Governors, one of whom must have suitable financial expertise
7. A representative of Hackney Children Services or the Learning Trust, or its successor organization within Hackney Council
8. An invited local councillor

9. A representative of the Department for Education

The identification and selection of suitable governors will be the responsibility of a sub-committee of the Board that will consist initially of the current directors of HNS, and assisted by a number of senior members of its advisory team. This committee will look for individuals who have a diverse set of experiences and characteristics, including in at least one of the following areas:-

- Project Management: while HNS will be a small organization to begin with, it will face a number of complex logistical tasks as the school is developed pre-opening, and in the years thereafter until a permanent site can be established. For instance, procurement relationships with service providers will have to be handled with care while HNS occupies a temporary site or is running below full capacity. The preferred candidate will have experience in managing these issues for large and / or complex organizations, thereby being able to contribute to some key issues that HNS will face. Ideally the candidate will also have experience in starting up a new school.
- Educational expertise: It is important for the principal to be able to draw upon comparative experiences by other educational experts in setting up and developing a new secondary school. The preferred candidate will have had experience in implementing and overseeing innovative curriculum and teaching models, either in the UK or abroad.
- SEN/EBD/LAC: due to HNS expected pupil intake, a governor with extensive experience in dealing and working with children with special educational needs, EBD, physical disabilities, or looked after children will be highly desirable. The most suitable candidate with these qualifications will assume responsibility as the named governor for LAC/EBD.
- Strong leadership qualities: Governors of HNS will need to provide leadership throughout the organization and, if relevant, on certain sub-committees. They will need to be able to defend points of view, motivate management and governors, review policy proposals and persuade their peers as well as executive management of certain courses of action. We believe these “leaderships skills” are an essential ingredient for effective governance
- Recruiting, training and managing teachers and non-teaching staff: Managing personnel, and being at identifying and retaining the right personnel, including

senior and junior staff, will be a precondition to outstanding teaching at HNS. We therefore want to identify a Governor with a successful track record in these areas.

- Financial management, including the financial administration of schools: One objective for HNS' governance arrangements will be to ensure that financial implications of educational policies, development programmes and other initiatives are always carefully considered. If this approach is rigorously pursued HNS can succeed financially, and financial health and viability is both, ultimately, a contractual obligation but also a moral requirement given that HNS relies for its funds on tax payers' money. The bursar/financial manager of HNS and the principal should therefore have a reliable sounding board for financial management and performance issues at the Board.
- Property and real estate management: HNS will manage a complex real estate project during the construction/refurbishment of its preferred site, and its occupation of a temporary site during a transition period until this preferred site becomes available. The ongoing management of HNS' building(s) will also pose challenging demands, and hence HNS Board should have access to appropriate expertise at all times.
- ICT: The provision of innovative ICT services via HNS' Virtual Learning Environment, as well as the operation of HNS' basic IT infrastructure are important and complex tasks that will benefit from an experienced outside perspective.
- PR & Community Engagement: As a school that will primarily serve its local community, it is important to have one Governor who has extensive relationships in Hackney and Islington, and is capable of liaising effectively with other educational providers, the Local Authority, the Learning Trust and other bodies both in the public or private sector with whom HNS needs to develop a fruitful and cooperative relationship.

In order to identify the right candidates, the HNS sub-committee will retain an executive search firm (on a pro bono basis), place advertising in relevant news media (e.g. the Times Educational Supplement) and work with other members of the HNS Team who may have relevant relationships. The objective will always be to run an open and transparent recruitment process to find the best candidates.

F5 – Demonstrate a clear Understanding and describe the respective Roles of the Company Members, Governing Body and Principal Designate in running HNS

There will be three layers of governance at HNS, each with their distinct responsibilities:-

- The **senior management** of HNS, led by the Principal, will be responsible for the day-to-day operation of HNS and the implementation of strategic, financial and operational decisions taken by the board of governors
- The **board of governors** (“the Board”) is responsible for setting strategic, operational and financial development priorities for HNS, as well as the supervision of their implementation by the senior management team of HNS. Currently the HNS Steering Group performs the role of the Board. HNS recognises that the composition of the Board will be of great importance for the future of the school and to ensure that an appropriate system of supervision and accountability of the senior management team and the various stakeholders of HNS is put in place governors must have relevant experience or represent important sections of the community that is served by HNS and have the time and the commitment to support the development of the school. There will be at least 10 board meetings per year, but there may be more than this during the pre-opening phase and in the first year post-opening. Governors will be nominated by the Board and, with the exception of the executive governors, will be approved by members on a rotating basis at the annual general meeting (“AGM”) for a 3-year term which is renewable once, i.e. the maximum period a governor can serve on HNS’ board is six years¹⁰³
- The Board ultimately answers to the **members** of HNS who can nominate up to five governors directly, and will approve the appointment of all other governors, except the executive governors. [REDACTED] are the founding members of HNS, but it is intended to invite all parents, members of the local

¹⁰³ Approval on a rotating basis means that only those governors whose 3-year term comes up for renewal, or who are being replaced because a 6-year term is coming to an end, will be voted on at an AGM.

community and representatives of Hackney Council, HMDT and DfE to become members of HNS. HNS already is a company limited by guarantee that is owned by its members. We believe a large membership base would greatly strengthen HNS' legitimacy in Hackney. Members would, we hope, feel and act like owners, exercising their supervisory rights and choosing to be actively involved in the development of HNS. HNS would thus be similar to other member-owned enterprises such as building societies and mutual insurers. Dispersion of ownership makes accountability between members and the Board particularly important, while ensuring that the Board can act decisively and quickly when required. Members' right to nominate directors and voting rights during annual general meetings will achieve these two overriding objectives.

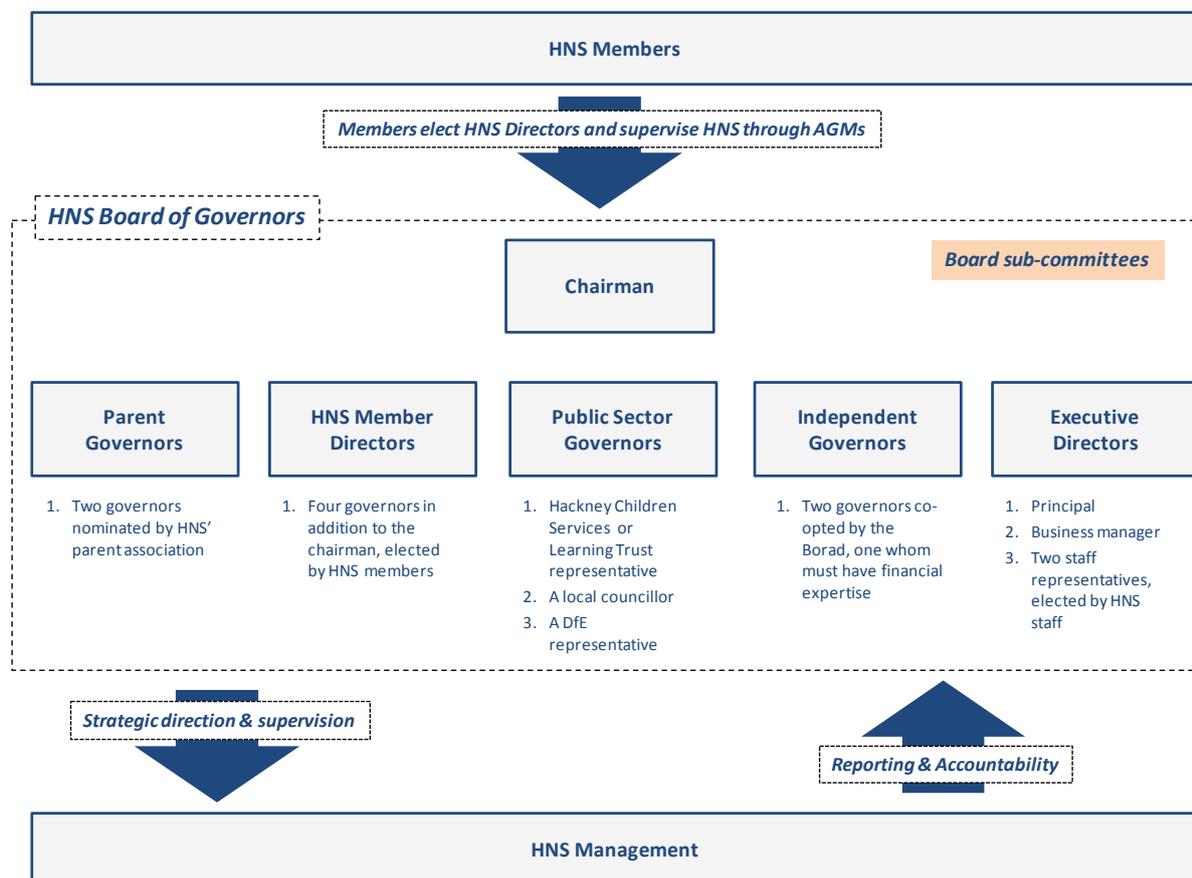
The principles which will drive our governance arrangements are:-

- Positive relationships between governors and HNS leaders are based on trust, openness and transparency and all parties behave with integrity and are mutually supportive.
- Governors are well informed and knowledgeable because they are given high-quality, accurate information including detailed timelines and targets, that is concise and focused on student achievement. The role of the clerk is critical here.
- Outstanding governors are able to take and support hard decisions in the interests of students.
- Outstanding governance supports honest, insightful self-evaluation by HNS, recognising problems and supporting the steps needed to address them. Good governors ask challenging questions.

Absolute clarity about the respective roles and responsibilities of the Principal and governors underpins the most effective governance. This includes clear delegation to well organised committees. Chart 30 outlines in graphical form how the system of governance at HNS will operate. HNS will be answerable to its members, who will elect five governors, including the chairman. However, the governance arrangements must reflect the fact that HNS is serving a range of stakeholders, in particular the government (i.e. taxpayers), parents whose children go to school at

HNS, as well as its teaching and non-teaching staff who need to be motivated to perform to the best of their abilities to achieve Core Outcomes for all HNS students. The composition of the HNS Board reflects this diverse group of stakeholders.

Chart 30. Governance Structures and Lines of Accountability



In total, the board will comprise up to 16 governors. An independent qualified clerk to the Board will be contracted, possibly from the local authority, to maintain adequate records and ensure compliance with relevant procedural requirements. Pre-opening the Board's responsibilities will include contracting with its education partners, appointing the principal and drawing up and agreeing the policies and practices that will govern HNS. Post-opening the Board's decision-making process will be divided into four levels of authority¹⁰⁴:-

- a. The Board
- b. A sub-committee of the Board
- c. An individual governor

¹⁰⁴ This decision planning scheme can itself be amended by the Board.

- d. The principal, or another teaching / non-teaching member of staff of HNS that is also a governor

The Board will take all important decisions during the pre-opening phase, and be responsible for negotiating supply agreements, building contracts, insurance cover, contractual relationships with Hackney Council, and the funding agreement with DfE.

Table 69. sets out in detail the types of decisions that will be delegated to the four authorized sub-committees, and, where relevant, which of these entities are explicitly barred from making certain decisions. An important consideration for all Board members is that while decisions may be delegated, the Board as a whole remains responsible for any decisions made under delegation.

Table 69. Board Decision Planner

| | | | | | | |
|---|--|--|--|--|--|--|
| THIS PLANNER SHOWS TO WHICH LEVEL THE GOVERNING BODY MAY LEGALLY DELEGATE FUNCTIONS | | | | | | |
| KEY | | | | | | |
| Level 1: Full governing body | | | | | | |
| Level 2: A committee of the governing body | | | | | | |
| Level 3: An individual governor | | | | | | |
| Level 4: Principal. | | | | | | |
| Column blank: Action could be undertaken by this level. | | | | | | |
| Column blocked off in grey: Function cannot be legally carried out at this level. | | | | | | |
| *Governors must remember that although decisions may be delegated, the governing body as a whole remains responsible for any decision made under delegation* | | | | | | |

| Key Function | No | Tasks | Decision Level | | | |
|-----------------|----|---|----------------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| Budgets | 1 | To approve the first formal budget plan each financial year | | | | |
| | 2 | To monitor monthly expenditure. | | | | |
| | 3 | To establish a charging and remissions policy | | | | |
| | 4 | Miscellaneous financial decisions | | | | |
| | 5 | To enter into contracts (GB will agree financial limits for contracts to be entered into at Levels 2-4) | | | | |
| | 6 | To make payments | | | | |
| Staffing | 7 | Principal appointments (selection panel) | | | | |

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| | | | | | | |
|-------------------------------|----|---|--|--|--|--|
| | 8 | Deputy appointments (selection panel) | | | | |
| | 9 | Appoint other teachers | | | | |
| | 10 | Appoint non teaching staff | | | | |
| | 11 | Agree a pay policy | | | | |
| | 12 | Pay discretions | | | | |
| | 13 | Establishing disciplinary/capability procedures | | | | |
| | 14 | Dismissal of principal | | | | |
| | 15 | Dismissal of other staff | | | | |
| | 16 | Suspending head | | | | |
| | 17 | Suspending staff (except head) | | | | |
| | 18 | Ending suspension (head) | | | | |
| | 19 | Ending suspension (except head) | | | | |
| | 20 | Determining staff complement | | | | |
| | 21 | In voluntary and foundation schools to agree whether or not the Chief Education Officer/diocesan authority should have advisory rights | | | | |
| | 22 | Determining dismissal payments/ early retirement | | | | |
| Curriculum | 23 | Ensure National Curriculum (NC) taught to all pupils and to consider any dis-application for pupil(s) | | | | |
| | 24 | To establish a curriculum policy | | | | |
| | 25 | To implement curriculum policy | | | | |
| | 26 | To agree or reject and monitor curriculum policy | | | | |
| | 27 | Responsible for standards of teaching | | | | |
| | 28 | To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day) | | | | |
| | 29 | Responsibility for individual child's education | | | | |
| | 30 | Provision of sex education – to establish and keep up to date a written policy | | | | |
| | 31 | To prohibit political indoctrination and ensuring the balanced treatment of political issues | | | | |
| | 32 | To establish a charging and remissions policy for activities (non NC based) | | | | |
| Performance Management | 33 | To formulate a performance management policy | | | | |
| | 34 | To establish a performance management policy | | | | |
| | 35 | To implement the performance management policy | | | | |
| | 36 | To review annually the performance management policy | | | | |
| Target Setting | 37 | To set and publish targets for pupil achievement | | | | |
| Discipline/Exclusions | 38 | To establish a discipline policy | | | | |
| | 39 | To review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair in cases of urgency) | | | | |
| | 40 | To direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair in cases of urgency) | | | | |
| Admissions | 41 | To consult annually before setting an admissions policy (but in community and controlled schools only where the LA has delegated this power to the governing body) | | | | |

