



Department  
for Education

# Free school application form 2014

**Mainstream and 16 to 19** (updated August 2014)

**BARCLAY SECONDARY FREE SCHOOL**

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## Application checklist

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

<p><b>9.</b> Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: <a href="mailto:mainstream.fsapplications@education.gsi.gov.uk">mainstream.fsapplications@education.gsi.gov.uk</a>? (See guidance for dates and deadlines).</p>	Yes	
<p><b>10.</b> Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3<sup>rd</sup> Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines).</p>	Yes	

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

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

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

## Declaration

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

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

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

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

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

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

**Signed:**

Position: Member of company

Print name: [REDACTED], [REDACTED]

**Date: 09<sup>th</sup> October 2014**

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

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



## **Section A: Applicant details**

Section A completed and appended to the application.

## **Section B: Outline of the school**

Section B completed and appended to the application.



1. Please complete the form as provided. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY.**
2. All applicants should complete section A, even if they have previously applied for a free school.
3. If you are submitting multiple applications it is only necessary to fill in section A once.
4. The text boxes can be made bigger by increasing the row height.
5. To insert a new line in a text box, press alt + enter.
6. Please answer all questions. If questions are not applicable, please put 'NA' in the box.

[Jump to about the company](#)

[Jump to further details about the group](#)

[Jump to links to other organisations](#)

**Basic information**

Pre-registration reference number	83105
Name of proposed school:	Barclay Secondary Free School
Is this a route one application or a route two application?	Route Two
Name of lead applicant:  Note that <u>all</u> lead applicants must submit Section I forms to the Department. Please see pg 26 in the How to Apply Guide for details.	<Redacted>
Address of lead applicant:	SCHOOL IMPROVEMENT CENTRE 155 CANTERBURY ROAD LONDON UNITED KINGDOM E10 6EJ
Email address of lead applicant:	<Redacted>
Telephone number of lead applicant:	<Redacted>
How you would describe your group?	Multi-academy trust with 3No. Mainstream Primary Academies and 1No. Converted Primary Free School
If 'Something else' please describe your group:	N/A
Have you applied before for this school, whether under the current name or something else?	No.
If 'Yes' and the name of the school was different, please say what the original name was:	N/A
If 'Yes', when did you last apply? N.B. The options are dates of submission of applications, not the announcement of results.	N/A

**About the company**

Have you established your trust in accordance with the DfE model articles of association?	Yes
Company name:	Lion Academy Trust
Company address:	BARCLAY PRIMARY SCHOOL 155 CANTERBURY ROAD LONDON UNITED KINGDOM E10 6EJ
Company registration number:	No. 08171341
Date when company was incorporated:	07.08.2012
Please confirm the total number of company members (must be a minimum of 3):	3
	<Redacted>
	<Redacted>

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

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

Please provide the name of the proposed chair of the governing body, if known:	TBC
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**Further details about the group**

Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or trustees, members of the project group, etc.	No
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Are you an approved academy sponsor?	Yes
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How many existing free schools or academies are run by your group?	3No. Mainstream primary academies; 1No. Primary Free School Converted from EACT in August 2014.
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If you already run one or more free school or academy or are part of some other group of schools, please state the name of your chain/group. This may be the same as the name of your company:	Lion Academy Trust - 3No. Primary Academies; Lion Education Trust - 1No. Primary Free School
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If you are an existing single school seeking to establish a new school or an independent school looking to convert please provide your six digit reference number:	N/A
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If you are an existing single school seeking to establish a new school or an independent school looking to convert, please provide the rating of your most recent inspection:	N/A
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If you are an existing single school seeking to establish a new school or an independent school looking to covert, please provide a link to your most recent inspection report:	N/A
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If you are an existing single school seeking to establish a new school or an independent school looking to covert, please provide a link to your performance data for the last 3 years:	N/A
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How many free schools are you seeking to open in this application round?	One
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**Links to other organisations**



<p>Through its members, trustees or otherwise, does the company limited by guarantee have any formal or informal links (e.g. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other free school groups; existing free schools or Academies; independent schools; other institutions; charitable bodies; and/or commercial or non-commercial organisations.</p>	<p>Yes</p>
<p>If Yes, please provide the following information about each organisation:</p> <ul style="list-style-type: none"> <li>• their full name;</li> <li>• their Companies House and/or Charity Commission number, and if appropriate the nature of the link; and</li> <li>• the role that it is envisaged they will play in relation to the free school.</li> </ul>	<p>The Institute of Education - University of London; Google, Samsung, Waltham Forest Teaching Alliance, Ignite School Improvement Company.</p>
<p>Please specify any religious organisations or institutions connected to your group (local, national and international). This would include attendance at mosques, churches, gurdwaras, temples and other places of worship. In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (e.g. Pentecostalism, Deobandism, Reform Judaism, etc.).</p>	<p>None</p>
<p>If any members of your group are also involved in other applications to open a studio school, UTC or free school in this application round, please give the names of the other applications and state the link:</p>	<p>N/A</p>
<p>Have you received help and support from the New Schools Network (NSN)?</p>	<p>Yes</p>
<p>In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?</p>	<p>Yes</p>
<p>If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the free school if your application is successful:</p>	<p>&lt;Redacted&gt; - Accountancy and Financial Advisory Support; &lt;Redacted&gt; - Legal / Governance Support; Starkworks Limited - Project and Application Development Support.</p>



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

[Jump to use of freedoms](#)

This application form is designed to be used for mainstream applications and 16-19 applications. If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. <b>If this applies to your application please briefly outline the main differences.</b> You will also need to address these differences in more detail in the relevant sections of the application.	N/A
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In which local authority is your preferred location?	London Borough of Waltham Forest
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Proposed opening year:	2016
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Age Range:	11 to 18
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If 'other' please specify	N/A
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Will the school have a sixth form?	Yes
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Will your school be co-educational or single sex?	Co-educational
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Is your school a hybrid type?	No
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Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation:	No.
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Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?	No.
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If you answered yes to either of the above questions, please say which faith:	N/A
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If you answered 'Other' to the question above or you would like to specify a particular denomination (e.g. Church of England), please specify:	N/A
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Will your school have a distinctive pedagogy or educational philosophy, for example Steiner or Montessori?	No.
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If other, please specify	N/A
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Maximum capacity of proposed free school:	1400
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Please provide a breakdown of pupil numbers in each phase. For example, an all-through school with post-16 provision: 420 primary places, 450 secondary places, 210 post-16 places	8FE with 26 pupils per class - NOR = 1,400 with 360 NOR in 6th Form (at Capacity).
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Please say which year groups the school will have in first year and the PAN for each	2016/2017 - Year 7 PAN - 208
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Date proposed school will reach expected capacity in all year groups:	2021
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Will your proposed school include residential provision?	No
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If 'Yes', please give further detail:	N/A
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For 16-19 applicants only - please select an age range that best fits secondary schools in the area in which you propose to establish your school:	N/A
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Are you planning to contract the management of your school to another organisation?	No.
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Have you already identified a principal?	<Redacted>
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If yes please say when you propose the principal would start:	N/A
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Please say how many people will sit on your governing body:	Up to 11
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**Use of freedoms**

Will you operate a non-standard school day?	Yes
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Will you operate a non-standard school year?	No
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Will you adopt the national curriculum?	Yes
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Will you adopt non-standard terms and conditions for teachers?	No
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Do you plan to make employ teachers without QTS?	No
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Please list any other freedoms you intend to use	Extended School Day
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## Section C: Education vision

### INSPIRE • ACHIEVE • EVOLVE

The Lion Academy Trust (LAT) was established in 2011 and is made up of four primary schools, three in Waltham Forest and one in Haringey. Our flagship primary school, Barclay Primary, has capacity for 1,200 pupils and remains one of the largest primaries in the country. Sybourn and Thomas Gamuel are 3FE and 2FE respectively. The latest school to join the Trust was Brook House Primary - formerly an E-ACT free school in Haringey (Hartsbrook) which LAT re-brokered in September 2014 following the critical intervention of the DFE. LAT are a founding member of the Waltham Forest Teaching Alliance, which comprises five primary and two secondary schools. The Alliance has a mission to transform learning for children and adults through joint development and deployment of best practice, supported through our partnership with the Institute of Education as part of the University of London. The Trust continues to support schools across the locality – including supporting teaching staff from local secondary schools (Norlington Boys), who attend our planning and preparation CPD sessions at Barclay Primary to help improve their own practice.

LAT, as an approved DFE Academy Sponsor and turnaround specialist for schools in difficulty, is expanding its operations to include further primary academies in the locality. Based on this and the evidence of poor local secondary phase performance, there is a clear rationale for adding the secondary phase element into the Trust's family of schools to ensure parents and learners have the opportunity to enjoy and benefit from the same systems, teaching and learning structures and excellence throughout their learning journey. We recognise that by opening this free school, we would in essence be educating learners from 2-18 and welcome the opportunity to continue to help them excel throughout their learning journeys.

**Barclay Secondary Free School (BSFS)** will be a non-denominational, co-educational 8 form entry Secondary Academy with a PAN of 208. - There will be a 6<sup>th</sup> form of 360 pupils; 190 in Year 12 and 170 in Year 13. When full, there will 1,400 pupils. The school will be sited in the E4, E10, E11 or E17 area. It will provide a continuation of the exceptional education our current pupils enjoy, providing a culture of excellence from ages 2-18 and truly preparing these young people for life in modern Britain.

### **RATIONALE**

#### **Ensuring Parental Choice and Meeting the Need for School Places**

There is a clear case for further secondary school capacity to be provided in the London Borough of Waltham Forest (LBWF). The primary phase in LBWF has seen significant growth in the number of 'blip' classes schools have been asked to accept – and the growth of the school-going population is rapidly exceeding current primary provision. This in turn will translate into significant shortfalls in secondary provision capacity where parents are seeking to place their children in schools with proven records and outcomes.

Recent LBWF reports<sup>1</sup> set out the challenge facing LBWF with regard to school places. The secondary school population (Y7 to Y11) is rising from 12,970 in 2012/13 to 18,342 in 2023/24 with Y7 places peaking at 3,728 in 2021/22 (from the 2012/13 level of 2,598). This represents an overall increase of 40% in both overall places and Y7 pupils. (See *Section E for detailed information on the need for secondary places in Waltham Forest*). At the same time, the Council's approach to meeting this increase in demand is partly through limited new build and the expansion of a few schools. Where there is currently capacity in the system, this is in schools with poor educational outcomes and Ofsted judgements which are failing to meet local and national attainment levels. LB Waltham Forest acknowledges that they will **require additional 10FE secondary places for Y7 in 2017/2018 and a further 19FE by 2018/2019<sup>2</sup>**.

Parents who wish their children to remain in a co-educational, non-denominational setting have limited choice in Waltham Forest. Of the 13 secondary schools locally, less than 50% are co-educational community schools (7 are either independent, voluntary aided or single sex) and only three offer a similar structure to BSFS, in that they are mixed, do not have a faith designation, are wholly community focussed and have an 11-18 offer. We also note the overall growth in the key demographics within the locality where LAT have demonstrated excellence throughout our operations to date – most notably, first generation immigrants, EAL and FSM pupils. As such, our offer is not only matched to the spatial and capacity requirements of the area, but also to the movement of families into the area, and their needs.

In reaching out to all families locally across the borough, we received clear indications of support for BSFS from families representing over 1,220 children; from over 800 homes with a staggering 53% of our support currently too young to start at BSFS until 2019/20 and beyond. We are delighted with the excited and ambitious levels of support BSFS have received from parents external to the Trust (20% of respondents) but also for the strong and unequivocal support from our current community.

**Section E outlines a detailed assessment of need, based on capacity, quality of provision and parental choice.**

The vision of BSFS is to provide the impetus to challenge the provision across the local landscape through raising standards, achievement and aspirations and thus give parents real choice for their children. Given our longstanding and excellent relationship with our communities, the Trust have been working to ensure that our plans for this new provision are aligned to the needs of students locally and accommodate the growth forecast for the area in a robust and timely manner.

With the demonstrable shortage of mixed, high quality provision in the area, coupled with a further critical shortage of places linked to the overwhelming support from our parents for the new proposed school opening under the aegis of the Trust (see *Section E1*), we believe we can clearly evidence how this new 8FE Free School will thrive in our community.

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<sup>1</sup> To the Children and Young People Overview and Scrutiny Committee, entitled Pupil Place Planning Strategy (14<sup>th</sup> March 2012)

<sup>2</sup> <https://www.walthamforest.gov.uk/documents/freeschools-appB-needforplaces.pdf>

## The Demand for Excellence

The primaries in the Trust are all large – between 2 and 8 forms of entry in each school – and are geographically sited within 3 miles of each other. This core cluster of academies thus reaches into the lives of over 2,500 learners and their families and it is this community that has expressed serious concerns to us about the secondary offer locally, particularly the gulf in provision, corporate engagement (*i.e. how well other Academies and Trusts engage with them as families*) and the range of additional community services they make available compared to the offer we have for our schools.