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| | | | | | | |
|---------------------------------|----|---|--|--|--|--|
| | 42 | To consult annually before setting an admissions policy (VA and Foundation schools) | | | | |
| | 43 | To establish an admissions policy (special schools where pupils do not have a statement) acting with LA | | | | |
| | 44 | Admissions: application decisions (but in community and controlled schools only where the LA has delegated this power to the governing body) | | | | |
| | 45 | Admissions: application decisions (VA, Foundation and special schools) | | | | |
| | 46 | To appeal against LA directions to admit pupil(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions authority) | | | | |
| Religious Education | 47 | Responsibility for ensuring provision of RE in line with school's basic curriculum (all schools) NB this must fall into line with locally agreed syllabus | | | | |
| | 48 | Decision to revert to previous RE syllabus (Foundation Schools except VA of religious character) | | | | |
| | 49 | Decision to provide RE according to trust deed/specified denomination in VA schools with religious character (Foundation and VC schools of religious character at request of parents) | | | | |
| | 50 | Decision to provide RE in line with locally agreed syllabus (VA schools – only if parents request it. All other schools not covered in 49 above) | | | | |
| Collective Worship | 51 | In all maintained schools to ensure that all pupils take part in a daily act of collective worship (after consulting GB) | | | | |
| | 52 | To make application to the advisory councils, SACRE, concerning the requirements for collective worship (schools without a religious character) to disapply (after consulting GB) | | | | |
| | 53 | Arrangements for collective worship (schools without religious character (after consulting GB) | | | | |
| | 54 | Arrangements for collective worship in Foundation schools of religious character, VC or VA schools (after consulting head) | | | | |
| Premises & Insurance | 55 | Buildings insurance and personal liability– GB to seek advice from LA, diocese or trustees where appropriate (it is suggested that the GB as a whole should be involved in this decision) | | | | |
| | 56 | Developing school buildings strategy or master plan and contributing as required to LA Asset Management Planning arrangements (it is suggested that the GB as a whole should undertake this decision) | | | | |
| | 57 | Procuring and maintaining buildings, including developing properly funded maintenance plan | | | | |
| Health & Safety | 58 | To institute a health and safety policy (in community and VC schools this would be the LA) | | | | |
| | 59 | To ensure that health and safety regulations are followed | | | | |
| School Organisation | 60 | To publish proposals to change category of school | | | | |
| | 61 | Proposal to alter or discontinue voluntary | | | | |

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| | | | | | | |
|--------------------------------|----|---|--|--|--|--|
| | | foundation or foundation special school | | | | |
| | 62 | To set the times of school sessions and the dates of school terms and holidays except in community and VC schools where it is the LA | | | | |
| | 63 | To ensure that the school meets for 380 sessions in a school year | | | | |
| | 64 | To ensure that school lunch nutritional standards are met where provided by the governing body. | | | | |
| Information For Parents | 65 | To prepare and publish the school prospectus | | | | |
| | 66 | To prepare and publish the school profile | | | | |
| | 67 | To ensure provision of free school meals to those pupils meeting the criteria | | | | |
| | 68 | Adoption and review of home-school agreements | | | | |
| GB Procedures | 69 | To draw up instrument of government and any amendments thereafter | | | | |
| | 70 | To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body | | | | |
| | 71 | To appoint and dismiss the clerk to the governors | | | | |
| | 72 | To hold a full governing body meeting at least three times in a school year or a meeting of the temporary governing body as often may require | | | | |
| | 73 | To appoint and remove community or sponsor governors. | | | | |
| | 74 | To set up a Register of Governors' Business Interests | | | | |
| | 75 | To approve and set up a Governors Expenses Scheme | | | | |
| | 76 | To discharge duties in respect of pupils with special needs by appointing a "responsible person" in community, voluntary and Foundation Schools | | | | |
| | 77 | To consider whether or not to exercise delegation of functions to individuals or committees | | | | |
| | 78 | To regulate the GB procedures (where not set out in law) | | | | |
| Federations | 79 | To consider forming a federation or joining an existing federation | | | | |
| | 80 | To consider requests from other schools to join the federation | | | | |
| | 81 | To leave a federation | | | | |
| Extended Schools | 82 | To decide to offer additional activities and to what form these should take | | | | |
| | 83 | To put into place the additional services provided | | | | |
| | 84 | To ensure delivery of services provided | | | | |
| | 85 | To cease providing extended school provision | | | | |

F5 – (a) How the Board will manage Conflicts of Interest

What is a conflict of interest?

A conflict of interest is any situation in which a Governor's personal interests, or interests that they owe to another body, may (or may appear to) influence or affect the Governor's decision making.¹⁰⁵

It is inevitable that conflicts of interest occur. The issue is not the integrity of the Governor concerned, but the management of any potential to profit from a person's position as Governor, or for a Governor to be influenced by conflicting loyalties. Even the appearance of a conflict of interest can damage HNS' reputation, so conflicts need to be managed carefully.

How are conflicts of interest identified?

Conflicts of interest may come in a number of different forms:

- direct financial gain or benefit to the Governor, such as:
 - payment to a Governor for services provided to HNS
 - the award of a contract to another organisation in which a Governor has an interest and from which a Governor will receive a financial benefit
 - the employment of a Governor in a separate post within HNS, even when the Governor has resigned in order to take up the employment
- indirect financial gain, such as employment by HNS of a spouse or partner of a Governor, where their finances are interdependent
- non-financial gain, such as when a beneficiary of HNS' services is also a Governor
- conflict of loyalties, such as where a Governor is appointed by the local authority or by one of HNS' funders, or where a friend of a Governor is employed by HNS

HNS will expect Governors to be able to identify conflicts of interest when they arise and to ensure, if they receive a material benefit as a result of the conflict of interest, that the benefit is authorised. If there is no material benefit to a Governor, no

¹⁰⁵ The law states that Governors of charitable organisations (as HNS will be) cannot receive any benefit from their charity (ie HNS) in return for any service they provide to it unless they have express legal authority to do so. "Benefit" includes any property, goods or services which have a monetary value, as well as money. This legal authority will come from a clause in HNS' governing document.

authority will be required, but the Governors will need to ensure that the conflict of interest is properly managed. Where the arrangements are in the interests of HNS the Board will give advice on the management of conflicts of interest and the authorisation of future benefits to Governors.

Actions when a conflict of interest is identified

HNS conflict of interest policy has three main elements highlighted in Table 70.:-

Table 70. HNS Conflict of Interest Policy

| | |
|--|---|
| Full Disclosure | Governors and staff members in decision-making roles should make known their connections with groups doing business with HNS. This information should be provided annually |
| Governor Abstention from Discussion and Voting | Governors who have an actual or potential conflict of interest should not participate in discussions or vote on matters affecting transactions between the organization and the other group |
| Staff Member Abstention from Decision-Making | Staff members who have an actual or potential conflict should not be substantively involved in relevant decision-making |

If the Board has identified a conflict of interest, the first thing to do is to find out whether or not the Governor or Governors involved will receive a material benefit from the conflict of interest and, if so, whether the benefit is authorised. The Board will first check whether the necessary authority exists in HNS's governing document, or in the employment contracts of the member of staff. If this document does provide authority, HNS' Board will ensure that the authority is used appropriately, and that the necessary arrangements are in place to manage the conflict of interest.

If the governing document does contain authority, it will usually be in relation to a benefit arising from a specific type of conflict of interest, rather than a general authority for benefits arising to Governors or members of staff from all types of conflict of interest. For example, it may include authority to pay a Governor who is also a solicitor or accountant for work done on behalf of HNS, but it is unlikely to authorise any other type of payment to a Governor, such as payment to a Governor who is a builder for repairs carried out to HNS's property.

If the benefit from which the conflict of interest arises is not authorised by HNS's governing document, Governors will need to apply to the Board for the necessary authority. The Governors are in any doubt about whether the governing document contains sufficient authority, it should take professional advice. In order for the Board to consider authorising the benefit, the relevant Governor will need to show why it is in HNS's best interests to permit the benefit and resulting conflict of interest. The Board will also need to be satisfied that there are arrangements in place to ensure that the conflict of interest will be properly managed once the benefit has been authorised.

It will not simply be enough for the benefit arising from the conflict of interest to be authorised. Governors also need to ensure that HNS has adequate procedures in place to manage the conflict of interest once the benefit has been authorised.

Conflict of interests involving staff

The management of conflicts of interests involving members of staff will be the responsibility of the Principal, who will apply similar considerations and procedures as are in place for managing conflicts of interests involving Governors.

SECTION G. INITIAL COSTS AND FINANCIAL VIABILITY

Table 71. Evaluation Criteria – Initial Costs and Financial Viability

| | Evaluation Criteria | Evidence |
|--------|--|--|
| Step 1 | You must complete two different financial plans for your school | <ul style="list-style-type: none"> Please see soft and hard copy of the first and second financial plan |
| Step 2 | In addition, you must include an explanation in your application form of how you developed your financial plans and the thinking behind them. | <ul style="list-style-type: none"> [REDACTED] |
| G1 | Show how the school will be financially viable and offer good value for money up to the point where there are pupils in each year | [REDACTED] |
| G2 | Show how the school will be financially sustainable once there are pupils in each year | [REDACTED] |
| G3 | Show how the school will be financially resilient to reductions in income | <ul style="list-style-type: none"> [REDACTED] |
| G4 | Provide realistic financial plans that are consistent with other aspects of your application | <ul style="list-style-type: none"> [REDACTED] |
| G5 | For existing independent schools, show that the existing school has a good track record of financial management and explain any existing financial issues which could impact on becoming a Free School | <ul style="list-style-type: none"> This criterion is not relevant for HNS |

This section reviews the financial plan for HNS under the two different scenarios spelled out in the application guidelines by the DfE (see Section G2 & G3 below). It complements the financial model in the excel spreadsheet that is attached to this

application, and the detailed discussion of the assumptions underlying our projections that is contained in Appendix 4.

G – Introduction

Preparation of Financial Projections

The financial models were prepared by the HNS team over a number of months on the basis of the following principles:-

1. HNS' education vision and curriculum design are in some elements unconventional and therefore particular care was applied to make sure the staffing model and financial plan appropriately reflected all elements of HNS' education plan. For instance, the long school day and Study Afternoon involve a particular allocation and use of teaching and non-teaching support staff to guarantee financial viability and value for money, as well as delivery of the curriculum in a way that is consistent with HNS' vision. Similar considerations applied to other elements of HNS' curriculum such as teaching of The Core, the provision of HNS' music and performance curriculum (in partnership with HMDT), etc.
2. The guiding principle for financial planning in general has been to produce plans that represent Value for Money ("VFM"), i.e. the educational plan of HNS shall be delivered in the most cost-efficient way to minimise use of taxpayer money, without compromising the educational objectives for which HNS shall be created. In nearly all areas where direct comparisons can be made HNS compares favourably on a per-pupil basis.
3. We have adopted conservative estimates of costs and income. The latter was based on prudent assumptions about the composition of HNS' pupil population (for instance, in relation to FSM, where our assumptions correspond to the average of other secondary schools that are nearby our preferred location) and does not rely on other sources of income that are not evidenced (although we are discussing such income sources further below, without having relied on them in our financial projections). Expenditure levels

have been estimated prudently. Overall, we believe there to be scope for net savings in HNS' income and expenditure accounts.

4. More specifically, our expenditure projections are based on detailed knowledge of education finance arrangements and the Government's Consistent Financial Reporting ("CFR") benchmarking data (updated for 2011-12 prices). Note, however, that CFR data only applies to maintained schools and not academies, and therefore would not be directly comparable to HNS (while still be in relevant). As a result we contacted individual schools and/or examined their company accounts to review any significant differences in financial results between maintained schools and academies. This has been particularly important, we believe, as there are still some areas of expenditure (such as catering or photocopying which may cover both curricular and administrative functions) where schools use different coding and classification methodologies. For example academies often buy in services commercially whereas maintained schools use services provided by the Local Authority. An appropriate benchmarking process therefore needs to recognise these different procurement patterns, which we have tried to achieve by comparing HNS financial projections against particular schools. As Hackney has a limited number of maintained secondary schools the CFR benchmarking data we have used included schools in Southwark and Tower Hamlets where pupil characteristics are similar to those in Hackney. Note also that the CFR framework does tend to express income and spend on a per-pupil basis. Although this is often directly relevant, spend on premises, including maintenance, reflects in particular the age and condition of the property. While we have benchmark premises costs, the HNS financial plan accounts for lower initial costs due to recent refurbishment immediately pre-opening.
5. Other general considerations in relation to income and expenditure projections are:-

Financial Management Arrangements

The Board will have overall responsibility for the financial performance of HNS, but will delegate the regular supervision of HNS's financial affairs to a Finances and Resources Committee ("FRC"). The FRC will

- arrange for the appropriate delegation of roles and responsibilities to governors and members of the senior management team of HNS;
- appoint one of its members as the “Responsible Finance Governor” who will have primary responsibility for monitoring the financial affairs of the school, liaising closely with the principal and the Business Manager;
- put in place reporting procedures to ensure that the Board has access to up-to-date financial reports. This will include monthly management accounts, including income and expenditure accounts, cash flow statements, balance sheets as well as a review of key performance indicators (“KPIs”);
- appoint the auditor of HNS;
- report to the Board on the financial performance of the school and identify any key issues that require consideration by the entire Board, in accordance with the policies set out by the Board for decisions of this kind.

On a day-to-day basis, the financial management of HNS will be the responsibility of the Principal and the Business Manager.

G1 – How HNS will be financially and offer good Value for Money until there are pupils in each year

Evaluation Criteria

Show in both financial plans that income, including start-up funding, would exceed expenditure for each year up to and including the first year in which you have pupils in each year (the ‘start-up’ period)

Demonstrate that HNS has minimised the need for any start-up funding, particularly staffing diseconomy funding. For example, where HNS is building up year group by year group we would normally

Evidence

[REDACTED]

- As discussed in Section G – Introduction, in the early years of operation HNS’ teaching and non-teaching staff will perform a wider range of functions, and members of the senior leadership team will work in the classroom and be involved in SEN provision.
- Please see the “Assumptions” tab of both

expect principals to do some teaching, and for support staff to fulfil multiple roles

models for more detail

G2 – How HNS will be financially sustainable once there are pupils in each year

Evaluation Criteria

Demonstrate in HNS' first financial plan that income will exceed expenditure once the school is no longer eligible for start-up funding. The last year in which schools are currently eligible for start-up funding is the first year in which they have a cohort of pupils in each year;

Set out clearly and explain in your application form the supporting assumptions for this first financial plan.

A strong financial plan should also include contingencies and flexibility that would allow the school to cope with unexpected financial pressures. You should not do this by building up a large surplus over time.

Evidence

[REDACTED]

- The "Assumptions" tab in the model sets out in detail the assumptions used and discusses results

- [REDACTED]

G3 – How HNS will be financially resilient to reductions in income

Evaluation Criteria

Show in the second financial plan how HNS would reduce its expenditure to spend less than its income if it were not

Evidence

- [REDACTED]

able to achieve the levels of income that are assumed in the first financial plan.

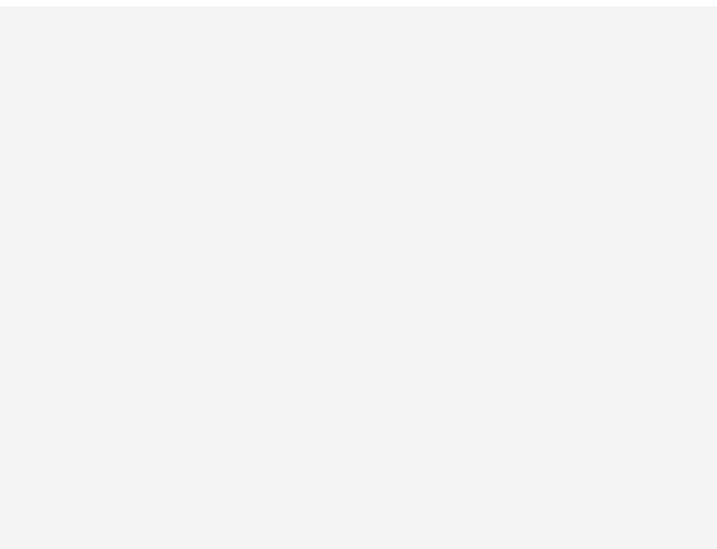
Show how you would do this whilst still being able to deliver high quality education in line with your stated education vision and plan.

Show how HNS would manage if only 90% of pupil places are filled each year

HNS must take into account any other areas that could impact its income. In particular, where relevant, HNS must show in its second financial plan how it would manage if:

- HNS' proportion of free school meals pupils were lower than expected (where HNS is assuming a higher rate than the local authority average); and/or
- HNS does not reach the assumed level of income from sources other than Department for Education grants e.g. third party contributions.

Set out clearly and explain in your application form the supporting assumptions for your second financial plan.



- [Redacted]

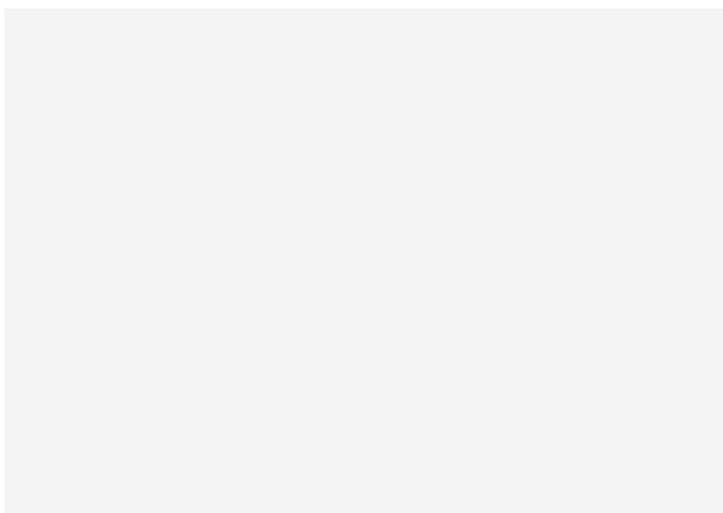
- The "Assumptions" tab of the Excel model for the second financial plan sets out in detail the assumptions used and discusses results

G4 – Provide realistic financial plans that are consistent with other aspects of the application

Evaluation Criteria
HNS must be consistent about

Evidence
• [Redacted]

the information it provides in both financial plans and other relevant parts of its application. This means that the numbers and assumptions in HNS' first financial plan must match the numbers and assumptions stated elsewhere in the application form and that the numbers and assumptions in HNS' second financial plan are clearly explained and evidenced in the application form



G5 – Provide sound financial plans that are based on realistic and evidenced assumptions about income and expenditure

Evaluation Criteria

Complete the template spreadsheets accurately

Ensure that all required fields of the template spreadsheets are filled in

Clearly state and evidence in the application form all the assumptions HNS has made in putting together its financial plans

Use, where appropriate, benchmarking data (e.g. school or local authority data) to ensure that the figures that are included are realistic.

Evidence

- Please see enclosed soft and hard copies of Excel models for the first and second financial plans
- Done – see models
- Done – see models, tab “Assumptions”
- Done – see models, tab “Assumptions”

SECTION H. PREMISES

Main Points

Table 72. Review Criteria – Premises

| Review Criteria | Evidence |
|----------------------------|--|
| Possible Site Options | <ul style="list-style-type: none"> The HNS team prepared a detailed brief of its site requirements and asked a number of local property agents to identify candidate sites. In addition, we had numerous conversations with [REDACTED] (a large local landowner) to identify potential sites. These initiatives produced a number of potential site options |
| Details of preferred sites | <ul style="list-style-type: none"> We have identified an interim site [REDACTED], London E8, a former college building which we believe can accommodate HNS in its first two years (2013/14 and 2014/15 accommodating 100-200 students). There is an alternative site between [REDACTED], London E8, which could also become available for a new build for HNS. Both locations would provide access to sports facilities at the Britannia Leisure Centre (we have discussed use of the facilities there with the current owners) and Shoreditch Park for outdoor activities. The HNS team has reviewed a number of potential sites in the South-West part of Hackney around the [REDACTED], including the currently largely unoccupied [REDACTED], London N1 5SQ) which is owned by Hackney Council. The [REDACTED] is in need of, and being considered for a substantial redevelopment, although we cannot be certain as to the timing of the commencement of such a scheme. However, HNS has discussed its plans for a new school with Hackney Property Services and other members of the Council, arguing that the inclusion of a new school in the redevelopment plan would add significant value to the scheme. In addition, we have discussed our plans with [REDACTED] (“GCP”), an infrastructure investment firm, and [REDACTED], a major local residential landlord in De Beauvoir / Hackney, who would both be prepared, on appropriate terms, to invest in / fund such a redevelopment, or parts thereof. This could represent a significant opportunity for HNS and DfE. The [REDACTED] owns a number of sites that could be used or adapted for HNS. For some of these the cooperation from Hackney Council could be required. |
| Capital investment | <ul style="list-style-type: none"> The capital investment required for the interim site will be minimal as it has been previously used as a college building and is in good condition. [REDACTED] is in discussions with Hackney Council about funding the construction of new social housing as part of a |

large redevelopment of the [REDACTED] [REDACTED] in Hackney. This is based on two precedents involving Tower Hamlets and Haringey Local Authorities where [REDACTED] is at an advanced stage of agreeing terms for an investment to build new social housing stock for the councils. Its discussions with Hackney Council are based on a similar proposition, but have only started more recently.

- HNS has discussed with [REDACTED] the idea of inserting HNS into the [REDACTED] redevelopment project, and both parties are in principle prepared to consider doing so, subject to appropriate financial and contractual arrangements and approval by the Local Council.
- For the right site, this could become an extremely attractive source of capital for the development of HNS, and we believe should therefore be explored closely by all parties.

H – (a) Number of Buildings/Sites for HNS

The borough of Hackney consists of a mixture of densely built up urban areas, parks and squares. The opportunities for instigating a new build on the scale of a school are therefore intrinsically limited.

While HNS' search efforts continue to explore a combined site for both parts of HNS, we currently expect, and would prefer to be able to identify two separate sites in close vicinity to each other to house the KS3-4 secondary school and the Sixth Form separately. The reasons for this are:-

- Initial capital expenditure could be reduced, as the Sixth Form will not open until 2018, based on a start date for the school in 2013. This leaves adequate time to plan carefully the development of the site for HNS Sixth Form
- Having a separate but local building to the secondary school, gives a sense of independence to the Sixth Form students, which allows this part of HNS to be run more like a professional working environment, helping to prepare the pupils for their next stage in life.
- The separation of sites will also crystallize the progress pupils will achieve by moving on to the Sixth Form and, as a result, increase the attractiveness of this option for HNS pupils.
- Our current research suggests that it may be easier to identify two smaller rather than one big site containing space for 700 students in Hackney.

- There is a large amount of office space coming onto the market in new next few years, through the planning requirements created by a “Priority Employment Area” Past experience in the borough has shown that, this is often difficult to find tenants for, suggesting, that the sixth form site, may be relatively easy to accommodate. This option would require a change of use application from B1 to D1 through the local planning department.

Based on recommended guidelines from Partnership for Schools, we have identified a total size requirement of 4,200 m² for the secondary school and 1,750m² for the Sixth Form, i.e. a combined total of 5,950 m². With further analysis of our curriculum and outsourcing of sports facilities, we believe the secondary school area can reduce to 3,700m sq. giving a total area of 5,450 m².

H – (b) Site Identification

Chart 31 Areas of Deprivation vs Locations of Secondary Schools in Hackney



HNS has undertaken an intensive search effort to identify the location for the school that is most appropriate for achieving its educational vision and target outcomes and in particular helps achieve its central objective of recruiting a large proportion of its students from the least privileged backgrounds¹⁰⁸. HNS therefore initially identified the locations of Hackney’s secondary schools relative to the areas of high / multiple deprivation which are shown in Chart 32. This shows that the far south west of the borough is not well served by secondary schools but does contain two of Hackney’s five most deprived wards, which belong to the 3% most deprived areas nationally.

Chart 32. HNS Target Area



The primary target area for HNS is defined as De Beauvoir and Hoxton (“Target Area”) (Chart 32).

¹⁰⁸ We have done this in the expectation that residents will generally prefer to send their children to a nearby school even if, as in the case of HNS, there is no catchment area that secures preferential access to local residents. On balance we would therefore expect more applications for school places to come from local residents, and certainly in the early years of operation.

HNS then used the following methods to identify suitable suites for its school:

- Preparation of a detailed brief for HNS which was provided to [REDACTED], the leading commercial real estate agent. HNS has commissioned [REDACTED] to find suitable sites for the school.
- A number of meetings were held with other leading Hackney property agents, including [REDACTED].
- The HNS architectural team, led by [REDACTED], has explored every street of the Target Area marking down potential sites on a map and making further investigations to establish potential and suitability.
- HNS has had a series of conversations with Hackney Property Services (“HPS”), which is responsible for the strategic and operational estate management of Hackney Council's land and property. These discussions are ongoing.
- Detailed investigation of potential sites available on [REDACTED] which contains a list of government-owned real estate that is capable of being utilised for alternative purposes.
- Discussions with the Learning Trust, which is responsible for primary and secondary schooling in Hackney.
- Extensive discussions with [REDACTED] the largest residential landlord in De Beauvoir, and its principal representative, [REDACTED], about cooperating in developing appropriate sites for HNS. The [REDACTED] has operated in this area for over 200 years and has expressed interest in participating, in some form, in the re-development of the [REDACTED], which makes up a large part of the Target Area. DBE is a council estate consisting of five, 16 story blocks, two linear blocks of up to five stories and a number of low rise residential infill blocks, which lie on immediately to the north of the Regent's Canal. The canal forms DBE's southern border, with Downham Road forming the northern boundary. Southgate Road and Whitmore Road provide approximate western and eastern boundaries respectively (although one of the estate's tower blocks, Lanresse Court, lies to the east of Whitmore Road). The [REDACTED] also owns other properties, some of which could be suitable for HNS. In some cases, their conversion to a school by TBE would require cooperation from Hackney Council.

- Discussion with [REDACTED] of Gravis Capital Partners, who have had discussions with Hackney Council about funding parts of a redevelopment of the [REDACTED]. [REDACTED] was open to the idea of including a school in a funding proposal by [REDACTED] subject to appropriate consent from Hackney Council and the availability of a long lease (with a term of at least 30 years) from DfE. While the redevelopment of the DBE is by no means agreed, and may not take place in a suitable timeframe, our discussions with [REDACTED], as well as their parallel investment activities in Tower Hamlets and Haringey, suggest that [REDACTED] would consider providing funding for a school building on other sites across Hackney, provided its investment criteria were met.¹⁰⁹

H – (c) Candidate Sites

(1) Site 2: [REDACTED] – Interim Site

We have investigated available B1 buildings within our catchment area but all would require major fit out works to bring them to a level suitable for use as our school. The provision of unused D1 buildings available on short term lease, is also limited, within Hackney. In order to keep our initial set up costs down, we have proposed that our temporary site, is outside of our catchment area, in a former college building. The building is not far from Kingsland Road (A10), which is a main thoroughfare through Hackney and is well services by public transport. Hackney downs could be used as the external sports fields. The site has external space associated with it, which could be used for the play ground.

The following pages are directly from the commercial agent [REDACTED]

¹⁰⁹ We would also expect GCP's investment appetite to depend on the total size of a redevelopment / investment project.

BUILDING TO LET

OFFICE/D1 EDUCATIONAL USE

WITH ON-SITE CAR PARKING

20,350 sq ft (1,890 sq m) approx

1.1.1 [REDACTED]

1.1.2 Wharf,

[REDACTED]

Location

The building is situated on the corner of [REDACTED] and a short walk from Stoke Newington Road. The surrounding area comprises a mixture of residential and office users and there is also a fringe theatre nearby. Dalston Kingsland station and shopping centre is within easy walking distance and the new Dalston Lane underground station (East London line) is due to open this year providing a vital further transport link. Numerous bus routes service the local area as well as the City.

Description

Comprise a prominent 1960's building which is currently being used as a college and provides space on ground and three upper floors. The floors provide a mixture of open plan and partitioned office space with WCs on each floor. The space has been recently redecorated and benefits from good ceiling height, mainly suspended ceilings and gas central heating (untested), carpeting, WCs and good telephone and modern telecommunications. There is also on-site car parking in front of the building and a small yard at the rear.