In defining the local provider landscape, LAT do not seek to compare the offer of BSFS with schools locally that are single sex, faith designated or who have a school population that is markedly dissimilar from the community demographics we serve. As such, our comparisons are with Buxton School, George Mitchell School, Frederick Bremner School, Kelmscott School, Lammas School and Willowfield Humanities College.

The 2013 Schools Performance Tables indicate that in our local schools, the 3-year average % of students achieving 5+ A\*-C grades in English and Maths is significantly below the national average (*Buxton School, Frederick Bremner School, Kelmscott School, Lammas School, Willowfield Humanities College*). Ofsted has judged 50% of our local schools as Requires Improvement since 2013 (*Frederick Bremner School, George Mitchell School, Kelmscott School, Leytonstone Business and Enterprise Specialist School*). As such, a large proportion of our parents seek to take their children out of borough for the secondary phase or struggle to find the same quality of education offer locally.

**Table 1 School Performance Comparator**

Waltham Forest Secondary Schools	Gender Mix	Last Ofsted	2013 GCSE 5A-C%	Best 8 VA	EAL	FSM	Proximity to <Redacted>
Frederick Bremer School RI Areas: Achievement of Pupils; Quality of Teaching	Both	Date: 09/13 Req/Imp	52%	983.9	52%	34%	1.3m
George Mitchell School RI Areas: Achievement; Quality of Teaching; Behaviour and Safety; Leadership and Management	Both	Date: Jan-14 Req/Imp	55%	997.5	74%	34%	1.7m
Leytonstone Business and Enterprise Specialist School RI Areas: Achievement, Behaviour, Leadership and Management	Both	Date: Jan-14 Req/Imp	52%	971.6	54%	22%	0.6m
Kelmscott School RI Areas: Achievement, Quality of Teaching, Leadership and Management	Both	Date: Dec-13 Req/Imp	44%	1024.9	42%	37%	2.0m

Schools in Waltham Forest are performing around 10% lower than the Outer London average and represent the worst performance amongst these Local Authorities. Whereas Kelmscott School's Best 8 VA score is above average, the overall significantly

below average outcomes and regulatory assessment is a critical factor in understanding the issues around provision locally.

The Trust has demonstrated a willingness and expertise to engage with failing inner-urban schools and turning these around successfully. The extensive effort between the Trust and parent/carers at LAT has created a commonly understood and visible platform for behaviour, raising aspirations and how excellent teaching and learning are delivered. It consistently refuses to accept the demographics of our pupils and families as an excuse to support poor performance. We will apply the same 'no excuses' ethos to BSFS. When pupils leave an LAT primary school, they are ready for secondary school, bringing with them a range of skills and a confidence that should ensure they continue to achieve outstandingly. Unfortunately this is not the case for many of our students and according to our current and former parents, many who attend the above schools are underachieving significantly.

Our model is based on developing practice within our high performing schools and using this to support schools that are starting their journey and working collaboratively with our strategic partners to ensure excellence. This ensures that all the staff and students are equipped to make outstanding progress and promulgates the very best standards of teaching and leadership, which is well recognised by our local parents. This core model of practice is embodied by all schools in our Trust through having high aspirations that exceed expectations for children, staff and the community. In our schools, clear, strategic and targeted support that creates a culture based on sharing good and outstanding practice, collegiality, and a relentless pursuit of excellence, is a 'non negotiable'. This leads to high expectations and action to provide opportunities for our children in order for them to have high attainment, achieve exceptionally well and be thoroughly prepared for their next stages in education and life in modern Britain. To date, the Trust has not seen evidence of the same rigour or successful application of these components in a secondary, co-educational, non-denominational setting locally in LBWF and we are determined to ensure that our pupils have the same access to these structures throughout their learning journey. It is our intention to bring our expertise and passion for excellence into the secondary phase, ensuring all our learners have **an outstanding learning journey from nursery through to further education or employment.**

### **Ensuring the Continuation of our Community Engagement**

The cohort of learners in our Trust is hugely diverse and reflects inner-London demographics, in that they have above the national average levels for pupils with EAL (70-80% speak English as an additional language), ethnic minorities (97%), those qualifying for Free School Meals, and first generation immigrant families. In one of our Academies, we have 25% in-year mobility. The Trust's current population is broken down as follows:

**Table 2 Trust Profile: EAL & FSM**

School	EAL	FSM	Ethnic Minorities	Mobility
Barclay	70.4%	21.1%	96%	15%
Sybourn	75.9%	31.7%	97%	25%
Thomas Gamuel	77.7%	27.4%	97%	16%

Brook House	70%	32.9%	95%	35%
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Applying this to the comparators above in Table 1, only George Mitchell comes within an approximation of having the same levels of EAL and FSM students.

Our schools are situated in wards within the bottom 20% for deprivation nationally. Waltham Forest is one of the most deprived boroughs in England, ranking 15th out of 326 local authorities in England, according to the overall measure of multiple deprivation (IMD 2010). Within this, latest ward data shows that at least 45% of the children live in the bottom 15% and 20% of children live in the bottom 1% for deprivation. According to a more recent estimate by the Campaign to End Child Poverty, around one in four Waltham Forest children (27 per cent) were living in poverty as at mid-2012. While this is an improvement on the 35 per cent reported by the Campaign in mid-2010, it is higher than the UK average of 20.2 per cent. Within the communities that our schools serve, there are on average 35% of children considered to be in poverty. Because of the nature of our cohort, the Trust has successfully developed strategies for addressing these demographic challenges, particularly with vulnerable students and significant numbers of in-year admissions and leavers. We have pioneered significantly successful strategies to support, help and work with all our major language groups and underperforming groups of children and families. We recruit suitably highly skilled teachers and support staff who apply our teaching practices and preparation tools to ensure that all our learners have the best possible learning environment. Barclay Primary School, for example, has consistently performed above the National and Local averages at Key Stage 2 for all cohorts and is one of the highest performing schools nationally.

It is clear that our Trust's expertise in supporting the rapid attainment and progress of vulnerable learners in our community (those with SEN, English as an Additional Language, Pupils on Free School Meals, in-year admissions) is not reflected in local secondary schools with the same rigour or relentless focus on outcomes. The 2013 Schools Performance Tables indicate that in two of the three neighbouring schools that has a similar profile to BSFS, pupils make significantly less than expected progress in English and maths than other students both nationally and locally (*Kelmscott, Lammas and Leytonstone*) and in only one do students make significantly better progress than local or national averages. In all three local schools, EAL pupils make less expected progress in both English and maths than other EAL students both locally and nationally. In two of our neighbouring schools, the education destinations that were not sustained are above the national and local average (*Lammas School and Sports College and Leytonstone*).

It is therefore our firm commitment to engage with the opening of a secondary free school to provide the solution to these issues based on our outstanding offer – and to ensure that the progress and attainment achieved by all our learners and relationships established with our vulnerable families and diverse communities is extended and continued through the secondary phase.

Finally, we also recognise that this may be the last Free School application round before the general election in 2015 and the last opportunity we have as leading



educational sponsors to design a school for our community and learners and to take the lead on shaping education provision which is geared towards successful outcomes. With this in mind, we are determined to engage with the opportunity this key policy offers Trusts and groups such as the Lion Academy Trust and we are determined to pursue this through to a successful application and opening.

We have therefore chosen to pursue opening BSFS to resolve three key requirements:

- To ensure the high standards of attainment achieved by our learners are supported into the secondary phase and to provide an end-to-end offer for all our parents, families and local communities;
- To be able to apply the same rigour, service design and quality of outcomes to this phase of learning to assist all our learners in achieving the best possible transition into further education or employment;
- To ensure the same levels of parental engagement, governance and cultural literacy are applied uniformly across the phases and across our whole community; and
- To ensure that all our children are well prepared and well versed for life in modern British society.

## ***VISION AND ETHOS***

The published Principles and Beliefs of the Lion Academy Trust ([www.lionacademytrust.net](http://www.lionacademytrust.net)) are:

- That all the people and children we work with within our trust have the right to an outstanding education and development opportunities in order to give them the best life chances irrespective of race, colour, creed or circumstance;
- That all learners we engage with become assessment proficient learners who are able to take ownership and contribute fully to their own learning;
- Lion Academy Trust has developed excellent working partnerships and relationships with the DfE, local government, school governors and parents, to secure learning as the centre of community transformation;
- Lion Academy Trust will develop and nurture links with quality tertiary providers globally so that we have access to the most up to date research and training that is at the forefront of educational development and transformation;
- We will continue to train, develop and support professionals, aspiring professionals and underdeveloped communities at all levels so that they develop into outstanding practitioners and leaders within their educational contexts;
- We are committed to ensuring that we provide up to date and relevant training, delivered by recognised, accredited bodies and individuals so that we provide the best opportunities for development;
- Lion Academy Trust believes in sharing good and outstanding practice, developing collegiality and a relentless pursuit of excellence;
- We believe in a 'no excuse culture' and that obstacles and barriers both real and perceived can be overcome by clear, strategic and targeted support that creates a culture change; and

- The Lion Academy Trust will help identified contexts develop and provide strong self-sustainable and self-sufficient high quality education solutions to their local communities.

### **The Vision for Barclay Secondary Free School**

The cornerstones of our vision for BSFS are:

- To instil an excitement and life-long love of learning, fostering independent thought and the courage to think and act differently in all our students;
- For each student to receive a wholly personalised and tailored learning experience, enabling them to achieve the highest academic potential and to have aspiration underpinned by confidence in their abilities;
- To develop a strong sense of community and to work to improve the quality of the environment locally and globally; and
- To provide excellent pastoral care by ensuring every student is supported and nurtured in their learning journey with skilled mentoring designed to develop the best understanding of their strengths, passions and purpose.

Our curriculum will be based around:

- A two year, KS3, structured around a project-based approach, with discrete lessons for English, Maths and Science and dedicated time for literacy and numeracy interventions. This will synergise with the offer we make in our primary schools, ensuring a seamless transition from the primary to the secondary phase;
- A three year, KS4, with learning pathways that offer high quality, rigorous programmes of study and enable progression to a range of study and employment opportunities for all pupils. This will comprise a mix of GCSE qualifications with vocational qualifications that will be just as stretching and challenging as academic or general qualifications and enable students to progress to a broad range of future study and careers; and
- A combination of A and AS levels at Key Stage 5 and the opportunity to take the Technical Baccalaureate with a focus on ICT.

A key element of the curriculum will be our partnerships with Samsung and Google. This is to ensure that the children have experiences that enable personalised and innovative approaches to teaching and learning, underpinned by the development of student independent thinking. This includes 'flipped learning' alongside opportunities to understand and apply fundamental principles and concepts of computer science. Abstraction, logic, algorithms and data representation within personalised project related learning will underpin this rationale. Students will also be able to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve them. As a result, they will be enabled to critically evaluate and apply information technology, including new or unfamiliar technologies, to solve problems creating responsible, competent, confident, and creative users of information and communication technology.

Samsung and Google are also committed to supporting opportunities for our students to engage in vocational and work based learning opportunities in Key Stages 4 and 5 through their companies and business partners. The life chances and careers co-ordinator will work closely with our partners to enable our children to have real life experiences within industry.

*“Samsung want to be engaged much deeper with this trust and want the children to benefit moving forward from this partnership in new world skills. Some of the potential opportunities we would look to explore with LAT would be curriculum integration, work experience and internship in the business.”*

We intend our school and classroom practices to be current and adaptive in order to meet the needs of our ‘connected generation’ who expect 24/7 connectivity to be the norm and see the web as their starting point for getting answers and connecting with people. We will mix a blend of traditional, subject based approaches with project-based learning at all Key Stages. We will also provide a wide range of cultural, citizenship and enterprise experiences to foster collaborative and social learning.

BSFS will operate an extended day from 08h00 – 18h00, intended to provide extra tuition time for all students and allowing for creative use of the timetable. This will be complemented with a range of extracurricular and enrichment activities, breakfast clubs, homework clubs, sport clubs and study support groups and link into the wider network of schools within the Teaching Alliance. We recognise our role is to ensure all our students achieve the academic success and 21st century skills that further education providers and employers demand and value. Our strong partnerships and links with industry and employers will support this.

All students will receive focussed and tailored support and will be mentored by a Learning Coach throughout their time at the school to ensure they are able to achieve to their highest potential. Our rigorous and consistent approach to assessment and data scrutiny, supported by an effective leadership structure, will ensure that all learners at BSFS will experience a successful system that enables them to achieve their very best.

We will take advantage of the opportunities opening a new school will afford us, by ensuring the organisation of the school day and week is established around how children learn and what they need to learn, rather than a subject and teacher led focus. We will ensure that students’ personal, social, collaborative and reflective learning is timetabled, rather than ‘bolted on’ or ‘squeezed in’. The timetable will also allow for quality planning and meeting time for staff. Further details of how this will be structured are listed in Section D below.

Through our currently open Academies and inspection outcomes, we continue to demonstrate how schools and strong leadership can and do make a difference. Staff will be the foundation on which our school realises excellence and all staff at the BSFS will benefit from the exceptional CPD offer the Trust has established.

Our model will:

- Support strategic and operational development at the macro and micro levels;
- Ensure sustainability by combining consistency of structure with flexibility of content;
- Enhance job satisfaction and career prospects for all staff to improve effectiveness and retention; and
- Be based on evidence and research in order to sustain innovation and standards for the foreseeable future.

Our Values are underpinned by core British values to ensure that our children are well prepared for life in modern Britain. These are - **Aspiration, Kindness, Honesty, Respect and Responsibility** and they will be clearly articulated by all staff, students and key stakeholders to guide and inform all behaviours. These values will instil pride in one's appearance, achievements and sense of community. Our values will ensure every student at BSFS will leave us at the age of 18 with the skills, qualifications and values to become confident, successful and positive contributors to modern Britain with a future they will have the power and responsibility to shape.

## **ASPIRATIONS**

All our students will:

- Make their expected levels of progress, with most making 4 levels of progress between Key Stage 2 & 4 and at least 40% making 5 levels or more.<sup>3</sup>;
- Exceed ALIS/ALPS targets at KS5, with most achieving Level 3 qualifications by the end of Key Stage 5 and the majority specialising in areas with an IT focus;
- Have the opportunity to achieve the highest possible grades over 8 GCSEs, with most achieving A\*-C grades;
- Be good citizens, with excellent social and emotional awareness and positively contributing to and improving the local community for its residents;
- Be recognised and much-admired within the community, because of their behaviour, academic achievement and community spirit and
- Leave the school with a secured destination – accepted on either a work based learning placement or higher education course, which will be sustained until completion.

### **Our School will be:**

- Oversubscribed from inception and recognised as the non-denominational, mixed, community school of choice in the E4, E10/E11 and E17 post-code areas, maintaining its reputation throughout its operation;
- Judged as 'outstanding' following the full inspection within the second year of opening;
- A national leader and contributor to the development of best practice in key areas such as:
  - A national leader and contributor to the development of best practice in broad and balanced teaching and learning experiences
  - A leader in the all through educational experience for children aged 2-18
  - Highly effective and successful KS2-KS3 transition

<sup>3</sup> Based on comparative data (2012 &13) from an outstanding Inner London Academy

- Leading on practice and provision for vulnerable learners and families and those requiring additional support through language, socio-economic or cultural challenges
- Leading innovation with computer science
- Utilising the Teaching School structure; and
- A showcase for the use of data and partnership working with leading service providers in the technology and computing industries.

## Section D – Education Plan Part 1

Table 3 Growth in forecast NOR

	Current number of pupils (if applicable)	2016	2017	2018	2019	2020	2021	2022
Year 7		208	208	208	208	208	208	208
Year 8			208	208	208	208	208	208
Year 9				208	208	208	208	208
Year 10					208	208	208	208
Year 11						208	208	208
Year 12							190	190
Year 13								170
<b>Totals</b>		208	416	624	832	1040	1230	1400



## Section D: Education plan – part 2

Table 4 Detailed BSFS Structure

Subject/other activity (e.g. enrichment)	Hours per week	Mandatory/ Voluntary	Comments
<b>KEY STAGE THREE</b>			<i>School day 8.30-3.30 – 7 hrs per day / 35 hrs per week. Lunch – 45 mins per day, Morning Break 15 mins per day : 5 hrs per week. Teaching time - 6 hrs per day/30 hrs per week</i>
<b>Learning Launch/Breakfast Club</b>	30 mins	V	<i>Optional. Prepares students for the day ahead. Activities can comprise exercises and games to 'get the brain ready' for learning such as CASE, CAME, Reading cognitive acceleration and the Let's Think programme, or planning for the day with peers.</i>
<b>Personal Guided Learning (PGL)</b> <i>Our Meeting Tea and Reflection</i>	1hr 40 min	M (M)	3 hours 45 mins per week devoted to Personal Guided Learning: <b>Our Meeting:</b> Daily session with House Tutors focussing on Core Values, responsibility, independence, leadership language for learning and group cohesion. Opportunities for individual coaching sessions with Tutor.
<b>Personal Guided Learning: Instructional Learning</b> <i>(Literacy, numeracy interventions, challenges for G&amp;T, MFL)</i>	2 hr 5 min	M	<b>Instructional Learning:</b> Daily short sessions for all students which will focus on fluency and mastery in the basic skills of numeracy, literacy and ICT. Student Voice. <b>Tea and Reflection:</b> Recognising feelings and understanding emotions/conflicts/ stress. Student voice
English	3 hrs	M	3 hourly sessions for each Core Subject
Maths	3 hrs	M	
Science/Computer Science	3 hrs	M	
Conceptual and Flipped Learning	12 hrs	M	<b>Connected Curriculum supported by RSA Opening Minds.</b> Comprises Humanities (History, Geog, R.E.), the Creative Arts, Technology and Citizenship
Collaborative Learning and Enterprise	2 hrs	M	<i>Collaborative learning opportunities where students work together and independently on a wide range of enterprise projects and challenges. Supported by <b>Apps for Good</b> programme.</i>
P.E.	2 hrs	M	
Enrichment (MFL, clubs, sports)	2 hours 2 hours	M V	<i>Enrichment will run from 3.30 onwards, 4 days per week.</i>

<b>KEY STAGE FOUR</b>			<p><i>School day 8.30-3.30 – 7 hrs per day / 35 hrs per week.</i></p> <p><i>Lunch – 45 mins per day, Morning Break 15 mins per day: 5 hrs per week.</i></p> <p><i>Teaching time - 6 hrs per day / 30 hrs per week</i></p> <p><i>Programmes of study completed over 3 years.</i></p>
Breakfast Club		V	
Personal Guided Learning	3 hrs 25 mins	M	<p><i>45 mins daily to include meeting time for 'Tutor Teams' with their House Tutor. The PGL sessions also include: students following Personal Learning Programmes that include Supported Self Study, Student Leadership and collaborative projects, additional options, as well intervention programmes for those who continue to need these.</i></p> <p><i>Sessions run at the same time as KS3 PGL</i></p>
Maths	4 hrs	M	<i>Core Offer</i>
English	4 hrs	M	
Science	4 hrs	M	
Computing (Apps for Good)	2 hrs	M	
Philosophy and Ethics	1 hr	M	
P.E.	2 hrs	M	
Options	8 hrs	M	<i>Students choose 4 Options from 3 Blocks: Scholar, Creative and Technical.</i>
Tea and Enrichment	Tea 2hrs 30 min 2hrs 30 min	M M V	<i>15 min Tea Mandatory. Followed by Homework Club, opportunities to pursue additional languages (e.g. Arabic, Mandarin), take part in performance events, special interests and further additional accredited courses for the Gifted and Talented, including other GCSEs.</i>
<b>KEY STAGE FIVE</b>			
Mentoring and Independent Learning	5	M	<i>Further independent learning time and lower school House support. 4 hours per week with support from House Tutor to include mentoring &amp; next steps planning.</i>
Year 12 AS/A and BTEC Options	20 hours	M	<i>Students choose 4 Options</i>
Year 13 AS/A and BTEC Options	15 hours	M	<i>Students continue with 3 Options</i>
Year 12 Extended Project	5 hours	M	
Year 13 Extended Project	5 hours	V	



Enrichment	5	M	<i>To include distance learning, further study leading to accreditation and community programmes leading to AQA award</i>
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## Section D1: the curriculum plan

### Curriculum Principles

At the Lion Academy Trust we believe that all pupils and students have a right to have an outstanding education and access to outstanding facilities in order to give them the best chances in life, irrespective of race, colour, creed or circumstance. We believe that education needs to be the facilitation of the acquisition of knowledge, the transference and application of this knowledge, along with the development of skills that current and future employers find valuable: collaboration, communication and critical thinking.

As a Trust, we have exceptionally high expectations for children, staff and the families within our communities. We expect all our pupils to:

- demonstrate a pride in all they do;
- have the skills to determine and shape the communities in which they live and work; and
- become leaders in whichever path they choose.

In order to achieve this, the proposed new curriculum for BSFS will be based on ensuring that the following principles are met and delivered:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

### Curriculum Model

Our curriculum will be based around:

- A two-year, KS3 with a project-based approach, discrete lessons for English, Maths and Science and dedicated time for literacy and numeracy interventions. This model synergises with the offer we make in our primary schools. It will aid transition and ensure all students, whether they are from LAT primary schools or not, have the basic work and learning skills to progress successfully to Key Stage Four.
- A three year, KS4, with learning pathways that offer high quality, rigorous programmes of study and enable progression to a range of study and employment opportunities for all pupils. This will comprise a mix of GCSE qualifications with vocational qualifications that will be just as stretching and challenging as academic or general qualifications and enable students to progress to a broad range of future study and career; and

- A combination of A and AS levels at KS5 and the opportunity to take subjects which qualify for the Technical Baccalaureate measure with a focus on ICT.

### **Expected Pupil Intake**

We expect the cohort of learners at BSFS to reflect the families already in the schools in our Trust. This area is hugely diverse and reflects inner-London demographics in that they have above the national average levels for pupils with EAL (80-90% speak English as an additional language), ethnic minorities (97%), those qualifying for Free School Meals, Travellers and first generation immigrant families. In one of our Academies, we have 25% of the learner cohort which demonstrate very high levels of in-year mobility. Our practice and curriculum delivery is thus based on brokering successful relationships with these parents, securing their buy-in where possible into the structure and operational parameters of each school and allowing the dialogue between these groups and ourselves to remain focussed on the best outcomes for the learner.

Our schools are situated in wards within the bottom 20% for deprivation nationally. Waltham Forest and Haringey are amongst the most deprived boroughs in England, ranking 13th and 15th out of 326 local authorities in England, according to the overall measure of multiple deprivations (IMD 2010). According to a more recent estimate by the Campaign to End Child Poverty, around one in four Waltham Forest children (27%) were living in poverty as at mid-2012. While this is an improvement on the 35% reported by the Campaign in mid-2010, it is higher than the UK average of 20.2%.

Waltham Forest experienced a 3.6% rise in the NEET population (16-24 year old unemployment) for 2013, compared with 2012. This compares to an average of 1.4% across all London boroughs. The unemployment rate is also higher among ethnic minorities (8%) compared to the white population (6.9%).

Our curriculum will therefore reflect the needs of this community, with a rigorous and relentless focus on closing the achievement gap for disadvantaged and vulnerable groups. Literacy, Numeracy and ICT are the keys to academic progress in all subjects and we will work tirelessly to ensure all our pupils have a mastery of the English language, proficient mathematical skills and functional ICT skills. Our curriculum will also prepare pupils for a fulfilling adulthood, with a focus on developing skills for life and work in a world that is changing day by day. Our curriculum will therefore be designed to ensure our pupils can connect, transfer and apply knowledge and skills in a range of situations and environments.

Learning activities will embed collaboration, communication, leadership and critical thinking skills in order to provide our pupils with the skills that employers value. This, combined with our culture of high expectations for all and our excellent community support and enrichment programmes, will quash the downward spiral of low aspirations and high unemployment inherent in many deprived communities. Our principles of challenge, progression, personalisation and choice, clearly articulated in our curriculum policy, will ensure our pupils are given the best opportunities to become the best they can be.

Our Core Values, **Aspire, Kindness, Honesty, Respect and Responsibility** will be embedded in all learning. Our citizenship, spiritual, moral, social and cultural curriculum will foster pupils' confidence and self-esteem, giving them the skills to be able to build positive and respectful relationships with people of all ages and backgrounds in all areas of their life. Through our curriculum and Community Cohesion Policy, we will teach pupils to understand others, to promote common values and to value diversity, to promote awareness of human rights and of the responsibility to uphold and defend them, and to develop the skills of participation and responsible action. Opportunities for discussing issues of identity and diversity will be integrated across the curriculum. Our principles of breadth, coherence and relevance will ensure our pupils are able to play a vital part in building a more cohesive community (within the school, locally, nationally and globally) through integration and community harmony. Based on our existing channels and structures and ways of working with parents and other community structures like local religious institutions and youth clubs, BSFS will continue to build on the Trust's reputation and standing – both with our known, existing groups, but also with new parents and local groups we engage with.