Accommodation

We have not undertaken on site measurement but from plans provided by our client's architects understand the building has the following net internal areas:

| | | |
|--------------|--------------|--------------|
| Ground Floor | 4,550 sq ft | (422 sq m) |
| First Floor | 5,800 sq ft | (539 sq m) |
| Second Floor | 5,600 sq ft | (520 sq m) |
| Third Floor | 4,400 sq ft | (409 sq m) |
| | ----- | ----- |
| | 20,350 sq ft | (1,890 sq m) |

We understand that the gross internal floor area is approximately 24,000 sq ft (2,229 sq m).

Lease

The building is available on a new full repairing and inuring lease for a minimum term of 3 years.

Rental

Only £15 per sq ft exclusive of business rates, service charge and VAT, if applicable.

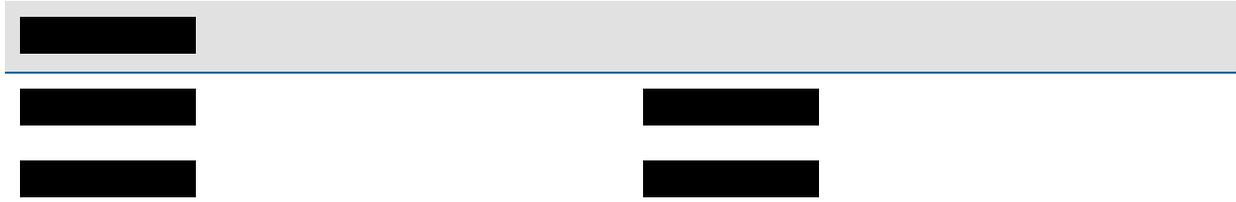
Business Rates

Upon application.

(2) Site 2: [REDACTED], Community Centre and Adjoining Retail Units

The [REDACTED] is no longer a library. Until recently the building housed the [REDACTED], which were relocated, leaving the property substantially empty. This state of under-utilisation has persisted for most of the past five years, leading to substantial wear and tear. Current users of the building are the [REDACTED]. The building is approximately 2,000m² GEA in size with a large hall on the upper level. As a single building it is not big enough for the secondary school but if the boulevard and adjacent retail units were incorporated, the library building could be extended to provide sufficient accommodation. This could be achieved as shown in Chart 34 which extends the library building and has play facilities on the roof of the new

building. Chart 26 shows the existing site layout. Other options are possible, for example: adding another floor to the library and reducing the new build footprint to allow for playing facilities at ground level.



[REDACTED]

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

The retail units are owned partly by Hackney Council and partly by TBE. HNS has met with Meg Hillier (Hackney South MP), Rita Krishna (Labour Cabinet Member for Children's Services), Councillor Rob Chapman (De Beauvoir Ward Councillor) and [REDACTED], [REDACTED], Hackney Property Services, to discuss the potential of (i) refurbishing and extending the library to house HNS' secondary school and (ii) a complete redevelopment of the site. Given that the current use of the building is classified as D1 (Non Residential Institutions) an extension and re-utilisation of the building as a school would seem logical.

Hackney Council currently intend to lease the substantially empty building on a short term basis while it decides on the scope and timing of the redevelopment of the area. However, we believe that within the current D1 use, the building has limited appeal to other parties. At the point of writing no new tenants have been signed up for this underutilised building. Furthermore, we understand that some members of Hackney Discussions with some representatives of Hackney Council suggest that they intend not to redevelop the [REDACTED] for another 15-20 years, although the current state of the estate may well make an earlier regeneration project advisable or, indeed, necessary.

We believe that this site would be a very attractive location for HNS, but further negotiations with Hackney Council, possibly with the support of Partnership for Schools, would be necessary to reach an acceptable conclusion.

(3) Site 3: [REDACTED]

The brownfield former [REDACTED] site sits between [REDACTED], representing an overall area of approximately 3,400m². The site would provide ample space for HNS' secondary school and sixth form. It is owned by Prairie Limited of [REDACTED], London. HNS have only recently been made aware of this site and as such have not had the opportunity to contact the owners to enquire about development possibilities.

The site would be ideal for transport links with its close proximity to Old Street Station and numerous bus routes but would potentially require a higher level of capital expenditure than site 2.

[REDACTED]

[REDACTED]

[REDACTED]

H – (d) Site Assessment

(i) Access to Sports Facilities

The proposed temporary site, is within five minutes walk of [REDACTED]. Chart 25. shows that the two preferred permanent sites are within easy access of Shoreditch Park and the Britannia Leisure Centre, a multi-purpose sports facility. Shoreditch Park has several football pitches, outdoor tennis courts, external hard surface football, hockey, netball or lacrosse courts as well as a sand volleyball court. The Britannia Leisure Centre has the following facilities: gym, climbing wall, sports hall, group exercise studio, squash court, and a leisure swimming pool. Within a very short distance of the sites there is also an outdoor basketball court and a tarmac five-a-side football pitch. The availability of the outdoor and indoor sports facilities in close proximity of the sites is particularly advantageous given HNS' proposed emphasis on physical education and outdoor projects in its curriculum. It also eliminates the need for the development of expensive internal and external sports facilities, the detailed incorporation of these facilities into HNS' curriculum and teaching schedule are discussed in Section D.

HNS have spoken extensively with [REDACTED] of GLL, the company responsible for operating the Britannia Leisure Centre. The facilities are not heavily used during the working day. Two out-of-borough schools already use the sports facilities, so there is experience in the centre of handling bookings from schools. The main hall is rented in half-hall spaces for £24.60 per hour. HNS' financial plan, which is discussed in detail in section G, contains a provision for the costs of using the Britannia Leisure Centre and Shoreditch Park.

██████████ ██████████ ██████████ ██████████

H – (e) School Design

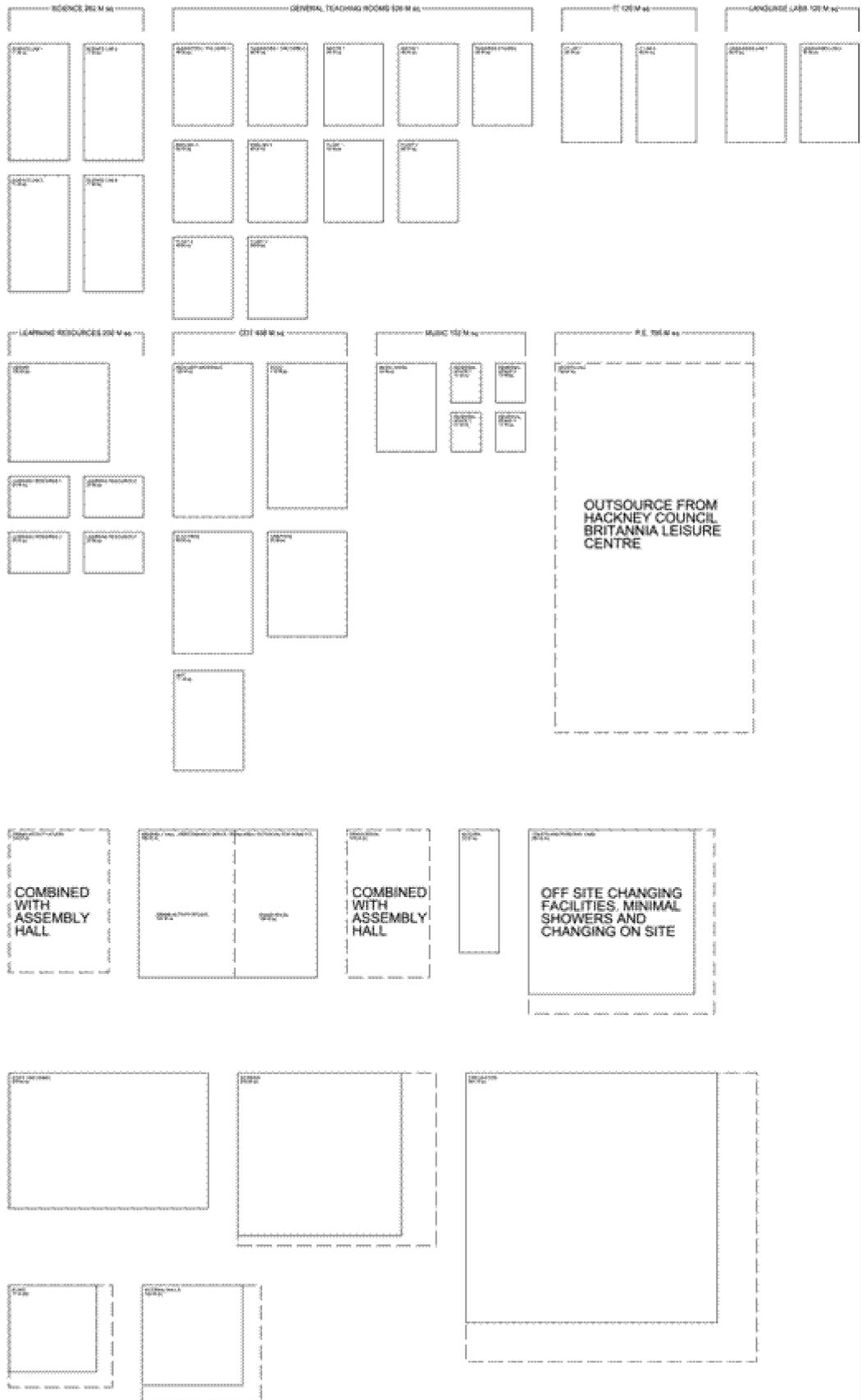
HNS believes that the building is of paramount importance to the success of our school. It has therefore undertaken detailed work to assess the optimal design of the school both at secondary and Sixth Form stage. Chart 35 represents a secondary school designed to the lower echelons of Building Bulletin 98, relative to the schools proposed curriculum, which would have a total area of 3,700 m². Sports facilities at Britannia Leisure Centre are utilised. The areas shown in Chart 35 are representative of the curriculum the school will teach and the nature of teachers moving between lessons where specialist equipment is not required for the lesson. e.g. Science. The resultant spaces allow for each class to have its own non specialist room, where they will generally be taught. Float is created by the specialist rooms.

Chart 35 School design relative to the curriculum

HACKNEY NEW SCHOOL

USUAL SCHOOL AREA SCHEDULE BASED ON ROOM PERMIA AREAS FOR A SECONDARY SCHOOL OF 400 STUDENTS WITH MAXIMUM CLASS SIZES OF 25 STUDENTS INCLUDING OUTSOURCING AND MULTIPLE USE OF FLOORS

NET AREA = 2,563 M sq
 NON NET AREA = 1,150 M sq
 TOTAL AREA = 3,713 M sq



H – (f) Capital Investment

HNS has not yet identified definitive providers of capital to finance the acquisition of a potential site, or its refurbishment. However, the discussions with Gravis Capital Partners (GCP) referred to above could potentially lead to a partnership arrangement whereby GCP funds the acquisition of a long leasehold on a preferred site (with a minimum term of at least 30 years) as well as necessary refurbishment and fit-out costs. Any such arrangement would have to be subject to the investment, draw-down, security and other criteria of GCP, as well as the requirements of Hackney Council and the specific details of the redevelopment plan. However, it is potentially an extremely attractive source of funding for DfE and Hackney Council, as well as HNS, and should be very actively and imaginatively pursued.

A partnership with GCP as part of the redevelopment of the [REDACTED] could also include The [REDACTED], the largest residential landlord in De Beauvoir, with whom the HNS team have discussed their plans for a new school. TBE could be included in a redevelopment scheme, and could consider a financial investment provided this satisfies its own investment conditions as well as other pertinent considerations pertaining to the impact such a redevelopment would have on its existing estate.

It is important to emphasize that at this stage any discussion of partnerships with GCP, The [REDACTED] or other capital providers is speculative. However, the HNS team has established contacts and/or already has good existing relationships, expertise in structuring long-term investments by private capital providers¹¹⁰ and is therefore well-positioned to explore all options to fund a new / refurbished building for HNS at minimum initial capital cost to the public sector.

¹¹⁰ [REDACTED], [REDACTED], has significant experience in structuring and negotiating complex funding arrangements of this kind.

I. Due Diligence & Other Checks

“Suitability and Declarations” forms have been submitted separately from this application in hard copy only.

Appendices

Appendix 1. Parental Survey results

| Child DOB | Child Age | Support Ethos | Will make first choice | Seriously consider first choice | Other Choice | Overall would likely choose HNS | Postcode | Join Year r 7 | Total for Year 7 who would likely choose HNS |
|--------------|--------------|------------------|---------------------------------|--|-----------------|---|----------|---------------------|--|
|--------------|--------------|------------------|---------------------------------|--|-----------------|---|----------|---------------------|--|

| | | | | | | | | | |
|--------------|------------|------------|------------|-----------|------------|--|--|--|------------|
| TOTAL | 497 | 276 | 469 | 33 | 496 | | | | 496 |
|--------------|------------|------------|------------|-----------|------------|--|--|--|------------|

| Child DOB | Child Age | Support Ethos | Will make first choice | Seriously consider first choice | Other Choice | Overall would likely choose HNS | Postcode | Join Year r 7 | Total for Year 7 who would likely choose HNS |
|--------------|--------------|------------------|---------------------------------|--|-----------------|---|----------------|---------------------|--|
| 01/09/2001 | 10 | Y | Y | Y | | Y | N1 [REDACTED] | 2013 | 52 |
| 03/09/2001 | 10 | Y | | Y | | Y | E9 [REDACTED] | | |
| 03/09/2001 | 10 | Y | | Y | | Y | E2 [REDACTED] | | |
| 06/09/2001 | 10 | Y | Y | Y | | Y | N5 [REDACTED] | | |
| 07/09/2001 | 10 | Y | | Y | | Y | N16 [REDACTED] | | |
| 17/09/2001 | 10 | Y | | Y | | Y | N1 [REDACTED] | | |
| 30/09/2001 | 10 | Y | Y | Y | | Y | E9 [REDACTED] | | |
| 02/10/2001 | 10 | Y | | Y | | Y | E8 [REDACTED] | | |
| 17/10/2001 | 10 | Y | | Y | | Y | N16 [REDACTED] | | |
| 19/10/2001 | 10 | Y | Y | Y | | Y | N15 [REDACTED] | | |
| 22/10/2001 | 10 | Y | | Y | | Y | E9 [REDACTED] | | |
| 13/11/2001 | 10 | Y | Y | Y | | Y | N16 [REDACTED] | | |

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| | | | | | | | |
|----------------|----|---|---|---|--|---|----------------|
| 20/11/20 01 | 10 | y | y | y | | y | E8 [REDACTED] |
| 21/11/20 01 | 10 | Y | Y | Y | | Y | E8 [REDACTED] |
| 21/11/20 01 | 10 | Y | Y | Y | | Y | E8 [REDACTED] |
| 23/11/20 01 | 10 | Y | Y | Y | | Y | N1 [REDACTED] |
| 23/11/20 01 | 10 | Y | Y | Y | | Y | E8 [REDACTED] |
| 26/11/20 01 | 10 | Y | | Y | | Y | E5 [REDACTED] |
| 05/12/20 01 | 10 | Y | Y | Y | | Y | N1 [REDACTED] |
| 05/12/20 01 | 10 | Y | Y | Y | | Y | N1 [REDACTED] |
| 10/12/20 01 | 10 | Y | Y | Y | | Y | E5 [REDACTED] |
| 11/12/20 01 | 10 | Y | | Y | | Y | E5 [REDACTED] |
| 19/12/20 01 | 10 | Y | Y | Y | | Y | N1 [REDACTED] |
| 30/12/20 01 | 10 | Y | Y | Y | | Y | N16 [REDACTED] |
| 06/01/20 02 | 10 | Y | | Y | | Y | E9 [REDACTED] |
| 07/01/20 02 | 10 | Y | Y | Y | | Y | E5 [REDACTED] |
| 03/02/20 02 | 10 | Y | Y | Y | | Y | E5 [REDACTED] |
| 02/03/20 02 | 9 | Y | | | | | E8 [REDACTED] |
| 16/03/20 02 | 9 | y | Y | y | | y | E2 [REDACTED] |
| 22/03/20 02 | 9 | Y | | Y | | Y | N16 [REDACTED] |
| 31/03/20 02 | 9 | Y | | Y | | Y | N5 [REDACTED] |
| 02/04/20 02 | 9 | Y | Y | | | Y | N1 [REDACTED] |

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| | | | | | | | |
|----------------|---|---|---|---|--|---|----------------|
| 08/04/20 02 | 9 | Y | Y | Y | | Y | E9 [REDACTED] |
| 11/04/20 02 | 9 | Y | | Y | | Y | E5 [REDACTED] |
| 24/04/20 02 | 9 | Y | | Y | | Y | E8 [REDACTED] |
| 14/05/20 02 | 9 | Y | Y | Y | | Y | N16 [REDACTED] |
| 17/05/20 02 | 9 | Y | Y | Y | | Y | E9 [REDACTED] |
| 17/05/20 02 | 9 | Y | Y | Y | | Y | E5 [REDACTED] |
| 23/05/20 02 | 9 | | | Y | | Y | E5 [REDACTED] |
| 31/05/20 02 | 9 | Y | Y | Y | | Y | E8 [REDACTED] |
| 03/06/20 02 | 9 | Y | Y | Y | | Y | E2 [REDACTED] |
| 11/06/20 02 | 9 | Y | Y | Y | | Y | E8 [REDACTED] |
| 11/06/20 02 | 9 | Y | Y | Y | | Y | E5 [REDACTED] |
| 14/06/20 02 | 9 | Y | Y | Y | | Y | N1 [REDACTED] |
| 22/06/20 02 | 9 | Y | Y | Y | | Y | E5 [REDACTED] |
| 26/06/20 02 | 9 | Y | Y | Y | | Y | N1 [REDACTED] |
| 20/07/20 02 | 9 | Y | Y | Y | | Y | N16 [REDACTED] |
| 23/07/20 02 | 9 | Y | | Y | | Y | N16 [REDACTED] |
| 23/07/20 02 | 9 | Y | Y | Y | | Y | E9 [REDACTED] |
| 29/07/20 02 | 9 | Y | Y | Y | | Y | E5 [REDACTED] |
| 16/08/20 02 | 9 | Y | Y | Y | | Y | N1 [REDACTED] |
| 27/08/20 02 | 9 | Y | | Y | | Y | N16 [REDACTED] |

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| | | | | | | | | | |
|------------|---|---|---|---|--|---|----------------|------|----|
| 30/08/2002 | 9 | Y | | Y | | Y | E2 [REDACTED] | 2014 | 48 |
| 25/09/2002 | 9 | | Y | | | Y | N7 [REDACTED] | | |
| 28/09/2002 | 9 | Y | | Y | | Y | E9 [REDACTED] | | |
| 01/10/2002 | 9 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 11/10/2002 | 9 | Y | | Y | | Y | N1 [REDACTED] | | |
| 19/11/2002 | 9 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 26/11/2002 | 9 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 30/11/2002 | 9 | Y | Y | Y | | Y | N1 [REDACTED] | | |
| 06/12/2002 | 9 | Y | Y | Y | | Y | N1 [REDACTED] | | |
| 08/12/2002 | 9 | Y | | Y | | Y | E9 [REDACTED] | | |
| 10/12/2002 | 9 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 14/12/2002 | 9 | Y | Y | Y | | Y | N16 [REDACTED] | | |
| 19/12/2002 | 9 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 22/12/2002 | 9 | Y | | Y | | Y | E1 [REDACTED] | | |
| 25/12/2002 | 9 | Y | Y | y | | Y | N16 [REDACTED] | | |
| 25/12/2002 | 9 | Y | Y | Y | | Y | N16 [REDACTED] | | |
| 01/01/2003 | 9 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 14/01/2003 | 9 | Y | | Y | | Y | N1 [REDACTED] | | |
| 20/01/2003 | 9 | Y | | Y | | Y | N4 [REDACTED] | | |
| 26/01/2003 | 9 | Y | Y | y | | Y | E4 [REDACTED] | | |

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| | | | | | | | |
|------------|---|---|---|---|--|---|----------------|
| 26/01/2003 | 9 | Y | Y | Y | | Y | E8 [REDACTED] |
| 04/02/2003 | 9 | Y | Y | Y | | Y | N1 [REDACTED] |
| 04/02/2003 | 9 | Y | Y | Y | | Y | E8 [REDACTED] |
| 14/02/2003 | 9 | Y | Y | Y | | Y | E8 [REDACTED] |
| 26/02/2003 | 8 | Y | | Y | | Y | N16 [REDACTED] |
| 13/03/2003 | 8 | Y | | Y | | Y | E9 [REDACTED] |
| 17/03/2003 | 8 | Y | Y | Y | | Y | E8 [REDACTED] |
| 21/03/2003 | 8 | Y | | Y | | Y | N16 [REDACTED] |
| 28/03/2003 | 8 | Y | Y | Y | | Y | E9 [REDACTED] |
| 04/04/2003 | 8 | | Y | Y | | Y | E8 [REDACTED] |
| 19/04/2003 | 8 | Y | Y | Y | | Y | N16 [REDACTED] |
| 20/04/2003 | 8 | Y | Y | Y | | Y | E5 [REDACTED] |
| 02/05/2003 | 8 | Y | | | | | N1 [REDACTED] |
| 09/05/2003 | 8 | Y | Y | Y | | Y | N1 [REDACTED] |
| 10/05/2003 | 8 | Y | | Y | | Y | N5 [REDACTED] |
| 12/05/2003 | 8 | Y | Y | Y | | Y | E9 [REDACTED] |
| 19/05/2003 | 8 | Y | | | | | N1 [REDACTED] |
| 04/06/2003 | 8 | Y | Y | Y | | Y | N16 [REDACTED] |
| 12/06/2003 | 8 | Y | | Y | | Y | N5 [REDACTED] |
| 07/07/2003 | 8 | Y | | Y | | Y | N16 [REDACTED] |

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| | | | | | | | | | | | |
|----------------|---|---|---|---|--|---|----------------|--|--|----------|----|
| 08/07/20 03 | 8 | Y | Y | Y | | Y | E8 [REDACTED] | | | | |
| 10/07/20 03 | 8 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 28/07/20 03 | 8 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 07/08/20 03 | 8 | Y | Y | Y | | Y | N5 [REDACTED] | | | | |
| 08/08/20 03 | 8 | Y | Y | Y | | Y | N1 [REDACTED] | | | | |
| 09/08/20 03 | 8 | Y | | Y | | Y | E8 [REDACTED] | | | | |
| 20/08/20 03 | 8 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 22/08/20 03 | 8 | Y | | Y | | Y | N16 [REDACTED] | | | | |
| 25/08/20 03 | 8 | y | Y | Y | | y | E9 [REDACTED] | | | | |
| 26/08/20 03 | 8 | Y | Y | Y | | Y | E8 [REDACTED] | | | | |
| 30/08/20 03 | 8 | Y | Y | Y | | Y | N15 [REDACTED] | | | | |
| 09/09/20 03 | 8 | Y | Y | | | Y | N16 [REDACTED] | | | 201 5 | 50 |
| 21/09/20 03 | 8 | Y | | Y | | Y | N16 [REDACTED] | | | | |
| 22/09/20 03 | 8 | Y | | Y | | Y | N16 [REDACTED] | | | | |
| 05/10/20 03 | 8 | Y | Y | Y | | Y | E8 [REDACTED] | | | | |
| 11/10/20 03 | 8 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 17/10/20 03 | 8 | Y | Y | Y | | Y | N1 [REDACTED] | | | | |
| 21/10/20 03 | 8 | Y | | Y | | Y | N16 [REDACTED] | | | | |
| 29/10/20 03 | 8 | Y | Y | Y | | Y | E9 [REDACTED] | | | | |
| 31/10/20 03 | 8 | Y | Y | Y | | Y | E9 [REDACTED] | | | | |

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| | | | | | | | |
|----------------|---|---|---|---|---|---|----------------|
| 03/11/20 03 | 8 | Y | Y | Y | | Y | N16 [REDACTED] |
| 28/11/20 03 | 8 | Y | Y | Y | | Y | N16 [REDACTED] |
| 04/12/20 03 | 8 | Y | | Y | | Y | N1 [REDACTED] |
| 06/12/20 03 | 8 | Y | Y | Y | | Y | E5 [REDACTED] |
| 06/12/20 03 | 8 | Y | Y | Y | | Y | E5 [REDACTED] |
| 18/12/20 03 | 8 | Y | Y | Y | | Y | E2 [REDACTED] |
| 24/12/20 03 | 8 | Y | Y | Y | | Y | N1 [REDACTED] |
| 31/12/20 03 | 8 | Y | Y | Y | | Y | E2 [REDACTED] |
| 01/01/20 04 | 8 | Y | Y | Y | | Y | N16 [REDACTED] |
| 05/01/20 04 | 8 | Y | | Y | | Y | N16 [REDACTED] |
| 15/01/20 04 | 8 | Y | Y | | | Y | N16 [REDACTED] |
| 17/01/20 04 | 8 | Y | | Y | Y | Y | E9 [REDACTED] |
| 17/01/20 04 | 8 | Y | Y | Y | | Y | N1 [REDACTED] |
| 20/01/20 04 | 8 | Y | | Y | Y | Y | E2 [REDACTED] |
| 01/02/20 04 | 8 | Y | Y | Y | | Y | E5 [REDACTED] |
| 10/02/20 04 | 8 | Y | | Y | Y | Y | E9 [REDACTED] |
| 17/02/20 04 | 8 | Y | Y | Y | | Y | E9 [REDACTED] |
| 24/02/20 04 | 7 | Y | | Y | | Y | N1 [REDACTED] |
| 01/03/20 04 | 7 | Y | | Y | | Y | E9 [REDACTED] |
| 05/03/20 04 | 7 | Y | | Y | Y | Y | E8 [REDACTED] |

Strictly Private & Confidential

| | | | | | | | |
|----------------|---|---|---|---|---|---|----------------|
| 08/03/20 04 | 7 | Y | Y | Y | | Y | N1 [REDACTED] |
| 22/03/20 04 | 7 | Y | Y | Y | | Y | E8 [REDACTED] |
| 28/03/20 04 | 7 | Y | Y | Y | | Y | E8 [REDACTED] |
| 03/04/20 04 | 7 | Y | Y | Y | | Y | N16 [REDACTED] |
| 05/04/20 04 | 7 | Y | | Y | | Y | N16 [REDACTED] |
| 27/04/20 04 | 7 | Y | | Y | | Y | E8 [REDACTED] |
| 04/05/20 04 | 7 | Y | | Y | Y | Y | E9 [REDACTED] |
| 13/05/20 04 | 7 | Y | Y | Y | | Y | N16 [REDACTED] |
| 01/06/20 04 | 7 | Y | Y | Y | | Y | E5 [REDACTED] |
| 03/06/20 04 | 7 | Y | Y | Y | | Y | E5 [REDACTED] |
| 03/06/20 04 | 7 | Y | Y | Y | | Y | N1 [REDACTED] |
| 11/06/20 04 | 7 | Y | | Y | | Y | E8 [REDACTED] |
| 11/06/20 04 | 7 | Y | | Y | | Y | N16 [REDACTED] |
| 27/06/20 04 | 7 | Y | Y | Y | | Y | E5 [REDACTED] |
| 05/07/20 04 | 7 | Y | Y | Y | | Y | E9 [REDACTED] |
| 09/07/20 04 | 7 | Y | | Y | | Y | N4 [REDACTED] |
| 24/07/20 04 | 7 | Y | | Y | | Y | N5 [REDACTED] |
| 11/08/20 04 | 7 | Y | Y | Y | | Y | N16 [REDACTED] |
| 11/08/20 04 | 7 | Y | Y | Y | | Y | N16 [REDACTED] |
| 12/08/20 04 | 7 | Y | Y | Y | | Y | N16 [REDACTED] |

Strictly Private & Confidential

| | | | | | | | | | |
|------------|---|---|---|---|---|---|----------------|------|----|
| 26/08/2004 | 7 | Y | Y | | | Y | N1 [REDACTED] | 2016 | 48 |
| 12/09/2004 | 7 | Y | | Y | | Y | N1 [REDACTED] | | |
| 16/09/2004 | 7 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 17/10/2004 | 7 | Y | Y | Y | | Y | N1 [REDACTED] | | |
| 28/10/2004 | 7 | Y | | Y | | Y | E8 [REDACTED] | | |
| 06/11/2004 | 7 | Y | | Y | | Y | N16 [REDACTED] | | |
| 06/11/2004 | 7 | Y | | Y | | Y | N16 [REDACTED] | | |
| 19/11/2004 | 7 | Y | Y | Y | | Y | N1 [REDACTED] | | |
| 23/11/2004 | 7 | Y | | Y | | Y | E5 [REDACTED] | | |
| 27/11/2004 | 7 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 27/11/2004 | 7 | Y | Y | Y | | Y | N1 [REDACTED] | | |
| 03/12/2004 | 7 | Y | | Y | | Y | N16 [REDACTED] | | |
| 20/12/2004 | 7 | Y | | | Y | Y | N1 [REDACTED] | | |
| 28/12/2004 | 7 | Y | Y | | | Y | E8 [REDACTED] | | |
| 07/01/2005 | 7 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 12/01/2005 | 7 | Y | Y | Y | | Y | N1 [REDACTED] | | |
| 16/01/2005 | 7 | Y | | Y | | Y | E9 [REDACTED] | | |
| 17/02/2005 | 7 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 18/02/2005 | 7 | Y | Y | Y | | Y | N16 [REDACTED] | | |
| 01/03/2005 | 6 | Y | Y | Y | | Y | N1 [REDACTED] | | |