### **Type of curriculum**

Our curriculum will be broad and balanced, in accordance with Section 1 of the 2010 Academies Act. We intend to deliver the content of the National Curriculum, but in a creative and flexible way. Reading, writing and numeracy core skills underpin the entire curriculum. The curriculum will focus on our belief that education is the facilitation of the acquisition of knowledge, the transference and application of this knowledge, along with the development of skills that current and future employers find valuable - collaboration, communication and critical thinking. To this end, we intend to adopt the **RSA Opening Minds** curriculum at Key Stages 3 and 4 that will be adapted to create our own 'Connected Curriculum', to ensure rigour and a relentless focus on core skills which is also embedded alongside the five categories of competencies: **Learning, Citizenship, Relating to People, Managing Situations and Managing Information**. This will be aligned with our proven processes around assessment proficient learners combined with an emphasis on personal, learning and thinking skills. To further develop the curriculum model, we will be working closely alongside schools and academies that have adopted RSA Opening Minds that have achieved praise from Ofsted for their curriculum, with many being awarded an 'Outstanding' judgement overall in 2013/14 (Academies such as the RSA Academy Whitely, RSA Academy Holyhead and RSA Academy Arrow Vale). At Whitely Academy Ofsted stated: *"The curriculum has been carefully designed around students' interests and abilities. As a result, they are well prepared for the next stage of their education, training or employment"*.

LAT fully understand that any framework is only as good as the staff that develop it, in order to make it their own and to reflect the needs of the community. We already have significant experience in this field, having developed our own primary curriculum from the International Primary Curriculum and we have ensured that significant planning time has been built in to the school day to facilitate this. We will take the lessons learned from the trio of schools listed above to create a curriculum that ensures pupil progression. RSA have agreed to support us on our journey through pre-opening on a formalised basis – to aid this development and preparation for launch. Our experience of working with our cohorts currently demonstrates that this type of learning – based on

smaller groups, working independently and inquisitively within proven pedagogical structures allows for challenges around language and different paces of learning to best be tailored to all our pupils needs.

With an emphasis on both academic subject knowledge and practical skills development as well as an assessment proficient model that uses a mixture of self, peer and teacher assessment methods, RSA Opening Minds principles will support us in our drive for excellence and an outstanding educational experience for all our students. It will also provide a rigorous platform to ensure our bespoke curriculum is broad and balanced by providing programmes for personal, social, emotional and cultural development. We explain how we will structure the staffing and school organisation necessary to support this curriculum design in the attached financial models and Section G below.

The **Competencies for Learning** categories (*learning styles, reasoning, creativity, positive motivation, key skills and ICT skills*) will support our principle of depth, where we want our pupils to develop their full capacity for different types of thinking and learning. They will also support our principle of personalisation and choice and give our pupils the skills to exercise responsible personal choices over their learning.

The **Competencies for Citizenship** categories (*morals and ethics, making a difference, diversity, technical impact and self-reliance*) will support our principle of breadth, where we want pupils to learn and develop through a variety of contexts within both the classroom and other aspects of school life. These will also support the needs of our diverse community.

The **Competencies for Relating to People** categories (*leadership, teamwork, coaching, communication, emotional intelligence and stress management*) will support our principle of relevance, where our pupils should understand the purposes of their activities and see the value of what they are learning to their lives. They will also support the development of skills sought by future employers.

The **Competencies for Managing Situations** categories (*time management, coping with change, feeling and reactions, creative thinking and risk taking*) will support our principle of challenge and enjoyment, where we encourage high aspirations and ambitions for all and enable all students to become confident, resourceful, enquiring and independent learners.

Finally the **Competencies for Managing Information** categories (*research and reflection*) will support our principle of coherence, where we want pupils to see clear links between the different aspects of their learning, including opportunities for extended activities that draw different strands of learning together.

Coordination of the RSA competencies will be overseen by an **RSA Lead Practitioner** and the **Key Stage Three Learning Director**, who will be appointed in the pre-opening stage (*see Section D3*).

**ICT** and computing will also form a significant part of our curriculum. Our vision for ICT at BSFS is that it will be fit for purpose in a 21<sup>st</sup> century learning and work environment that benefits both students and staff alike. We believe that ICT has a transformational role in motivating and enabling the young people and other members of the community to reach their full potential. BSFS will provide a technical and vocational offer at Key Stage 5 which will give pupils the opportunity to gain the Technical Baccalaureate Award. To this end, we have negotiated an agreement with Samsung and Google, who will provide significant support to us as we develop our school. This will also include opportunities for internships at Key Stage 5 and work experience in Key Stages 4 and 5 across their corporate and business partner links. They will also provide business and software design mentors from around the globe.

For example, the Trust has recently deployed 1:1 devices for all pupils in Y5 and Y6 in our largest school, Barclay Primary, to empower self-directed learning, which places ownership and responsibility for learning in the hands of each pupil. None of our local secondaries make this level of provision and we view this kind of drop in the quality of provision as a key driver for why BSFS is required. It is through working with Google and Samsung that we are able to secure these kinds of provision levels and the platforms that make them functional and expand learning – and BSFS will take this model of provision further to support learning throughout the secondary phase.

Our ICT curriculum will enable all learners to gain access to technology and will extend the learning opportunities to those that wish to learn at their own pace. Within LAT, we believe that pupils should be given opportunities to apply and develop their ICT capability through the use of a variety of ICT tools to support their learning in all subjects. This means a strong emphasis on mobile technologies and a robust and reliable infrastructure that delivers good connectivity across all learning environments, with a deployment of cloud-based solutions where appropriate. E-safety is a key concern and we will ensure that all ICT is set up with E-safety in mind. Through effective education for students and the community, we will ensure we are actively protecting and safeguarding our children from the risks associated with living in a digital age, such as grooming, extremism, radicalisation and bullying.

We will introduce the **Apps for Good** programme into the school, as we are already successfully implementing this in our primary schools. We also believe this programme will support our curriculum principles, particularly 'Relevance' and 'Breadth', as it will give opportunities for our students to gain hands-on, real life experiences and provide business and entrepreneurship experience. It will build skills in teamwork, communication and problem solving, as well as fostering their creative and imaginative skills. **Flipped learning** will be a core component of all lessons at all Key Stages and the main component at Key Stage 5, with staff preparing materials for our VLE and 'flipping' between teaching content to focusing on 'how to apply' the knowledge. This will ensure our students are not passive learners. Through the flipped learning model, they will become independent, confident, reflective and intrinsically motivated learners. ICT will be coordinated across the curriculum by all staff and led by the **Faculty Lead and Lead Practitioner for Computing and Science** (see *Section D3*).

**Literacy and Numeracy** will be the responsibility of all teachers and these will be a focus in all curriculum planning sessions. Pupils will be able to develop the skills of literacy, oracy, numeracy and ICT through a coordinated, holistic approach across all subject areas, at all Key Stages. Teachers in all subjects will be responsible for developing pupils' spoken language, reading, writing and vocabulary. Materials, teaching tools and all learning resources used by all teachers will accommodate the varying reading and language levels the students are at in any Key Stage, in order to accommodate the needs of our diverse cohorts.

All our pupils will be taught to read fluently and be encouraged to read for pleasure. Pupils will be assessed on entry using a literacy screening test such as the New Group Reading Test. In addition to 3 sessions of English in Key Stage Three, all pupils in Years 7 and 8 will have a daily literacy session, which will focus on reading strategies. This means that pupils will have over 4.5 hours of literacy per week in Key Stage Three. LAT believe the teaching of reading should encompass a balance of teaching strategies, including systematic phonics where necessary. We will do everything possible to promote wider reading. Attention should be given to reading for purpose and pleasure, and to introduce pupils to more challenging texts. There must be a significant emphasis on children experiencing a wide range of fiction and non-fiction texts in a wide range of media.

All teachers will also be responsible for developing pupils' numeracy and mathematical reasoning so that they understand and appreciate the importance of mathematics and can apply the concepts they have been taught when solving more complex real life problems.

We believe mathematics is an extremely valuable subject, not only within formal education but also for everyday life. Logical reasoning, problem solving skills, the ability to think abstractly and the use of initiative will form a large part of how we teach mathematics as we consider they are invaluable life skills.

We will also provide an outstanding programme of assessment and intervention strategies, in order that our pupils literacy, numeracy and language needs will be addressed according to individual need. Our bespoke programmes for literacy, numeracy and EAL interventions are outstanding in our primary schools and we will build on these through the secondary phase. The **Director of Inclusion** will oversee the seamless transference from primary in to the secondary phase for our most vulnerable learners and will oversee and quality assure all intervention programmes and the staff involved in their delivery. **The Literacy and Numeracy Lead Practitioners** will support this and oversee whole school provision (See Section D3).

Our curriculum for **spiritual, moral, social and cultural development** will be delivered across the curriculum and through the RSA opening minds competencies and R.E programmes of study that follow the Waltham Forest SACRE syllabus. To comply with our curriculum principles and the needs of our community, our Religious Education curriculum will celebrate the diversity of religious and human experience and encourage pupils to grow with the knowledge, skills, sensitivity and understanding to develop as confident and productive members of their local multi-faith community and the world. Students will have the opportunity to study Philosophy and Ethics at Key

Stage 4 and 5. SRE (sex and relationships education) will be taught according to DfE guidance (2000) and the National Curriculum for Science. Our SRE policy will be developed in partnership with governors, parents and the wider community.

Of particular importance in promoting spiritual, moral, social and cultural development is the example set by adults in the school and the quality of relationships. The development of students' spiritual, moral, social and cultural education is considered to be a whole school issue and will be promoted not only through all the subjects of the curriculum, but also through the ethos of the Academy and through the development of positive attitudes and values. As such, Spiritual, Moral, Social and Cultural Development will be cross curricular and also supported by the aims and principles of the policies for **Drugs and Substance Abuse Education, Sex and relationships Education, Disability, and Equal Opportunities**. These policies underpin the curriculum model, putting the student at the centre of all we do.

It is an expectation that all staff in the Academy, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of students through our structured day (e.g. 'Our Meeting' each morning with the House Tutor, the afternoon tea break) the taught curriculum and through the use of appropriate teaching and learning strategies (discussion, reflection, student participation, circle time, reading circle etc).

### **P.S.H.C.E.E**

The Academy will provide high-quality citizenship programmes of study that will support our Equal Opportunities policy and help to equip students with knowledge, skills and understanding to prepare them to play a full and active part in society. It will foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching will equip students with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It will prepare pupils to take their place in society as responsible citizens and make well-informed and sensitive personal and moral decisions. We will ensure that all our pupils are protected from exposure to religious or political 'grooming', both on site and on trips and excursions, through our safeguarding policies, which will be rigorously monitored and reviewed by the Senior Leadership team, the Parental Advisory Body and the School Improvement Committee (see section D3 and F2).

Our PSHCEE curriculum will also support pupils to manage their money well, understand basic financial skills such as managing a bank account and be able to make sound financial decisions. It will ensure they are able to write and handle business and official letters, deal with and address adults in formal circumstances and develop the manners that will win them respect in all environments. These skills will enable them to enter higher education and the workplace with greater confidence and respect.

Programmes for SMSC and PSHCEE will be coordinated by the **House Leads in Key Stage 3 and the Philosophy, Ethics and Citizenship Lead Practitioner** in Key Stage 4 and 5 (see Section D3).

### **Behaviour for Learning**

It is a primary aim of our schools that every member of the school community feels valued and respected, and that each person is treated fairly and well. This ensures that they and the school promote tolerance of, and respect for people of all faiths, cultures and lifestyles; and help to prepare children and young people positively for life in modern Britain. We promote acceptance and engagement with the fundamental British values of democracy, rule of law, individual liberty and tolerance of those with different faiths and beliefs in order to contribute positively to life in modern Britain. We are a caring community, whose values are built on mutual trust and respect for all. We expect behaviour to reflect these values and our behaviour strategies support all members of the schools to live and work together in a supportive way. We actively develop an environment that allows everyone to feel happy, safe and secure.

Within our schools, we have high expectations of others and ourselves, so that we all have the greatest opportunity to maximise the learning. We develop this through our **Behaviour for Learning Policy**, which will be monitored at BSFS by the Learning Directors and House Leads and overseen and quality assured by the **Vice Principal: Director of Community and Inclusion** (see *Section D3*). The policy contains clear expectations, combined with robust strategies so that learners will quickly develop an understanding of the school's expectations and the sanctions for those who do not follow the school rules. This ensures that disruption from learners is rare in our classes and around the school and when this does occur, this is dealt with swiftly. We will use a stepped approach to managing behaviour (1-5), with the final step involving the Learning Directors.

Support systems are in place for our most vulnerable learners to ensure that they are provided with every opportunity to succeed. In our schools, learners:

- Show respect for themselves and others by listening when others are talking;
- Treat resources with care;
- Build on their own independence and ability to lead their own learning in a structured and supported manner;
- Listen to all adults and follow instructions; and
- Work towards targets and goals.

LAT schools embrace the UNICEF Rights of the Child Agenda and each House Group develops its own 'Pupils' Charter' display. At BSFS we will encourage discussions around rights and responsibilities and pupils will be encouraged to understand the intricate links between these concepts during the Personal Guided Learning sessions and 'Our Meeting' time. The **House Tutor** will deliver these sessions and the programmes will be overseen and quality assured by the **House Leaders**.