Strictly Private & Confidential

| | | | | | | | |
|------------|---|---|---|---|---|---|----------------|
| 02/03/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] |
| 04/03/2005 | 6 | Y | Y | Y | | Y | N1 [REDACTED] |
| 11/03/2005 | 6 | Y | | | | | N19 [REDACTED] |
| 11/03/2005 | 6 | Y | Y | Y | | Y | N5 [REDACTED] |
| 15/03/2005 | 6 | Y | | Y | | Y | N1 [REDACTED] |
| 31/03/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] |
| 01/04/2005 | 6 | Y | Y | | | Y | E9 [REDACTED] |
| 01/04/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] |
| 08/04/2005 | 6 | Y | | Y | | Y | N16 [REDACTED] |
| 02/05/2005 | 6 | Y | | Y | | Y | N16 [REDACTED] |
| 05/05/2005 | 6 | Y | Y | Y | | Y | E8 [REDACTED] |
| 15/05/2005 | 6 | Y | | | | | E8 [REDACTED] |
| 25/05/2005 | 6 | Y | Y | Y | | Y | N16 [REDACTED] |
| 26/05/2005 | 6 | Y | Y | Y | | Y | E5 [REDACTED] |
| 30/05/2005 | 6 | Y | Y | Y | | Y | N1 [REDACTED] |
| 30/05/2005 | 6 | Y | | | | | E8 [REDACTED] |
| 19/06/2005 | 6 | Y | | Y | Y | Y | N1 [REDACTED] |
| 19/06/2005 | 6 | Y | | Y | Y | Y | N1 [REDACTED] |
| 19/06/2005 | 6 | Y | | Y | Y | Y | N1 [REDACTED] |
| 23/06/2005 | 6 | Y | | Y | | Y | E5 [REDACTED] |

Strictly Private & Confidential

| | | | | | | | | | |
|------------|---|---|---|---|---|---|---------------|-----|----|
| 25/06/2005 | 6 | Y | | Y | | Y | E5 [REDACTED] | | |
| 27/06/2005 | 6 | Y | | Y | | Y | N1 [REDACTED] | | |
| 09/07/2005 | 6 | Y | | Y | | Y | N4 [REDACTED] | | |
| 16/07/2005 | 6 | Y | Y | Y | | Y | E9 [REDACTED] | | |
| 16/07/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] | | |
| 22/07/2005 | 6 | Y | Y | y | | Y | N1 [REDACTED] | | |
| 30/07/2005 | 6 | Y | | Y | | Y | E5 [REDACTED] | | |
| 14/08/2005 | 6 | Y | Y | Y | | Y | E9 [REDACTED] | | |
| 18/08/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] | | |
| 25/08/2005 | 6 | Y | Y | Y | | Y | N5 [REDACTED] | | |
| 28/08/2005 | 6 | Y | | Y | | Y | E9 [REDACTED] | | |
| 28/08/2005 | 6 | Y | | Y | Y | Y | E8 [REDACTED] | | |
| 09/09/2005 | 6 | Y | | Y | | Y | E9 [REDACTED] | 201 | 68 |
| 10/09/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] | 7 | |
| 11/09/2005 | 6 | Y | Y | Y | | Y | N1 [REDACTED] | | |
| 14/09/2005 | 6 | Y | | Y | | Y | E9 [REDACTED] | | |
| 22/09/2005 | 6 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 25/09/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] | | |
| 29/09/2005 | 6 | Y | y | y | | Y | N1 [REDACTED] | | |
| 13/10/2005 | 6 | Y | | | Y | Y | N1 [REDACTED] | | |

Strictly Private & Confidential

| | | | | | | | |
|------------|---|---|---|---|---|---|----------------|
| 16/10/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] |
| 23/10/2005 | 6 | Y | | Y | | Y | N16 [REDACTED] |
| 24/10/2005 | 6 | Y | | Y | | Y | E2 [REDACTED] |
| 28/10/2005 | 6 | Y | Y | Y | | Y | N1 [REDACTED] |
| 03/11/2005 | 6 | Y | | Y | | Y | E2 [REDACTED] |
| 08/11/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] |
| 11/11/2005 | 6 | Y | | Y | | Y | N1 [REDACTED] |
| 11/11/2005 | 6 | Y | | Y | | Y | N1 [REDACTED] |
| 11/11/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] |
| 25/11/2005 | 6 | Y | Y | Y | | Y | N16 [REDACTED] |
| 27/11/2005 | 6 | Y | | Y | | Y | E8 [REDACTED] |
| 01/12/2005 | 6 | Y | Y | | | Y | N1 [REDACTED] |
| 01/12/2005 | 6 | Y | | Y | | Y | N16 [REDACTED] |
| 02/12/2005 | 6 | Y | Y | Y | | Y | E8 [REDACTED] |
| 17/12/2005 | 6 | Y | Y | Y | | Y | E8 [REDACTED] |
| 21/12/2005 | 6 | Y | Y | Y | | Y | N16 [REDACTED] |
| 21/12/2005 | 6 | Y | Y | Y | | Y | E5 [REDACTED] |
| 23/12/2005 | 6 | Y | | | Y | Y | N4 [REDACTED] |
| 23/12/2005 | 6 | Y | Y | Y | | Y | E9 [REDACTED] |
| 28/12/2005 | 6 | Y | | Y | | Y | N16 [REDACTED] |

Strictly Private & Confidential

| | | | | | | | |
|------------|---|---|---|---|--|---|----------------|
| 29/12/2005 | 6 | Y | Y | Y | | Y | N1 [REDACTED] |
| 20/01/2006 | 6 | Y | Y | Y | | Y | E9 [REDACTED] |
| 01/02/2006 | 6 | Y | Y | Y | | Y | E5 [REDACTED] |
| 10/02/2006 | 6 | Y | Y | | | Y | N16 [REDACTED] |
| 22/02/2006 | 6 | Y | | Y | | Y | N16 [REDACTED] |
| 25/02/2006 | 5 | Y | Y | Y | | Y | E9 [REDACTED] |
| 25/02/2006 | 5 | Y | Y | Y | | Y | N1 [REDACTED] |
| 27/02/2006 | 5 | Y | Y | Y | | Y | N16 [REDACTED] |
| 07/03/2006 | 5 | | Y | Y | | Y | E8 [REDACTED] |
| 15/03/2006 | 5 | Y | | Y | | Y | N5 [REDACTED] |
| 17/03/2006 | 5 | Y | Y | Y | | Y | e9 [REDACTED] |
| 24/03/2006 | 5 | Y | | Y | | Y | N1 [REDACTED] |
| 26/03/2006 | 5 | Y | | Y | | Y | N1 [REDACTED] |
| 29/03/2006 | 5 | Y | | Y | | Y | N16 [REDACTED] |
| 03/04/2006 | 5 | Y | Y | | | Y | N1 [REDACTED] |
| 16/04/2006 | 5 | Y | | Y | | Y | N16 [REDACTED] |
| 22/04/2006 | 5 | Y | Y | Y | | Y | E8 [REDACTED] |
| 30/04/2006 | 5 | Y | Y | Y | | Y | E8 [REDACTED] |
| 08/05/2006 | 5 | Y | Y | Y | | Y | E8 [REDACTED] |
| 09/05/2006 | 5 | Y | Y | Y | | Y | E5 [REDACTED] |

Strictly Private & Confidential

| | | | | | | | |
|----------------|---|---|---|---|--|---|----------------|
| 15/05/20 06 | 5 | Y | Y | Y | | Y | N1 [REDACTED] |
| 16/05/20 06 | 5 | Y | | Y | | Y | N1 [REDACTED] |
| 25/05/20 06 | 5 | Y | Y | Y | | Y | E8 [REDACTED] |
| 29/05/20 06 | 5 | Y | Y | Y | | Y | E8 [REDACTED] |
| 07/06/20 06 | 5 | Y | Y | Y | | Y | E8 [REDACTED] |
| 09/06/20 06 | 5 | Y | | Y | | Y | N5 [REDACTED] |
| 11/06/20 06 | 5 | Y | | Y | | Y | E8 [REDACTED] |
| 20/06/20 06 | 5 | Y | | Y | | Y | N1 [REDACTED] |
| 20/06/20 06 | 5 | Y | | Y | | Y | N1 [REDACTED] |
| 29/06/20 06 | 5 | Y | Y | Y | | Y | N1 [REDACTED] |
| 04/07/20 06 | 5 | Y | Y | Y | | Y | E9 [REDACTED] |
| 09/07/20 06 | 5 | Y | Y | Y | | Y | E8 [REDACTED] |
| 17/07/20 06 | 5 | Y | | Y | | Y | N1 [REDACTED] |
| 20/07/20 06 | 5 | Y | | Y | | Y | N16 [REDACTED] |
| 26/07/20 06 | 5 | Y | Y | Y | | Y | E9 [REDACTED] |
| 27/07/20 06 | 5 | Y | Y | Y | | Y | N16 [REDACTED] |
| 12/08/20 06 | 5 | Y | | Y | | Y | E5 [REDACTED] |
| 15/08/20 06 | 5 | Y | Y | Y | | Y | E5 [REDACTED] |
| 26/08/20 06 | 5 | Y | | Y | | Y | N1 [REDACTED] |
| 31/08/20 06 | 5 | Y | Y | Y | | Y | N1 [REDACTED] |

Strictly Private & Confidential

| | | | | | | | | | |
|----------------|---|---|---|---|---|---|----------------|----------|----|
| 12/09/20 06 | 5 | Y | | Y | | Y | E8 [REDACTED] | 201 8 | 48 |
| 16/09/20 06 | 5 | Y | Y | Y | | Y | E9 [REDACTED] | | |
| 19/09/20 06 | 5 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 19/09/20 06 | 5 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 02/10/20 06 | 5 | Y | Y | Y | | Y | E2 [REDACTED] | | |
| 06/10/20 06 | 5 | Y | | Y | | Y | N16 [REDACTED] | | |
| 06/10/20 06 | 5 | Y | | Y | | Y | E8 [REDACTED] | | |
| 10/10/20 06 | 5 | Y | Y | Y | | Y | N5 [REDACTED] | | |
| 12/10/20 06 | 5 | Y | Y | Y | | Y | E9 [REDACTED] | | |
| 30/10/20 06 | 5 | Y | | Y | | Y | N16 [REDACTED] | | |
| 03/12/20 06 | 5 | Y | Y | Y | | Y | E9 [REDACTED] | | |
| 03/12/20 06 | 5 | Y | | Y | | Y | E9 [REDACTED] | | |
| 08/12/20 06 | 5 | Y | Y | Y | | Y | E9 [REDACTED] | | |
| 12/12/20 06 | 5 | Y | | Y | | Y | E8 [REDACTED] | | |
| 22/12/20 06 | 5 | Y | | Y | Y | Y | N1 [REDACTED] | | |
| 01/01/20 07 | 5 | Y | | Y | | Y | N16 [REDACTED] | | |
| 03/01/20 07 | 5 | Y | Y | Y | | Y | N1 [REDACTED] | | |
| 05/01/20 07 | 5 | Y | Y | Y | | Y | N1 [REDACTED] | | |
| 29/01/20 07 | 5 | Y | | Y | | Y | E5 [REDACTED] | | |
| 04/02/20 07 | 5 | Y | | Y | | Y | EB [REDACTED] | | |

Strictly Private & Confidential

| | | | | | | | |
|------------|---|---|---|---|---|---|----------------|
| 27/02/2007 | 4 | Y | Y | Y | | Y | N1 [REDACTED] |
| 27/02/2007 | 4 | Y | | Y | | Y | N16 [REDACTED] |
| 03/03/2007 | 4 | Y | | Y | | Y | E9 [REDACTED] |
| 08/03/2007 | 4 | Y | | Y | | Y | E8 [REDACTED] |
| 10/03/2007 | 4 | Y | | Y | | Y | N1 [REDACTED] |
| 23/03/2007 | 4 | Y | Y | Y | | Y | E8 [REDACTED] |
| 26/03/2007 | 4 | Y | Y | Y | | Y | N16 [REDACTED] |
| 27/03/2007 | 4 | Y | | Y | Y | Y | E9 [REDACTED] |
| 03/04/2007 | 4 | Y | y | Y | | Y | E8 [REDACTED] |
| 23/04/2007 | 4 | Y | Y | | | Y | E9 [REDACTED] |
| 26/04/2007 | 4 | Y | Y | Y | | Y | N1 [REDACTED] |
| 02/05/2007 | 4 | Y | | Y | | Y | E8 [REDACTED] |
| 06/05/2007 | 4 | Y | | Y | | Y | E8 [REDACTED] |
| 09/05/2007 | 4 | Y | Y | Y | | Y | E8 [REDACTED] |
| 21/05/2007 | 4 | Y | | Y | | Y | E8 [REDACTED] |
| 22/05/2007 | 4 | Y | Y | Y | | Y | N1 [REDACTED] |
| 24/05/2007 | 4 | Y | | Y | | Y | N1 [REDACTED] |
| 30/05/2007 | 4 | Y | Y | y | | Y | N1 [REDACTED] |
| 24/06/2007 | 4 | Y | Y | Y | | Y | E8 [REDACTED] |
| 28/06/2007 | 4 | y | Y | Y | | y | EB [REDACTED] |