The classroom charters and agreements will enable learners to:

- Be united in the classroom;
- Develop a sense of ownership of the classroom and learning;
- Encourage Pupil Voice to increase provision for learning;
- Develop speaking and listening skills;
- Understand the concept of entitlement; and



- Have increased empathy for learners with a range of abilities across the school.

Occasionally, rights and responsibilities can clash. If all pupils have the right to learn, it follows that classmates have the responsibility to show good learning behaviour that does not jeopardise this right. We promote acceptance and engagement with the fundamental British values of democracy, rule of law, individual liberty and tolerance of those with different faiths and beliefs in order to contribute positively to life in modern Britain. This provides a clear rationale for the Behaviour for Learning Policy in the school and the high expectations we have for behaviour. Learners will understand the high expectations of behaviour because:

- BSFS and the Trust will continued to have a zero tolerance approach to any unnecessary disruption to learning or contravention of the school's values.
- All adults and their peers clearly communicate their high expectations in terms of behaviour, and they strive to ensure that everyone learns to the best of their ability;
- Each learner is treated fairly and the classroom code is constantly and consistently reinforced. All teachers treat all children in their class with respect and understanding;
- On the rare occasion where a child misbehaves repeatedly in class, a record of all such incidents will be kept. In the first instance, teachers deal with incidents in the normal manner;
- When necessary, there is immediate liaison with external agencies to support and guide the progress of each child. Teachers may, for example, discuss the needs of a child with the education social worker or behaviour support service; and
- We regularly report to parents about the behaviour of their child, through Individual Learning Plans and Pupil Progress Conferences.

**Student Voice** will be a key feature in our School as we believe this is a crucial vehicle to supporting the development of students' engagement and well-being. Student Voice will be developed through the RSA competencies, the Pupil Progress Conferences, the Student Council and through opportunities for students to organise activities through the House structure, within the School and for the wider community. Students will be consulted for their views and student feedback will be used to inform and develop the planning of teaching and learning, organisational issues (*uniform, rewards, building issues etc*) and community engagement activities. BSFS will develop the students' leadership and communication skills in order for them to be able to contribute meaningfully to Student Councils, surveys and discussion forums.

### **Leadership Programmes**

We will encourage and nurture leadership skills through a range of activities and opportunities in all Key Stages. The RSA Opening Minds curriculum develops leadership skills through the Relating to People competence at Key Stages Three and Four. We will build on this at Key Stage Five by offering subjects that will give the opportunity to accredit their skills through an award such as the **AQA Baccalaureate Award**. Giving pupils the opportunity to gain an accredited award for leadership will demonstrate to employers and universities that our students have acquired real life skills in areas such as work experience, project management and delivery, time management, research and working to tight deadlines. Leadership skills will also be

developed through our House structure and peer-to-peer '**learning leaders**' programme, whereby talented students will support the learning of others in their group, within the school and across the Trust.

Leadership skills will also be developed through our House structure and peer-to-peer '**learning leaders**' programme, whereby talented students will support the learning of others in their group, within the school and across the Trust. The House Leaders in all Key Stages will coordinate student leadership and voice programmes.

### **Enrichment Curriculum**

The Enrichment Curriculum will be a fundamental part of the learning experience for our students. It will enable students to personalise their curriculum journey and pursue their passions, interests and talents in a wider context. Schools within the Trust run an extended day, from 8am to 6pm, offering wrap around care comprising breakfast club, tea-time club, holiday club and day dare. BSFS will work in partnership with the other schools in the Trust to mirror this offer and extend it to include evening activities for pupils, families and the wider community.

The Enrichment curriculum will run four days a week at the end of the school day (3.45-5.15) and offer a range of exciting opportunities, supporting Barclay Secondary Free School to become the hub of community life. Many sessions will be run in the evening based on individual family, child and community needs to support integration, education and individual learning of vulnerable and underperforming students. Activities such as family cooking sessions, curriculum familiarity, targeted intervention, how to support your child at home classes, e-safety, finance support, catch up programmes, adult/pupil singing/choir, family language classes, adult/pupil music ensemble and drama will be part of the core offer. Parents and families will also have the opportunity to shape the additional offer through effective communication. It is envisaged that KS3 and 4 students would access at least two options from the Enrichment Curriculum – although we will proactively encourage them to be involved in all four days.

It is expected that all staff will be involved in some enrichment activities and teacher's contracts will reflect this. Other staff will be drawn from the local community, parents/carers, as well as local and national organisations. Our current **Extended Services Manager** will coordinate the Enrichment curriculum in the first year, after which the school will appoint its own. The **Vice-Principal: Director of Community and Inclusion** will oversee and quality-assure the enrichment curriculum.

The enrichment curriculum will also allow opportunities for students to pursue additional languages (e.g. Arabic, Mandarin) and take part in performance events, special interests and further additional accredited courses for the Gifted and Talented, including additional GCSE options. As part of their contracts, all staff will be expected to deliver some enrichment activities, as well as use this time for planning, networking and staff training activities.

Students will be encouraged to supplement their study programme with additional vocational and community service, including a global citizenship work placements e.g.

working in an African community on water-aid, school building, or similar projects. We already have the International Schools Award and Eco Schools award and currently have links with schools in France, South Africa and New Zealand.

### **Curriculum Content – KS3 (Years 7 and 8)**

At KS3 our students will have a core team of teachers, for at least 75% of the time, which will not only support smooth transition to BSFS from the primary phase, but ensure our students experience secure and meaningful adult and peer relationships, within a smaller learning community (*Tutor and Home Groups – see section on Student Support*). The KS3 core team will consist of 16 teachers and 16 teaching assistants, providing a basic student/adult ratio of 1 to 13 students for Personal Guided Learning Time (*'Our Meeting' and Instructional Learning sessions*), and flexible grouping opportunities (*small group, 26, 52+*) for Conceptual and Collaborative Learning sessions. Pupils will be organised into 16 vertically grouped tutor groups (26 students) across the Key Stage, led by a House Tutor (Teacher) and sub-divided into 32 'Home Groups' (13 students) led by House Tutors and Assistant House Tutors (teaching assistant). There will be 8 Home Groups of 13 students per House.

Learning will be divided between **Personal Guided** sessions, **Conceptual Learning** (subject based) and **Collaborative Learning**. Pupils will begin and end their day with an optional 'Learning Launch' session and Personal Guided Learning session.

### **Learning Launch (0830 – 0900)**

The Learning Launch session is optional and prepares students for the day ahead. Activities can comprise exercises and games to 'get the brain ready' for learning, such as Brain Gym. Other activities could include Yoga. Some pupils may benefit from sitting quietly and reading or planning for the day with peers. These sessions will also give some students the opportunity to check with their learning mentor that they have the correct equipment and books for the day and talk through any issues on a 1-1 basis. Sessions will be led by LSAs whose contract will start from 0800 each day.

### **Personal Guided Learning**

The Personal Guided Learning time is the fundamental vehicle through which we will:

- Provide quality and designated time to address individual needs and narrow the gap between our advantaged and disadvantaged pupils;
- Foster a sense of community support and respect from the outset; and
- Devote time to developing students' '*language for learning*' skills and *student voice*.

### **Personal Guided Learning (PGL): 'Our Meeting' (0830 – 0850) and 'Tea & Reflection' (1515 – 1530)**

Sessions start by each student welcoming one another and saying something positive to each other. House Tutors help guide students to think about the challenges coming up over the rest of the day and help pupils make decisions about what they might do to help each other, work together as teams and how to solve problems that might arise. Pupils learn about each other's strengths and needs. The sessions also help them to predict the difficulties they or others may have and think about what help and support they may need. Tea and Reflection is at the end of the day and provides an opportunity to reflect together on how the day went. Issues, barriers and successes can be

highlighted immediately. These sessions will eventually be student led, freeing the House Tutor to engage in 1-1 coaching sessions with individual students.

The programme focuses on:

- Developing a sense of belonging and group cohesion, with mutual respect and understanding of each other through our Core Values (*Our Meeting*);
- Developing a language for learning in preparation for the Termly Learning Conferences (*Our Meeting*);
- Recognising feelings and understanding emotions/conflicts/stress (*tea and reflection*);
- Responsibility, independence and leadership (*Our Meeting & tea and reflection*).
- Student voice (*Our Meeting & tea and reflection*);
- Opportunities for sharing and celebrating group successes; and
- Opportunities during the week for individual coaching dialogues between students and their House Tutor and group dialogues during 'Learning Forum'/Circle Time sessions, where students can discuss their learning needs and targets.

### **Personal Guided Learning (PGL): Instructional Learning, Literacy and Basic Skills (0850 – 0915)**

Instructional Learning sessions are daily short sessions for all students and will focus on fluency and mastery in the basic skills of numeracy, literacy and ICT. Instructional learning takes place each morning following Our Meeting.

Rigorous baseline assessment, mixed and ability grouping and half-termly progress checks will ensure that provision is matched to student need and that progress is carefully mapped. The **Literacy** provision will include a phonics programme designed for secondary students with below age expected reading levels, through to higher level literacy provision focusing on more complex reading and comprehension skills. An ICT based **Numeracy** programme, such as 'MyMaths' will ensure mastery in basic operations, while more able mathematicians will practise more complex operations.

When students are reading at or above their chronological reading age and are competent in basic skills of numeracy and ICT, a **world language** will be introduced into the Instructional Learning sessions. Supported by ICT based learning programmes, our students will have the opportunity to learn from a range of major world languages such as Spanish, Mandarin (with the potential to link to international schools in China and Korea through our partnerships) or English for students for whom English is not their first language.

The Key Stage Three Learning Director and 4 House Leaders will oversee all programmes of study in the Personal Guided Learning sessions.

### **Conceptual Learning and Flipped Learning**

Conceptual Learning in Key stage 3 will be delivered through discrete sessions for English, maths and science and a 'Connected Curriculum' for the humanities, creative arts and technology.

English, maths and science will each be delivered over three, one hour sessions per week and follow the National Curriculum programmes of study. There will be two, one-hour sessions of P.E. per week. The KS3 Lead Practitioners in each subject area will ensure the highest standards of learning, achievement and development for all students.

The Connected Curriculum will comprise 12 thematic learning projects that cross all subject disciplines, including Creative Arts, Technology and P.E.

The Connected Curriculum will:

- Provide relevant, targeted and meaningful opportunities for the development and mastery of the core skills in literacy, numeracy and computing.
- Link to maths, English and science programmes of study where possible;
- Ensure learners can **make connections, transfer and apply** skills and understanding across the creative and performing arts and humanities subjects;
- Embed the RSA Competencies and **Personal Learning and Thinking** framework.
- Developing understanding of subject '**big ideas**', **concepts and skills** not just content;
- Strengthen engagement and motivation through **active learning**;
- Provide a forum for students to develop **questioning skills**; to ask '*how, why, what if*' and develop a vocabulary for 'talking about thinking';
- Provide opportunities to develop concepts using teacher, peer and self interventions; and
- Ensure learning experiences connect with social, cultural, local and community resources and draw upon a range of cross cultural / world sources for history, science and religious study.

The **Apps for Good** programme will be delivered over 2 discrete '**Collaborative Learning and Enterprise**' sessions.

The KS3 Science and Computing Lead Practitioner will lead these sessions. These sessions will:

- Comprise weekly collaborative learning opportunities where students will work together and independently on a wide range of enterprise projects and challenges;
- Members of the business community and other community partners will support some of these sessions and we expect significant support from Samsung;
- Connect and apply concepts and skills acquired in the core subjects (data handling, text analysis, basic programming);
- Be constructed around challenge or research questions and will result in the development of a product or App; and
- Develop students' creative and independent learning thinking skills.

Lead Practitioners and the Key Stage Three literacy and numeracy coordinators will plan and review the Connected Curriculum and Collaborative Learning Sessions (see *Section D3*). They will provide key lessons and resources on-line, which students will be able to access through the School's data and content sharing repositories in order to

'flip' the learning in lessons. Pupils will have the opportunity to access these at home, during the Homework Club sessions.

The staffing model and school day has ensured that sufficient quality time has been allocated to staff planning and preparation (see *Section G*)

### **Example Pupil Week: Key Stage Three**

8.00:	Breakfast Club/Learning Launch ( <i>Daily: run by LSAs, supported by volunteers</i> )
8.30:	Our Meeting ( <i>Daily: in Tutor Groups</i> )
8.50:	Instructional Learning/Personal Guided Learning ( <i>Daily: in Tutor Groups</i> )
9.15:	Conceptual & Flipped Learning or P.E. ( <i>1 of 12 sessions in Tutor Groups, with flexibility for smaller and larger group sizes &amp; tutor groups working together.</i> )
10.15	Break
10.30:	English ( <i>1 of 3 sessions in Tutor Groups.</i> )
11.30:	Maths ( <i>1 of 3 sessions in Tutor Groups</i> )
12.30:	Lunch ( <i>supervision by LSAs whose contracts provide flexible lunch</i> )
1.15:	Collaborative Learning and Enterprise ( <i>1 of 2 sessions in Tutor Groups. Blocked against core to ensure time for staff planning</i> )
2.15:	Science ( <i>1 of 3 sessions in Tutor Groups</i> )
3.15:	Tea and Reflection
3.30:	Enrichment ( <i>Community Project, Homework Club, KS3 staff planning, training and networking time.</i> )
4.30	Official end to day

Through our Key Stage Three Curriculum offer of Personal, Instructional, Conceptual and Collaborative learning, we believe our curriculum principles will be realised. It will ensure our pupils have the skills and aptitudes to enjoy a successful Key Stage Four experience.

### **Curriculum Content – KS 4 Years 9-11**

Our Key Stage Four will commence in 2018 and therefore the example we give below will be developed further and finalised in 2017.

Key Stage 4 will be delivered over a three-year period. This longer time period will promote deep learning experiences and enable as many students as possible to gain the best possible grades and 'Progress 8 Score' over 8 or more GCSEs. Our curriculum will be broad and balanced and provide a firm foundation for life. As such, we believe it important that our pupils achieve good grades in English, maths, science, computer science, philosophy and ethics and P.E. We will offer both GCSEs and BTECs at Level 1 and 2.

In Year 9 students will be mainly taught in their House Groups (26 students), although our staffing model allows for flexible grouping for practical subjects and setting in some

subjects (e.g. maths). Years 10 and 11 will be grouped together vertically to allow for flexibility, choice and progression.

In Year 9, all subjects will now be taught separately and students will begin their study towards GCSE and Level 2 qualifications. However, they will not make choices for their accredited courses until the end of year 9.

The Life Choices and Careers Lead Practitioner will work closely with our partners to enable our children to have real life experiences within relevant industry. This will be developed into a 'Life Choices' programme and will be a key part of the Y9 curriculum, informing students of the choices and learning routes available to them and supporting them to make the most appropriate decisions for their learning journey. The students' starting point is one of greater understanding of the big ideas in the curriculum and high competence in basic skills, building on the KS3 learning experiences. In addition, a carefully planned careers guidance programme in year 8, including a significant number of presentations from a range of careers, will support the students in their decision making. Regular contact with their House Tutor and high quality advice and guidance from a variety of role models from across our community and business partners will ensure our students are confident to make choices about their future learning pathways in Year 10 and are inspired by the many opportunities open to them. The **Life Choices and Careers Lead Practitioner** will lead programmes and activities.

### **The Core Programme**

The core subjects for students will comprise English (*literature and language*), maths, science and computing and there will be 4-hourly sessions per subject. All students will study P.E. and philosophy and ethics and have the option to achieve a full or part GCSE accreditation. Most students will take their examinations at the end of Year 11. However, in the exceptional circumstances where students achieve early accreditation, they will negotiate alternative productive study or development that could include joining another of the option groups (e.g. to study a single science), online or independent study, internship with a local employer or cultural organisation or taking a responsibility within the school to support other learners.

### **Computing**

Building on its success at primary school, the Apps for Good programme will continue as part of our core offer and all pupils will have the opportunity to take the GCSE in computer science through this programme. By the end of Key Stage Four all our pupils will have the skills to research, design and make digital products and take them to market. They will go through all key aspects of new product development, from idea generation, technical feasibility and programming, to product design, business models and marketing. This programme will further develop our pupils' collaborative, leadership, communication and critical thinking skills. **The Computer Science and Lead Practitioner** will lead this area (*See section D3*).

### **The Options Programme**

We will offer a range of study that will provide a broad and balanced curriculum for our students, whilst ensuring it meets the requirements of any future performance

measures. Students' choices and the personalisation of their curriculum will be achieved through experiencing the range of subjects on offer in Year 9. From Year 10, there will be three Option blocks from which students will choose 4 subjects. Courses will be led by Lead Practitioners and overseen by the Faculty Leads.

Students can choose no more than 2 subjects from any block and no more than one additional science. All students will be encouraged to take a world language.

#### **OPTION BLOCK (*Scholar*):**

GCSE Science (*triple Science offer*)  
GCSE Humanities (*Geography/History*)  
GCSE World Language  
OCR Certificate in Business Language Competence  
GCSE Product Design, Food Tech, Technology (trial all 3 in Y9 and choose one in Y10)  
GCSE Art

#### **OPTION BLOCK (*Technical*):**

GCSE Product Design, Food Tech, Technology  
BTEC First Certificate: IT Users  
BTEC First Certificate: Business Administration  
OCR Certificate in Business Language Competence  
GCSE World Language  
GCSE Performing Arts

#### **OPTION BLOCK (*Creative*):**

Science (*triple Science offer*)  
GCSE Music/music Tech,  
GCSE Performing Arts,  
BTEC First Certificate: Creative Arts & Media/Media Production, Photography  
GCSE World Language  
GCSE Humanities (*Geography/History*)

In exceptional cases, where it is identified with the pupil and their parents/carers that an alternative Key Stage four course would be helpful (*e.g. to meet the requirements of a Statutory Assessment, or as a response to medical advice from a professional*), a **Tailored Pathway will be provided**, overseen by the **Learning Director: Inclusion**. This will comprise the core subjects, augmented by further online study, vocational or occupational learning in relevant educational and/or work settings.

**Personal Learning** will be incorporated in the Personal Guided Learning sessions and the daily meeting time for 'Tutor Teams' with their House Tutor. The Personal Guided Learning sessions will allow students to follow Personal Learning Programmes that include Supported Self Study, Student Leadership and Collaborative projects. Those students who continue to need literacy and numeracy interventions will be able to



include these as part of the Personal Learning sessions, without being made to feel 'singled out'. The 'Team' meetings will incorporate aspects of citizenship and SMSC. In addition to the Personal Guided Learning Time, there will be 25 learning sessions per week, supplemented by further optional study periods in the Enrichment Curriculum.

#### **Example Pupil Week: Key Stage Four**

8.00:	Breakfast Club/Learning Launch
8.30:	Personal Guided Learning/Team Meetings
9.15:	English ( <i>1 of 4 sessions per week</i> )
10.15	Break
10.30:	Maths ( <i>1 of 4 sessions per week</i> )
11.30:	Option ( <i>1 of 8 sessions per week – 2 sessions per subject</i> )
12.30:	Lunch
1.15:	Computing/ Apps for Good ( <i>1 of 2 sessions per week</i> )
2.15:	Science
3.15:	Tea/Enrichment ( <i>Collaborative challenge, Community Project, Coursework &amp; Homework Club, Option 5. KS4 staff planning, training and networking time. KS3 staff enrichment support</i> )

#### **Curriculum Content – KS5 Years 12 and 13**

Our Sixth Form will open in 2021 and therefore the following is a broad and high-level description of our offer and will be developed further from 2019 onwards. Our Sixth form students will be the ambassadors of the LAT, modelling our Core Values, **Aspire, Kindness, Honesty, Respect and Responsibility** in all they do. By the time our students enter the Sixth form they will have already developed excellent work and social skills. They will have a clear understanding of their strengths and areas for further development and will be able to clearly articulate these in learning discussions. They will be independent learners, able to plan and research effectively, know when to seek advice and guidance and know how to help others.

Our curriculum at Key Stage Five will offer an approach that mixes formal coverage of the curriculum with substantial student team challenges and enterprise projects that take students into the work place and higher education institutions. Students will be offered a range of academic and technical Level 3 courses, either A/AS level or the recognised L3 technical courses included in the **Technical Baccalaureate** performance measure. This new award will provide the highest level of technical training and will be aimed at our able and ambitious students who want to pursue a technical career.

Those students who choose the Technical Baccalaureate route at our school will go on to become the next generation of technicians, and industry designers. They will have the technical, personal and leadership skills to be the leaders in their chosen field. They will have the confidence and personal skills to find creative and effective solutions to real-life industrial problems. Our partners Samsung have agreed to support us with the technical and vocational aspect to these courses.

In August 2014, Samsung stated:

*'Samsung will work with LAT to define an apprenticeship programme for Barclay Secondary Free School students who meet our shared criteria. We will work to directly link our partnership in helping to expand the employability of young people in the area through targeted placements throughout our corporate, product and design functions.'*

The programmes of study will include the BTEC L3 ICT qualification alongside AS maths and an extended project. We envisage providing the 60-90 Certificate and Diploma awards (equivalent to 1 or 2 'A' levels). We may consider the 120 credit programme nearer the time, but would emphasise that we do not wish to mirror the offer of a UTC, but provide a broad and balanced offer for all our students.

**Leadership Skills** will be taken to new levels in the sixth form, as we will offer our students the opportunity to accredit their leadership skills through a recognised award, such as the **AQA Baccalaureate Award (ABA)**. All students will be expected to undertake an Extended Project in Year 12, with the option to continue through Year 13. This, along with the range of subjects on offer at Key Stage 5, will allow those who wish to do so to be accredited for the AQA Baccalaureate Award by the end of Year 13.

Our pupils will have the skills to be the drivers and shapers within their communities and the ABA will demonstrate to employers and universities that our students have acquired real life skills in areas such as work experience, project management and delivery, time management, research and working to tight deadlines. It will also provide a platform, from which our students can become engaged in community service activities, including a 'global citizenship' work placement. The expectation is that students engage in 100 additional hours of vocational and community service. The House Leaders will coordinate and oversee this area of study.

The **Extended Project** will allow all our pupils to develop interests in a particular topic, experience or skill, focusing on developing their skills of problem-solving, designing and managing projects. Taught sessions will help students develop the range of skills needed for the Extended Project. These include:

- Research methods;
- Presentation skills;
- Project management skills;
- Dealing with ethical issues;
- Action planning; and
- Self- and peer-evaluation skills to aid reflection on learning and personal development.

The Extended Project will also give our students the opportunity to partner with a business mentor, receive lectures from experienced professionals in their field and have the opportunity for short term paid internships with our linked partner organisations such as Samsung and Google. The Apps for Good programme will also enable us to make good links with a range of businesses in the City. Samsung have also committed, stating:

*“Samsung does recognise there is a skills gap and being the largest consumer electronics company in the UK it needs to service this estate, working in education like this is the future.”*

For those students taking the ABA route, there will be a community focus to their programmes of study for the Extended Project.

We expect all students to continue to improve their Maths and English skills in order to develop skills beyond functionality and to ensure students have as many opportunities as possible to link these to real-life situations through the Extended Project. For those taking the Technical Baccalaureate route, maths will be a compulsory element and for those taking the ABA route, English will be a compulsory element. All students will also be expected to take part in two hours of P.E. per week, one of which will be included in the school day.

Students will remain linked to the House structure, but could spend time mentoring and supporting younger students, particularly the Instructional Learning sessions in Key Stage Three and possibly taking the role of a Learning Support Assistant for some sessions in Key Stage Four. This will form part of their community service/leadership programmes.

All students will continue to have a common weekly core of Personal Guided Learning Time, but these sessions will now move towards **‘Mentoring and Independent Learning’**, where the focus will be on stronger personal tutoring and ensuring student accountability for managing their work programme. There will also be greater support in building CVs and preparing for application and selection processes for students chosen fields of further study or work. Sixth Form students will also play an important role in supporting younger students through attachments to ‘House Groups’, supporting the Learning Launch and also through Enrichment time. Pupil Progress Conferences will become ‘Learning Development and Appraisal Meetings’ and will be managed along similar lines to the appraisal processes in the work- place.

The table below provides our proposed Option Choices at Key Stage 5. The range allows pupils to choose the acknowledged courses that would qualify for the Technical Baccalaureate, or choose standard A/AS levels with ‘Critical Thinking’ that would allow pupils to be accredited for the ABA.

**Table 5 Proposed Option Choices - KS5**

A	B	C	D
English	Mathematics	Biology	Chemistry
Mathematics	English	Music	Biology
Computer Science	Computer Science	Music Technology	World Language 3
Physics	Chemistry	Spanish	Psychology
Economics	Philosophy and	Business Studies	Media Studies
Psychology	Ethics	Further	Mathematics
Art and Design	Sociology	Mathematics	Geography
Law	French	Economics	French*

BTEC L3 ICT (Certificate/Diploma) OCR L3 Creative Media Production	Drama and Theatre Studies	History BTEC Sport	BTEC L3 Business BTEC L3 ICT (Certificate/Diploma)
<b>EXTENDED PROJECT</b>			

### Assessing the needs of all pupils

We expect every student who attends a Lion Academy Trust school to be able to access all learning opportunities, including enrichment and extended learning activities. Our Teaching and Learning Strategy clearly outlines our procedures for Assessment for Learning and how to be an Assessment Proficient Learner.