Strictly Private & Confidential

| | | | | | | | | | | | |
|------------|---|---|---|---|---|---|----------------|--|--|-----|----|
| 29/06/2007 | 4 | Y | Y | Y | | Y | E8 [REDACTED] | | | | |
| 05/07/2007 | 4 | Y | Y | Y | | Y | E5 [REDACTED] | | | | |
| 05/07/2007 | 4 | Y | Y | Y | | Y | E5 [REDACTED] | | | | |
| 09/07/2007 | 4 | Y | Y | Y | | Y | N1 [REDACTED] | | | | |
| 24/07/2007 | 4 | Y | | Y | | Y | N16 [REDACTED] | | | | |
| 08/08/2007 | 4 | Y | | Y | Y | Y | E8 [REDACTED] | | | | |
| 08/08/2007 | 4 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 09/08/2007 | 4 | Y | | Y | | Y | E8 [REDACTED] | | | | |
| 01/09/2007 | 4 | Y | Y | Y | | Y | N1 [REDACTED] | | | 201 | 43 |
| 03/09/2007 | 4 | Y | | Y | | Y | E9 [REDACTED] | | | 9 | |
| 10/09/2007 | 4 | Y | | Y | | Y | E8 [REDACTED] | | | | |
| 10/09/2007 | 4 | Y | | Y | | Y | E8 [REDACTED] | | | | |
| 12/09/2007 | 4 | Y | Y | Y | | Y | E8 [REDACTED] | | | | |
| 14/09/2007 | 4 | Y | | Y | | Y | E8 [REDACTED] | | | | |
| 25/09/2007 | 4 | Y | | Y | | Y | N16 [REDACTED] | | | | |
| 04/12/2007 | 4 | Y | | Y | Y | Y | E8 [REDACTED] | | | | |
| 28/12/2007 | 4 | Y | | Y | | Y | E8 [REDACTED] | | | | |
| 29/12/2007 | 4 | Y | | Y | | Y | E8 [REDACTED] | | | | |
| 30/12/2007 | 4 | Y | Y | Y | | Y | N16 [REDACTED] | | | | |
| 06/01/2008 | 4 | Y | Y | Y | | Y | N16 [REDACTED] | | | | |

Strictly Private & Confidential

| | | | | | | | |
|------------|---|---|---|---|---|---|----------------|
| 12/01/2008 | 4 | Y | Y | Y | | Y | N16 [REDACTED] |
| 16/01/2008 | 4 | Y | Y | | | Y | N8 [REDACTED] |
| 17/01/2008 | 4 | | | Y | | Y | E5 [REDACTED] |
| 22/01/2008 | 4 | Y | | Y | | Y | E8 [REDACTED] |
| 28/01/2008 | 4 | Y | | Y | | Y | N16 [REDACTED] |
| 03/02/2008 | 4 | Y | Y | Y | | Y | N1 [REDACTED] |
| 16/02/2008 | 4 | Y | Y | Y | | Y | E9 [REDACTED] |
| 18/02/2008 | 4 | Y | | | Y | Y | N4 [REDACTED] |
| 18/02/2008 | 4 | Y | Y | Y | | Y | N1 [REDACTED] |
| 03/03/2008 | 3 | Y | | Y | | Y | E8 [REDACTED] |
| 16/03/2008 | 3 | Y | | Y | | Y | E3 [REDACTED] |
| 22/03/2008 | 3 | Y | Y | Y | | Y | N5 [REDACTED] |
| 20/04/2008 | 3 | Y | | Y | | Y | N1 [REDACTED] |
| 21/04/2008 | 3 | Y | Y | Y | | Y | N1 [REDACTED] |
| 23/04/2008 | 3 | Y | | Y | | Y | N5 [REDACTED] |
| 12/05/2008 | 3 | Y | Y | Y | | Y | E8 [REDACTED] |
| 15/05/2008 | 3 | Y | | Y | | Y | N1 [REDACTED] |
| 15/05/2008 | 3 | Y | Y | Y | | Y | N1 [REDACTED] |
| 04/06/2008 | 3 | Y | Y | Y | | Y | E8 [REDACTED] |
| 16/06/2008 | 3 | Y | | Y | | Y | E9 [REDACTED] |

Strictly Private & Confidential

| | | | | | | | | | | | |
|------------|---|---|---|---|---|---|----------------|--|--|------|----|
| 21/06/2008 | 3 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 30/06/2008 | 3 | Y | Y | Y | | Y | N1 [REDACTED] | | | | |
| 06/07/2008 | 3 | Y | | Y | | Y | E9 [REDACTED] | | | | |
| 10/07/2008 | 3 | Y | Y | | | Y | E2 [REDACTED] | | | | |
| 16/07/2008 | 3 | Y | Y | Y | | Y | E5 [REDACTED] | | | | |
| 22/07/2008 | 3 | Y | Y | Y | | Y | E5 [REDACTED] | | | | |
| 17/08/2008 | 3 | Y | Y | Y | | Y | N16 [REDACTED] | | | | |
| 19/08/2008 | 3 | Y | | Y | | Y | E5 [REDACTED] | | | | |
| 20/08/2008 | 3 | Y | Y | Y | | Y | N16 [REDACTED] | | | | |
| 21/08/2008 | 3 | Y | Y | y | | Y | N1 [REDACTED] | | | | |
| 25/08/2008 | 3 | Y | Y | Y | | Y | E9 [REDACTED] | | | | |
| 01/09/2008 | 3 | Y | Y | Y | | Y | N1 [REDACTED] | | | 2020 | 45 |
| 02/09/2008 | 3 | Y | y | Y | | Y | N1 [REDACTED] | | | | |
| 08/09/2008 | 3 | Y | Y | Y | | Y | N1 [REDACTED] | | | | |
| 09/09/2008 | 3 | Y | y | Y | | Y | N16 [REDACTED] | | | | |
| 20/09/2008 | 3 | Y | Y | Y | | Y | N1 [REDACTED] | | | | |
| 30/09/2008 | 3 | Y | Y | Y | | Y | E5 [REDACTED] | | | | |
| 03/10/2008 | 3 | Y | Y | Y | | Y | N16 [REDACTED] | | | | |
| 03/10/2008 | 3 | Y | Y | Y | | Y | N1 [REDACTED] | | | | |
| 04/10/2008 | 3 | Y | | | Y | Y | E5 [REDACTED] | | | | |

Strictly Private & Confidential

| | | | | | | | |
|------------|---|---|---|---|---|---|----------------|
| 21/10/2008 | 3 | Y | Y | Y | | Y | E9 [REDACTED] |
| 08/11/2008 | 3 | Y | Y | Y | | Y | E9 [REDACTED] |
| 15/12/2008 | 3 | Y | | Y | Y | Y | E9 [REDACTED] |
| 16/12/2008 | 3 | Y | Y | Y | | Y | N15 [REDACTED] |
| 02/01/2009 | 3 | Y | | Y | | Y | EN [REDACTED] |
| 04/01/2009 | 3 | Y | Y | Y | | Y | E8 [REDACTED] |
| 08/01/2009 | 3 | Y | Y | Y | | Y | E8 [REDACTED] |
| 12/01/2009 | 3 | Y | | Y | | Y | N16 [REDACTED] |
| 18/01/2009 | 3 | Y | | Y | | Y | EN [REDACTED] |
| 26/01/2009 | 3 | Y | | Y | | Y | N1 [REDACTED] |
| 06/02/2009 | 3 | Y | Y | Y | | Y | E8 [REDACTED] |
| 15/02/2009 | 3 | Y | | Y | | Y | N1 [REDACTED] |
| 03/03/2009 | 2 | Y | | Y | Y | Y | N1 [REDACTED] |
| 04/03/2009 | 2 | Y | Y | Y | | Y | N1 [REDACTED] |
| 09/04/2009 | 2 | Y | Y | Y | | Y | E9 [REDACTED] |
| 20/04/2009 | 2 | Y | Y | Y | | Y | E5 [REDACTED] |
| 29/04/2009 | 2 | Y | | Y | | Y | N1 [REDACTED] |
| 11/05/2009 | 2 | Y | | Y | | Y | N16 [REDACTED] |
| 16/05/2009 | 2 | Y | | Y | | Y | E9 [REDACTED] |
| 20/05/2009 | 2 | Y | Y | Y | | Y | E8 [REDACTED] |

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|------------|---|---|---|---|---|---|----------------|------|----|
| 22/05/2009 | 2 | Y | Y | | | Y | N1 [REDACTED] | | |
| 29/05/2009 | 2 | Y | | Y | | Y | E5 [REDACTED] | | |
| 08/06/2009 | 2 | Y | | Y | | Y | E8 [REDACTED] | | |
| 16/06/2009 | 2 | Y | Y | Y | | Y | N16 [REDACTED] | | |
| 02/07/2009 | 2 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 04/07/2009 | 2 | Y | Y | y | | Y | N1 [REDACTED] | | |
| 21/07/2009 | 2 | Y | | Y | | Y | E2 [REDACTED] | | |
| 22/07/2009 | 2 | Y | Y | | | Y | N16 [REDACTED] | | |
| 24/07/2009 | 2 | Y | | Y | | Y | N1 [REDACTED] | | |
| 28/07/2009 | 2 | Y | | Y | | Y | N1 [REDACTED] | | |
| 03/08/2009 | 2 | Y | | Y | | Y | N16 [REDACTED] | | |
| 05/08/2009 | 2 | Y | | Y | | Y | N1 [REDACTED] | | |
| 08/08/2009 | 2 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 27/08/2009 | 2 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 29/08/2009 | 2 | Y | | Y | | Y | E9 [REDACTED] | | |
| 29/08/2009 | 2 | Y | | Y | | Y | E9 [REDACTED] | | |
| 01/09/2009 | 2 | Y | Y | Y | | Y | N16 [REDACTED] | 2021 | 41 |
| 06/10/2009 | 2 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 22/10/2009 | 2 | Y | | Y | | Y | N1 [REDACTED] | | |
| 08/11/2009 | 2 | Y | | Y | Y | Y | E8 [REDACTED] | | |

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|------------|---|---|---|---|---|---|-----------------|
| 18/11/2009 | 2 | Y | Y | Y | | Y | EC1V [REDACTED] |
| 21/11/2009 | 2 | Y | Y | Y | | Y | E8 [REDACTED] |
| 24/11/2009 | 2 | Y | | Y | | Y | E9 [REDACTED] |
| 29/11/2009 | 2 | Y | Y | | | Y | E5 [REDACTED] |
| 21/12/2009 | 2 | Y | | Y | | Y | N16 [REDACTED] |
| 05/01/2010 | 2 | Y | Y | | | Y | E2 [REDACTED] |
| 08/01/2010 | 2 | Y | Y | Y | | Y | E8 [REDACTED] |
| 12/01/2010 | 2 | Y | Y | Y | | Y | E8 [REDACTED] |
| 13/01/2010 | 2 | Y | Y | Y | | Y | E5 [REDACTED] |
| 18/01/2010 | 2 | Y | Y | | | Y | E8 [REDACTED] |
| 01/02/2010 | 2 | Y | | Y | | Y | N16 [REDACTED] |
| 02/02/2010 | 2 | Y | Y | Y | | Y | E8 [REDACTED] |
| 17/02/2010 | 2 | Y | Y | Y | | Y | E8 [REDACTED] |
| 08/03/2010 | 1 | Y | Y | | | Y | N8 [REDACTED] |
| 08/03/2010 | 1 | Y | Y | Y | | Y | E5 [REDACTED] |
| 10/03/2010 | 1 | Y | Y | Y | | Y | N16 [REDACTED] |
| 12/03/2010 | 1 | Y | | Y | | Y | N16 [REDACTED] |
| 18/03/2010 | 1 | Y | Y | Y | | Y | E8 [REDACTED] |
| 21/03/2010 | 1 | Y | | | Y | Y | N1 [REDACTED] |
| 31/03/2010 | 1 | Y | Y | Y | | Y | E5 [REDACTED] |

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|----------------|---|---|---|---|---|---|----------------|--|--|----------|----|
| 02/04/20 10 | 1 | Y | | Y | Y | Y | E8 [REDACTED] | | | | |
| 27/04/20 10 | 1 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 02/05/20 10 | 1 | Y | | Y | | Y | N5 [REDACTED] | | | | |
| 08/05/20 10 | 1 | Y | Y | Y | | Y | N16 [REDACTED] | | | | |
| 11/05/20 10 | 1 | Y | | Y | Y | Y | E8 [REDACTED] | | | | |
| 11/05/20 10 | 1 | Y | Y | Y | | Y | E8 [REDACTED] | | | | |
| 24/05/20 10 | 1 | Y | | Y | | Y | N16 [REDACTED] | | | | |
| 29/05/20 10 | 1 | Y | | Y | Y | Y | E5 [REDACTED] | | | | |
| 11/06/20 10 | 1 | Y | Y | Y | | Y | E8 [REDACTED] | | | | |
| 20/06/20 10 | 1 | Y | Y | Y | | Y | E1 [REDACTED] | | | | |
| 08/07/20 10 | 1 | Y | y | Y | | Y | E8 [REDACTED] | | | | |
| 09/07/20 10 | 1 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 06/08/20 10 | 1 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 06/08/20 10 | 1 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 19/08/20 10 | 1 | Y | | Y | | Y | E8 [REDACTED] | | | | |
| 25/08/20 10 | 1 | Y | | Y | | Y | N1 [REDACTED] | | | | |
| 27/08/20 10 | 1 | Y | | Y | | Y | N16 [REDACTED] | | | | |
| 08/09/20 10 | 1 | Y | | Y | | Y | E8 [REDACTED] | | | 202 2 | 41 |
| 20/09/20 10 | 1 | Y | y | Y | | Y | N1 [REDACTED] | | | | |
| 05/10/20 10 | 1 | Y | Y | Y | | Y | N1 [REDACTED] | | | | |

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|----------------|---|---|---|---|---|---|----------------|
| 21/10/20 10 | 1 | Y | Y | Y | | Y | N16 [REDACTED] |
| 15/11/20 10 | 1 | Y | | Y | | Y | E8 [REDACTED] |
| 15/11/20 10 | 1 | Y | | Y | | Y | e8 [REDACTED] |
| 21/11/20 10 | 1 | Y | | Y | Y | Y | E8 [REDACTED] |
| 24/11/20 10 | 1 | Y | Y | Y | | Y | EB [REDACTED] |
| 26/11/20 10 | 1 | Y | | Y | Y | Y | E8 [REDACTED] |
| 10/12/20 10 | 1 | Y | Y | Y | Y | Y | E5 [REDACTED] |
| 13/12/20 10 | 1 | Y | Y | Y | | Y | E2 [REDACTED] |
| 18/12/20 10 | 1 | Y | Y | Y | Y | Y | E8 [REDACTED] |
| 08/01/20 11 | 1 | Y | | Y | Y | Y | E8 [REDACTED] |
| 12/01/20 11 | 1 | Y | Y | Y | | Y | E5 [REDACTED] |
| 19/01/20 11 | 1 | Y | Y | Y | | Y | N19 [REDACTED] |
| 02/02/20 11 | 1 | Y | | Y | | Y | E8 [REDACTED] |
| 10/02/20 11 | 1 | Y | Y | Y | | Y | E8 [REDACTED] |
| 13/02/20 11 | 1 | Y | | Y | | Y | N1 [REDACTED] |
| 24/02/20 11 | 0 | Y | Y | Y | | Y | E8 [REDACTED] |
| 28/02/20 11 | 0 | Y | Y | Y | | Y | E8 [REDACTED] |
| 04/03/20 11 | 0 | Y | | Y | | Y | E8 [REDACTED] |
| 05/03/20 11 | 0 | Y | | Y | Y | Y | E8 [REDACTED] |
| 05/03/20 11 | 0 | Y | | Y | | Y | N16 [REDACTED] |