All pupils will be assessed on entry to the school using a cognitive ability test such as CAT3, a literacy screening test such as the New Group Reading Test and mathematical skills test such as PiM Digital. This, alongside data and reports from the previous school/s will enable staff to set suitable and appropriate learning targets quickly. We will set whole school and cohort targets each academic year and share progress towards these with parents, Governors and Trust Directors every term. Pupils' targets in each subject area will be set at the beginning of the academic year and reviewed at the end of every half term. Behaviour and attendance targets will also be reviewed termly. Every student will have an Individual Learning Plan, where targets and progress are recorded. Pupil progress will be accurately tracked through the use of School Pupil Tracker Online and reported to parents through our on-line database and Termly Learning Conferences.

Within LAT, we expect our teachers to base their teaching on the knowledge of each pupil's current level of achievement, to ensure that all learning is appropriate to their level of ability. Teachers will use a variety of data sources to ensure that we have a clear understanding of the pupil's current attainment levels and learning needs. To ensure that the learning is adjusted to meet the individual needs, prior attainment checks for learning will be a strong feature before lessons, as well as using a variety of AFL techniques and opportunities to develop assessment proficiency throughout the lesson.

Key **Assessment for Learning** and Assessment Proficiency strategies are as follows:

- Plan precisely matched learning intentions and success criteria based on the prior learning and needs of the pupils;
- Use a variety of questioning techniques to move the learning forward. (Include open questions to get a deeper understanding of the pupils' thinking);
- Continually develop pupils' self-assessment skills to allow for them to have greater ownership of their learning and develop as assessment proficient learners.
- Hot seating to encourage pupil led questioning; and
- Use mini plenaries to assess where pupils are in relation to the success criteria, giving them time to reflect on their own work and that of their peers.

We expect every teacher to appropriately scaffold learning to fit the needs of each individual and decide whether lessons either consist of new learning for pupils, a chance to embed key skills and knowledge, or a precise focus on their personal targets. Learning

in each lesson will be adapted and differentiated to meet individual needs. Teachers will ensure that the pace at which pupils are enabled to learn is appropriate to their needs.

### **Expectations and Responsibilities Regarding Assessment for Learning**

The following is from the Teaching and Learning Strategy published across all our schools and adapted to meet the requirements of the proposed secondary school.

It is expected that the **Parental Advisory Body** members will:

- Have a clear overview of the strengths and weaknesses of pupils' achievement from Principal's reports, the SEF, RAISE online and other sources;
- Hold the school to account by making sure that there are robust actions to address rates of progress;
- Monitor the overview of achievement on a termly basis; and
- Set realistic but challenging targets.

It is expected that the **Principal** will:

- Ensure that there is an effective policy in place by evaluating its effectiveness and keeping progress under constant review;
- Have explicit knowledge of pupil progress at year group and school level and the impact of interventions, ensuring good value for money highlighted by minimum good outcomes for pupils;
- Keep Governors informed about pupil progress;
- Ensure the CEO and Board have direct lines of sight into the progress of and environment around each learner at BSFS;
- Delegate and monitor appropriately the management of assessment;
- Provide Governors with clear information on pupil achievement using a range of data from school, RAISE online and other sources, so that they can effectively set statutory and non-statutory targets for the school; and
- Ensure that the School Development Plan addresses areas of weakness.

It is expected that the **Vice Principal: Director of Achievement** will:

- Alongside the Principal Designate, take responsibility for the standards section of the SEF;
- Ensure that levels are accurately entered into the MIS;
- Ensure that teacher assessed levels accurately reflect the progress made by the pupils in all faculties;
- Support the Principal in reporting to Governors by giving a clear analysis of the performance in all Faculties;
- Use Personalised Learning Scrutinies to ensure that marking is up to date, formative, accurate and focused on the needs of the pupils;
- Have explicit knowledge of pupil progress in all subject areas and impact of interventions, ensuring good value for money highlighted by minimum good outcomes for pupils;
- Use INSETs and PPA sessions to share good practice in areas such as Assessment for Learning and Learning to Learn;

- Plan and coordinate whole school INSET in partnership with the Trust CPD coordinator;
- Ensure that appropriate CPD opportunities are available to all cohorts of staff, including support staff, in all aspects of assessment;
- Ensure that Assessment for Learning particularly is an ongoing area of CPD for all staff; and
- Ensure that all leaders have self-evaluations and improvement plans that are of a high quality.

It is expected that the **Vice Principal: Director of Community and Inclusion** will:

- Ensure that the assessment policy is carried out effectively by all members of staff in their House;
- Seek and respond to the views of all stakeholders about all aspects of assessment;
- Support the Principal in reporting to Governors by giving a clear analysis of the performance in all Key Stages;
- Lead Learning Directors in their role, particularly in their management of pupil progress;
- Have explicit knowledge of pupil progress at individual pupil, House and cohort level (vulnerable groups);
- Have explicit knowledge of the impact of interventions, ensuring good value for money highlighted by minimum good outcomes for pupils;
- Ensure that all pupils receive their published levels as directed by national deadlines; and
- Oversee the House Tutors in reporting to parents to ensure that reports are on time, accurate, positive in tone and have appropriate targets.

It is expected that the **Faculty Leads** will:

- Analyse all available subject performance data provided locally and nationally;
- Ensure that all the teachers in their subject area have an understanding of, and are accountable for, their targets;
- Use Performance Management to ensure that all staff are tracking strengths and weaknesses;
- Ensure that strategies are in place to address the needs of individual pupils who are underachieving in areas that they manage;
- Ensure that all teachers have self-evaluation and improvement plans that are of a high quality;
- Set achievable, realistic and challenging targets/objectives for their teams;
- Regularly sample pupil work to ensure that marking is up to date, formative, and focused on the needs of the pupils;
- Have explicit knowledge of pupil progress in their area and the impact of interventions, ensuring good value for money highlighted by minimum good outcomes for pupils' learning; and
- Ensure that all assessment data is accurate and moderated by other secondary schools within the Waltham Forest Teaching School Alliance.

It is expected that **class teachers** will:

- Use assessment strategies fully to ensure best pupil progress;

- Mark work, both class work and homework, promptly and accurately with written comments given to enable pupils to move on to the next level;
- Contribute to meetings focused on sharing good practice in areas such as Assessment for Learning;
- Use Assessment for Learning strategies regularly in lessons so that pupils get prompt feedback about their progress;
- Contribute to meetings focused on setting standards, moderating and standardising levels and grades in all Key Stages;
- Regularly offer samples of pupil work to ensure that marking is up to date, formative, accurate and focused on the needs of the pupils;
- Liaise effectively with others, to ensure that pupil progress is fully monitored;
- Ensure that progress grades are entered on time so that pupils' progress can be measured accurately;
- Ensure that reports to parents/carers are on time, accurate, positive in tone and have appropriate targets;
- Have explicit knowledge of pupil progress at class and set level, impact of interventions/use of additional staff and adapt practice accordingly;
- Use all available data to monitor pupil progress; and
- Attend and possibly contribute towards the training of other subject area teachers in aspects of assessment.

### **Student Support for Learning**

Student achievement and the regular celebration of success will be supported through a House system. Students will be placed in one of four Houses and these will be further sub-divided into Tutor Groups of 13 students in Years 7 & 8 and of 20 students in Years 9-13. In Key Stage Three, Tutor Groups will be led by a House Tutor (HT) or Assistant House Tutor (AHT). House Tutors are qualified teachers and AHTs are support staff who work under the direction and support of a qualified teacher. In Key Stage Three, the pupils will be organised into 16 vertically grouped Tutor groups (26 students) across the Key Stage, led by a House Tutor (Teacher) and sub-divided into 32 'Home Groups' (13 students) led by House Tutors and Assistant House Tutors (teaching assistants), who will work under the direction of the House Tutor at all times. There will be 8 Home Groups of 13 students per KS3 House. Key Stages Four and Five will be vertically grouped into Home Groups of 20 students (years 9-13) and led by a House Tutor. All House Tutors will be trained in mentoring techniques as part of their CPD programme. Student achievement and the regular celebration of success will be supported through the House and Tutor Group system. All teachers will be House Tutors.

There will be 4 Junior and 4 Senior Houses. A House Leader will lead each House, both Junior and Senior. They will be responsible for the personal development and academic achievement in their House. They will also be responsible for leading House Assemblies, organising House activities and overseeing enrichment activities for their House. A Learning Director will oversee the Houses in their Learning Community. Learning Directors will be Assistant Head teachers and be responsible for the strategic planning and development of learning, achievement and student and family support policies across their Key Stage (*see section D2 & D3*).

**Table 6 BSFS House Structure**

<b>KEY STAGE 3 LEARNING COMMUNITY</b> (led by KS3 Learning Director and supported by 4 House Leaders)				
<b>YEAR</b>	<b>JUNIOR HOUSE 1</b>	<b>JUNIOR HOUSE 2</b>	<b>JUNIOR HOUSE 3</b>	<b>JUNIOR HOUSE 4</b>
<b>7 &amp; 8</b> (416 students)	8 x Tutor Groups of 13 students  8 pupils from each year group: 104 pupils per House	8 x Tutor Groups of 13 students  8 pupils from each year group: 104 pupils per House	8 x Tutor Groups of 13 students  8 pupils from each year group: 104 pupils per House	8 x Tutor Groups of 13 students  8 pupils from each year group: 104 pupils per House
<b>KEY STAGES 4 and 5 LEARNING COMMUNITY</b> (Led by 2 Learning Directors (Key Stages 4 and 5) and supported by 4 House Leaders)				
	<b>SENIOR HOUSE 1</b>	<b>SENIOR HOUSE 2</b>	<b>SENIOR HOUSE 3</b>	<b>SENIOR HOUSE 4</b>
<b>9-13</b> (984 students)	12 x groups of 20/1 students  4 students from each year group: 246 pupils per House	12 x groups of 20/1 students  4 students from each year group: 246 pupils per House	12 x groups of 20/1 students  4 students from each year group: 246 pupils per House	12 x groups of 20/1 students  4 students from each year group: 246 pupils per House

The 'House Tutor' will be the students' Learning Mentor and have responsibility for their academic and personal welfare and development. This will be predominantly delivered during the 'Our Meeting' sessions in Key Stage 3 and 'Personal guided Learning' (PGL) sessions in Key Stage 4. All students will have an Individual Learning Plan (ILP) which will be managed by their Learning Mentor and include enrichment activities and any intervention programmes, as well as learning activities during the main school day. The 'House Tutor' will guide students through their learning pathways and be the main link between home, the Academy and the wider community.

They will regularly review the student's ILP through 'Termly Learning Conferences' (TLCs) involving the student, parent/carers and the House Tutor. TLCs differ from the traditional parents' evenings in that they will be student led and involve students reflecting on data about their progress. The students will identify goals, opportunities and barriers, whilst formulating personal learning plans that enlist their teachers and parents/carers. These will be underpinned by a termly written report. Students will be supported in discovering how best they learn through this process with the ultimate aim that they be involved in their own learning decisions. The *House Leader* will ensure communication between Learning Mentors, subject teachers and parents is robust and effective.

The House structure and Personal Guided Learning sessions will establish a forum to develop secure staff-student and student-student relationships. There will be a strong emphasis on personal and social development and students will learn skills to help them to develop emotional health and well-being. Respect for others (and self) will be central to the personal and social development agenda. Activities will also include programmes to support group and peer to peer self reflection activities, coaching for learning, mentoring and other programmes/activities to develop the students' ability to articulate their feelings and support each other. The role of the House Tutor will be



particularly crucial in the support of our most vulnerable students, including those looked after by the Local Authority, students who have a disability or learning difficulty, students entitled to free school meals and those for whom English is their second language.

Opportunities will be created for older students to work with younger students. Students will be actively involved in all aspects of Academy life, including the organisation of the day to day running and promotion of their House. Programmes to support students in developing these skills will be implemented. Practitioners from educational, health and family support services will contribute to the tutorial programme.

Our Meeting sessions and Personal Guided Learning (PGL) sessions will be at the beginning of every day for the whole Academy and provide significant time and opportunities for independent learning, study support and intervention programmes. They will also include support with personal organisation and activities to ensure students are 'ready for learning' for the rest of the day. During these sessions students who require the regular, short instructional literacy or numeracy programmes will be able to work at the same time as those who are involved in extended project work, gifted and talented 'master classes' or extension programmes. This will ensure that no student will feel marginalised or 'different, as all students will be pursuing their own personal learning needs. The building design will include a flexible use of space in order to facilitate the varying group sizes and activities.

During Key Stage 4, some students may also be able to study for further Options courses or accredited learning courses during the PGL sessions. Homework tasks will also be completed during these sessions, as will coursework, for those entered for accredited courses. Personal Guided Learning sessions will be managed by the Learning Mentors and supported through the ILP, providing the common platform for each individual to succeed.