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|------------|---|---|---|---|---|---|----------------|------|----|
| 08/03/2011 | 0 | Y | y | Y | | Y | N16 [REDACTED] | | |
| 16/03/2011 | 0 | Y | | Y | | Y | N1 [REDACTED] | | |
| 15/04/2011 | 0 | Y | Y | Y | | Y | N1 [REDACTED] | | |
| 25/04/2011 | 0 | Y | | Y | | Y | E8 [REDACTED] | | |
| 04/05/2011 | 0 | Y | | Y | | Y | N1 [REDACTED] | | |
| 17/05/2011 | 0 | Y | Y | Y | | Y | N16 [REDACTED] | | |
| 19/05/2011 | 0 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 26/05/2011 | 0 | Y | | Y | | Y | W11 [REDACTED] | | |
| 03/06/2011 | 0 | Y | | Y | | Y | E8 [REDACTED] | | |
| 03/06/2011 | 0 | Y | | Y | | Y | E8 [REDACTED] | | |
| 16/06/2011 | 0 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 20/06/2011 | 0 | Y | | Y | | Y | E5 [REDACTED] | | |
| 20/06/2011 | 0 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 29/06/2011 | 0 | Y | | Y | | Y | E9 [REDACTED] | | |
| 15/07/2011 | 0 | Y | Y | Y | | Y | N16 [REDACTED] | | |
| 23/07/2011 | 0 | Y | | Y | | Y | N1 [REDACTED] | | |
| 26/07/2011 | 0 | Y | | | Y | Y | E5 [REDACTED] | | |
| 30/08/2011 | 0 | Y | Y | Y | | Y | E2 [REDACTED] | | |
| 02/09/2011 | 0 | Y | Y | Y | | Y | N1 [REDACTED] | 2023 | 12 |
| 02/09/2011 | 0 | Y | Y | | | Y | N1 [REDACTED] | | |

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| | | | | | | | | | |
|----------------|---|---|---|---|---|---|-----------------|--|--|
| 11/09/20 11 | 0 | Y | | Y | Y | Y | E5 [REDACTED] | | |
| 12/09/20 11 | 0 | Y | Y | Y | | Y | EN1 [REDACTED] | | |
| 29/09/20 11 | 0 | Y | Y | Y | | Y | EC1Y [REDACTED] | | |
| 07/10/20 11 | 0 | Y | | Y | | Y | N1 [REDACTED] | | |
| 19/10/20 11 | 0 | Y | | Y | | Y | N1 [REDACTED] | | |
| 20/10/20 11 | 0 | Y | Y | Y | | Y | E5 [REDACTED] | | |
| 03/11/20 11 | 0 | Y | Y | Y | | Y | E9 [REDACTED] | | |
| 21/12/20 11 | 0 | Y | | Y | | Y | N16 [REDACTED] | | |
| 29/01/20 12 | 0 | Y | Y | Y | | Y | E8 [REDACTED] | | |
| 13/02/20 12 | 0 | Y | Y | Y | | Y | E8 [REDACTED] | | |

Appendix 2. Parental Survey & Children Registration Form



www.hackneynewschool.org

Parental Support Survey

If you are a parent and would like to register your interest in Hackney New School, please fill out the form below.

Remember that completion of this form does not commit you to applying to the school once it is open, nor does it guarantee you a place. You retain complete freedom to decide later on what is best for your child or children and which school to send them to.

Here is the form and a few questions:

*** Please Circle Your Answer ***

Do you support the vision for Hackney New School? Yes / No

Will you make Hackney New School your first choice for your child/children? Yes / No

Would you seriously consider making Hackney New School your first choice for you child/children? Yes / No

How would you rate the following features when it comes to your children's schooling?

*** Please tick one box for each ***

| | Very Important | Important | Less Important |
|---|----------------|-----------|----------------|
| Strong discipline | | | |
| A safe supportive environment | | | |
| Good teaching, one-on-one tutorials | | | |
| A balanced curriculum, including strong English, maths & 3 sciences | | | |
| A healthy lifestyle and diet | | | |
| Extended Hours (Breakfast Club / Homework Club) | | | |
| Extra-curricular activities | | | |

Please complete the form overleaf



Parental Support Survey

Please fill in your details below:

Your Name:

Home address:

Postcode:

Email address:

Child 1

Name:

Date of birth (DD/MM/YY)

Current school

Child 2

Name:

Date of birth (DD/MM/YY):

Current school:

Child 3

Name:

Date of birth (DD/MM/YY):

Current school:

www.hackneynewschool.org

Appendix 4. Detailed Discussion of Assumptions for Financial Projections

Section G sets out in broad terms the approach taken in budget construction for HNS. The actual spreadsheets contain an assumptions tab that is very specific to individual, quite narrow areas, such as the direct use of specific Benchmarking data.

This supplementary appendix is designed to assist in explaining why certain approaches were taken when formulating the budget and the evaluation of information available.

A. 100% Model

Payroll

As explained elsewhere the national terms and conditions of both teachers and support staff were applied using the higher than mid-point or a range of spine points to reflect a likely staffing profile. Those on Leadership range would be set a band – the most appropriate was included and costed in order to attract the calibre of staff required using a review of recent staff adverts.

Pensions

The standard rate for teachers was applied as adopted by the Teachers Pension Agency. Support staff would be part of the Local Government Pensions Scheme (LGPS) run by Hackney. HNS would be admitted as an employer but contributions rates do vary even with a scheme. As a new academy they would not have the very high rates of contribution associated with addressing the historic pensions deficit – however the rate is quite high.

National Insurance

The Standard Rate has been applied although this could be lower depending on personal circumstances of an employee – if so the funds released will be used elsewhere, where necessary, in the budget.

Teachers Allowances

Known as Teaching and Learning Responsibilities (TLRs) where applicable local adverts were scrutinised to ascertain likely rates.

Teachers - general

Once the timetable was constructed and the number of periods of each specialism/learning experience were determined account had to be taken of the fact that each teacher is entitled to 0.1 FTE time away from the classroom for Planning Preparation and Assessment (PPA) work.

In addition those on a TLR had an extra 0.1 off timetable to carry out their management responsibilities.

Other Payroll Costs – Progression

The profile of teaching created from constructing the budget and determining the expertises that were required was then used to estimate what spine progression there might be to get to the top of the range, and whether some teachers might progress to other categories of teacher categories such as Upper Pay Spine (Threshold) or perhaps Advanced Skill Teachers, although progression is not automatic. Additional funds were included for these possible changes across the formative years. Once actual staffing is known a very detailed staffing profile can be cast.

Spine Progression – Support Staff

This is similar to teaching staff although there are not the large variations between spine points on the scale as is often found in teaching staff pay grades.

Music Instructors/Sports Coaches

Often negotiated as a session rate or an hourly rate and quite variable – a cash limited budget approach was taken.

Extended Day

This term has been used to reflect the fact that activities do take place both during the Teaching Morning and the Study Afternoon. The staffing for the major activities was in the staffing budget so this additional funding may be for extra overtime or a specialist. Again a cash limited approach was made although some activities are linked to charitable Trusts who offer discounted sessions.

Additional Teaching Supply

Although cover has been built into the core budget sometimes it is not possible for cover to take place without having to buy in ad hoc “supply”, perhaps for a specialist subject. A pragmatic rather than formulaic approach was taken to determine an appropriate amount to include.

Maternity Cover

Although insurance can be purchased that assists with the cost of replacement cover maternity cover can be expensive, a notional amount has been included to reflect the likely profile of the school teaching population.

Head of Year and/or Key Stage TLRs

These are likely additional management allowances that will be utilised during the set up period with some flexibility to determine the rate.

Exam Invigilators

Again an hourly rate can be negotiated and detail of several schools annual spend was sought.

NON PAYROLL COSTS

NNDR Rates

This is an estimate for a likely building after 90% charitable relief. The same figure is used in the EFA Funding Grant tab.

Insurance

This was based on a likely local authority school increased by 25% to get a figure that we believe will not change across the period – although it will be dependent on how obtaining actual quotes.

Contingency

This is a best estimate building up over the start up period of the school. Under CFR and Local Authority accounting there is no provision to show this. Data from a range of schools shows that this unallocated amount in the budget is generally higher at the start of the financial year but we have not assumed this.

Energy and Water

This has been based on the CFR Benchmarking data updated to 2011-12 figures. However, as the level of spend is generally related to size of building rather than number of pupils occupying the space, it has been adjusted to reflect this.

Premises Repair and Maintenance

The figures reflect the CFR Benchmarking as it is anticipated that there will be little actually needed in the early years as the building will have been refurbished and so the CFR profile seems appropriate to use.

Premises Running Costs

These are such things as fire alarms etc that will be a mix of flat rate and size/and therefore also pupil related. Again until the building is finalised and so better information, the CFR Benchmarking data has been used.

ICT

The CFR Benchmarking data has been used. Although this spending head is software as well as hardware, as some infrastructure may be part of the building and certainly a modest amount has also been included under Equipment New & Replacement below for set up purposes.

Training & Recruitment

The CFR Benchmarking data for Hackney/Islington/Tower Hamlets secondary schools has been used. Where there is quite a small outlay on training this will be done as part of twilights etc and as in the early years only very experienced staff will be recruited then the need for more formal "training" is lessened. The advertising element of this spending head has enhanced the CFR data in the early years to reflect higher than average recruitment levels. This however, may be understated and will need to be reviewed.

Curriculum Materials

The CFR Benchmarking data has been used and will obviously need to be modest in the early years.

Telephones/Photocopiers/Admin Supplies

The CFR Benchmarking data has been used although some aspects may have to start at lower rates, e.g. telephones, or may be part of the equipment spend and/or part of ICT telecommunications.

Sports/Travel & Extended Day

An estimate has been made for activities that are outside the core day and the budget may have some surplus contingency built in the early years. A better assessment can be made as to exactly what relevant costs will be once the full range of expected activities is confirmed. Local free bus travel will be used wherever possible.

Equipment - Repair and Maintenance

Not really a discrete heading under CFR but is often spread across curriculum materials, admin supplies and premises. It is anticipated that there will be little demand in the earlier years.

Exam Fees

This is CFR Benchmarking driven, but only starts the first year when exams are held, with an estimated figure for any taken a year earlier. It is then scaled up until the school is at stable state when the CFR Benchmarking figure is more appropriate.

Educational Visits

Not shown on its own in the CFR Benchmarking structures so a modest amount has been used to start of the first year with much having to be done at low cost or through voluntary parental contributions and so is shown as net.

Subscriptions/Licenses

This is for such permissions as copyright that are often flat rate for a small school but will need to increase as the school grows: we have used estimated figures from other schools.

Admissions

This is a notional amount for the school to handle the admissions process although there may be a charge from the Local Authority. Expected is a modest increase year on year to cover increased costs of over subscription.

Musical Instruments and New Equipment

This has been based on quotations received for musical instruments and equipment such as computers in the formative years although it is dependent on how the school is kitted out at the capital stage.

Musical Instruments Repair and Replacement

Not required in the opening years but a budget introduced in year 3 when both new and repair and replacement will be viewed together.

Radio Station

Designed to enhance learning, e.g. for MFL; this is a one off spend in year 5.

Furniture New

This is really an estimate regarding furniture in the formative years although it is dependent on how the school is kitted out at the capital stage.

Cleaning

It is expected that the school caretaking staff will carry out most duties in the early days and that the benchmarked figures relating to a modest contract will be reviewed once details of the building are known. It may be that it is done in-house using a caretaker/cleaner role for some aspects.

Catering

This has been quite difficult regarding Benchmarking data as schools may be purchasing ingredients and/or have their own staff, or contract out provision, with or without the income from meals accruing to the contractor and/or the school. Obviously those pupils eligible for free school meals will not be charged.

In the main, the CFR Benchmarking data was examined and an attempt made at identifying which schools did which and then net the income column off as it was not possible to find out what all schools were charging. A hybrid model was therefore created that gave an amount per pupil net of income that was around the statistical mode.

Bought in Professional Services Curricular

This again was difficult and was very variable across schools – both in spend and obviously it was impossible to find out for all exactly what each service was and what mix and volumes this will need to be revisited nearer the time. CFR Data was used.

Bought in Professional Services Non -Curricular

The same applied as with Bought in Professional Services Curricular

Alternative Provision

Although all the necessary teaching and learning strategies will be used to support students who may be on the brink of exclusion, allowance has been made should a pupil need a managed move.

End of Year Carry Forward

This is generally considered as a way of building up a modest level of reserves to address more major financial issues such as major building works etc. especially for schools that do not receive devolved formula capital. It is generally not significant during the start-up phase because the funding received is driven by the number of pupils.

In each year a surplus has been prudently planned for, partly to build up funds eventually for major works etc, but also to address unforeseen changes within each year.

The review of both the contingency and the in-year surplus forms part of the Governors Scrutiny and Accountability functions.

B. 90% Model

The same principles were, in general, applied to the 90% model process. With a 10% reduction in funding a straight assumption was made that the role year on year was down by the same percentage. This meant that year groups and option groups were up-sized to operate at classes/group sizes of 30 with a slightly smaller size within Key Stage 5 to allow for the maximum number of subject options.

Once this had been achieved the impact on other non-staffing budgets was assessed. As a rule, those relating to premises cannot be reduced significantly, at least until such time when the number of classes is lower to such an extent that perhaps parts of the building are not used.

Contingency budgets such were obviously reduced, as were other variable costs proportional to pupil numbers (e.g. curriculum materials and exams). We also

budgeted for a reduction in set up spend on equipment. We believe these provisions secure the quality of the curriculum and achieve Value-for-Money in this 90%-scenario.