### **Meeting Individual Needs**

Where any individual is identified as being at risk of not meeting their expected progress measure, a support strategy will be implemented by the **Inclusion Team**, comprising the Inclusion Director, the SENCO, EAL Coordinator, Key Workers and Learning Support Mentors (see D3). This team will coordinate provision and resources for those students who need more individualised support and liaise closely with the House Tutors. The students' Individual Learning Profiles and Termly Learning Conferences for students with additional needs will still be managed and led by the students' House Tutor, with other people (teaching staff, other professionals etc) contributing and attending the Termly Learning Conferences, where appropriate. Parents/carers will be integral to the negotiations on progress and kept appraised through Termly Learning Conferences or more regular direct contact with the House Tutor.

The **Inclusion Director** will oversee provision and resources that are in addition to the 'universal provision' provided by our curriculum and Learning Strategies. The Inclusion Director will lead and quality assure the work of the SENCO (see below) and the Inclusion Team, ensuring that provision meets the wide range within our varied student

and community profile. Where additional and individual assessments are undertaken (literacy, language, behavioural) by other professionals (Educational Psychologist, CAMHS etc), the Inclusion Manager will ensure the House Tutor records these on the students ILP and that actions are monitored and reviewed.

The **SENCO** will be a qualified and highly experienced teacher. He/she will coordinate and monitor provision for students with SEN and disabilities, under the direction of the Inclusion Achievement Director.

This will include monitoring and quality assuring:

- Programmes and strategies to support students with SEN;
- Teaching for students with SEN;
- Classroom management;
- LSA support and effective deployment in classes;
- Whole school staff training on SEN; and
- Using professionals' advice (Educational Psychologists, Speech Therapists etc) in teachers' planning.

### **Other Agencies**

The Inclusion Director will also facilitate active partnerships with strategic partners, community stakeholders and Local Authority services such as CAMHS, Education Psychology Service, SEN Case workers, Family Information Service and the Youth Offending Team, as well as Government Agencies and Voluntary Groups.

### **Meeting the needs of pupils with SEN**

BSFS will have due regard to the requirements of the new Code of Practice 2014, the Disability Discrimination Act 1995 and 2005, the Equality Act 2010, and the Reasonable Adjustments guide for disabled pupils 2012. We will also pay due regard to the guidance in 'Working Together to Safeguard Children (2013)', Supporting Pupils at School with Medical Conditions, the Mental Capacity Act Code of Practice and recognise that in order to fulfil our statutory obligations in meeting SEN, various strands or responsibility exist. Our SEN policy will be written with reference to best practice guidelines and presented to the Governing Body for approval. It will be coordinated and monitored by the Inclusion Director and reviewed by the Leadership Team and Governing Body annually.

We will secure high quality provision in all lessons to ensure that students who have additional needs make at least expected progress, in line with their peers.

Our SEN Policy will ensure:

- Students and their parent/carers are fully included in all decisions about their individual support arrangements;
- High quality teaching that is differentiated and personalised in order to meet the individual needs of the majority of children;
- We establish an environment where meeting the needs of students with learning difficulties is the responsibility of all staff;
- That the needs of every student are identified, assessed and provided for, whatever their difficulty;

- That every student has access to the curriculum including its enrichment programme;
- That resources are planned for and modified to support universal access including a range of teaching styles and differentiated work;
- We promote effective partnership with parents/carers and any other professionals;
- That all students are effectively monitored through a rigorous assessment cycle and effective interventions that will ensure each student fulfils their potential; and
- That the physical environment will offer complete access to all students including those with mobility difficulties.

### **Meeting the needs of pupils with EAL**

BSFS will benefit from the high quality EAL programmes and support strategies that have been tried and tested in our schools within the Trust. Based on a proven, Institute of Education verified approach, our strategies for teaching EAL learners is codified in our teacher and teaching assistant handbooks and designed to be measured as outstanding by Ofsted. Termed “Collaborative Coaching Teams (CCT)”, teachers work in clusters which are cross phase, cross school as part of the Research Lesson Study on practice to observe practice and ensure consistent high standards across the schools is in place.

In addition to the baseline assessment for all students upon entry in to the school, EAL students will undergo a baseline language assessment against the ‘NASSEA’ scales. This will ensure the EAL coordinator has the full range of information that is required in order to successfully deliver a bespoke programme to support these children.

Our Teaching and Learning Strategy has been devised to take into account dual language speakers. We encourage pupils to translate English vocabulary into their own language to support and develop their literacy skills. This is supported through the use of iPads (Google translate and other App’s), our multi lingual staff and bi-lingual dictionaries. In all lessons, learners have access to key vocabulary that is highlighted to support the learning.

For those who are in the early stages of language acquisition, we make learning more accessible and understandable through a variety of techniques, such as:

- Using visuals, regalia and other concrete materials;
- Using gestures, facial expressions, and body language;
- Modifying our speech by:
  - Speaking clearly and enunciating, using authentic natural language;
  - Using shorter, less complex sentences for pupils in earlier stages of English acquisition;
  - Using longer, but natural pauses;
  - Using fewer pronouns;
  - Using intonation, volume and pauses to aid meaning; and
  - Contextualising ideas in relevant real-life ways;
- Repeating and rephrasing and/or paraphrasing key concepts, explanations and instructions;

- Providing only essential information when giving instructions approximations of learning and language;
- Taking care not to use idioms and slang. We explain them clearly when they occur.
- Encouraging participation and interaction; and
- Synchronising speaking and reading with pointing (including the draw/write as you speak approach).

We incorporate the pupils' first languages and ensure that learning is enhanced through the use of:

- Dual language texts;
- Same home language paired talk where possible;
- Recording work in home language where possible;
- Effective deployment of bilingual adults who:
  - Provide context for lesson;
  - Pre-teach text, skills, vocabulary;
  - Model linguistic structures and concepts; and
  - Encourage pupils to compare and contrast their languages.

### **Pupil Premium**

The school will use the additional funding to help Looked After Children, those from Lower Income Families eligible for Free School Meals (or have been in the past six years) and those from families whose parents are in the Armed Forces, to achieve their very best. It will provide additional interventions and experiences to address the underlying inequalities between the outcomes of these children in relation to their peers. We will monitor, report and publish on the progress of these students.

Examples of programmes are as follows:

- Staffing to support literacy and achievement
- 1:1 and small group tuition
- Additional revision classes
- Specialised learning environments
- Mentoring
- Counselling
- Cultural activities and experiences
- Achievement Intervention Programme
- Inclusion Support for identified groups
- Home School liaison
- CPD programme
- Summer School for Transition between Primary to Secondary

### **Children in Care**

The school will champion the needs of Looked after Children, raise awareness and challenge negative stereotypes. We will have the highest expectations for all children in care and ensure that they achieve the highest levels possible, providing early intervention programmes and priority action plans. The school will work in partnership with carers, the Waltham Forest Children in Care Education Team and the Adolescent and After Care Team to ensure that excellent Personal Education and Pathway plans

are in place. Through our House Group structure and student support system, children in care will have stability and continuity in their lives.

The Child Protection/Safeguarding designated person will be **Vice Principal: Community and Inclusion**

### **Gifted and Talented Provision**

Transition data and information from previous schools will be used to support our baseline assessments on entry to the school, ensuring that students who are strong in a particular area are challenged immediately. Individual dialogues with House Tutors will also be undertaken during the first few weeks. The school curriculum will provide opportunities for these students to achieve their potential beyond lessons, through the enrichment programme and Personal Guided Learning sessions.

Flexible grouping structures will enable teachers to group students differently for short and medium term projects and challenges. Staff will use strategies that challenge and motivate all learners, particularly higher order thinking tasks and problem solving, open questions, collaborative working. This will be particularly evident in the RSA Opening Minds curriculum and the Apps for Good curriculum, where students will be given a high degree of autonomy in their learning. We will use the support of our community partners such as Samsung and Apps for Good to motivate and engage talented and skilled students.

Our peer-to-peer 'learning leaders' programme will enable talented students to support the learning of others in their group, within the school and across the Trust.

### **Pupil Transition - KS2 to 3**

BSFS will have strong relationships with all primary schools in the Trust, the Waltham Forest Teaching School Alliance as well as other local schools. We will ensure staff involved in primary transition activities are focused on pupil data, assessment and pedagogy. Transition data and information from primary schools will be used to support our baseline assessments on entry. We intend to introduce cross-phase teaching with schools within our Trust during the summer term. This will take the form of teaching a 'bridging unit of work' from our Connected Curriculum, taught by our Year 11 and Year 13 staff at BFS and Year 6 staff across the Trust. The Key Stage Three Learning Director will lead this. There is also an opportunity to use outstanding practitioners to transfer between the schools to support the required teaching and learning models.

The Key Stage Three team will organise Year 6 visits and team building days in the summer term to aid student transition. The first week of Year 7 will comprise an Induction Week which will firmly focus on assessment proficient strategies, behaviour expectations including behaviour for learning uniform and the implementation of flipped learning. Parent/carers will be kept updated throughout the transition process through parents' evenings, the Year 6/7 web page and through regular on-line communications. For parent/carers of pupils who have an Education Health and Care Plan we will begin the transition process early in Year 5.

### **Pupil Transition - KS3 to 4**

Personal Guided Learning time and House Tutor dialogues during KS3 will include transition activities focusing on student ambitions, aspirations and dreams. From the beginning of Year 7, our pupils will learn about the transition points in their lives and how to plan ahead for them. We intend to use a resource such as u-Explore to provide a coherent, professional package of support for the school.

All students will have regularly updated Individual Learning Profiles, which will include dialogue on future pathways. Regular contact with their House Tutor and high quality advice and guidance from the variety of role models and business partners from across our community will ensure our students are confident to make choices about their future learning pathways in Year 10 and are inspired by the many opportunities open to them.

Students will not choose their Options until the end of Year 9, following a year of studying the range of individual subjects available to them. A 'Life Choices' programme will be a key part of the Y9 curriculum, informing students of the choices and learning routes available to them and supporting them to make the most appropriate decisions for their learning journey. A carefully planned careers guidance programme will support this in year 8, including a significant number of presentations from a range of careers.

### **Pupil Transition - KS4 to 5**

The Life Choices and u-Explore programme will continue throughout Key Stage 4 and 5. Our key focus will be on opportunity awareness, decision-making and self-awareness. We will organise a range of careers fairs, work-related learning and enterprise days, sixth form taster days and visits to further and higher education establishments. We will also begin to develop students' interview technique skills and preparation of CVs.

### **Pupil Transition - KS5 and beyond**

Our key focus at this stage will be on opportunity awareness, decision-making and self-awareness. Regular 'Learning Development and Appraisal Meetings' will ensure House Tutors monitor progress towards students' ambitions, ensuring they are on track to achieving their goals. Our partners, Samsung and Google, will ensure our pupils will have had opportunities for real-life work experiences and our partnership with the Institute of Education will enable pupils to have experienced aspects of university life.

The careers guidance programme will include visits and speakers from higher education establishments and the opportunity to partake in course tasters. House Tutors will guide pupils through the UCAS application process. We will also make our pupils aware of job opportunities, and training, including apprenticeships. We will support pupils with job applications and prepare them for interviews. Our partners, Samsung and Google, will ensure our pupils will have had opportunities for real-life work experiences and our partnership with the Institute of Education will enable pupils to have experienced aspects of University life.

## **D2 Measuring Performance and setting targets**

### **Academic Targets**

- Minimum of RAISE Online targets in all areas;

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- 100% of students (including EAL, FSM & SEN) make their expected levels of progress in both English, maths and science between KS2 and KS4 (LA average currently stands at 71.3%, 73.7%);
- 100% of students make 3 levels of progress from Key Stage 2 to 4;
- All students progress at a minimum rate equivalent to between half and three-quarters of one level per academic year in English, mathematics and science.
- At least 75% of students achieve 6+ A\*-C GCSEs (or equivalent) including English, maths and computing;
- At least 75% of students achieve a Progress 8 score of 6+;
- 60% of students achieve the English Baccalaureate (LA currently at 18.2% and highest performing Waltham Forest School is 55%);
- Students whose first language is not English have competent literacy and language skills (using a credible programme such as the NASSEA EAL assessment system);
- Key Stage 5 points score exceeds national average;
- 100% A\*-E grades at Key Stage 5, with all students meeting or exceeding ALIS targets; and
- Proportion of A\*-B grades at A-Level exceeds national and London averages.

### School Targets

- School's Progress 8 score to be at least +1;
- Full inspection within second year of opening - expected outcome 'Outstanding';
- At least 100% of teaching judged to be Good and 75% Outstanding by internal and external assessment (*LAT will continue to judge teachers individually<sup>4</sup>*);
- All students will have an understanding of computer programming and coding and will have designed an App;
- At least 90% parent and staff satisfaction rating in surveys;
- All teaching staff have an active career development plan comprising performance objectives, professional training and regular structured feedback to continuously improve practise;
- BSFS achieves higher than industry average levels of staff retention.
- 0% NEET (tracked after 1 year of graduation from school);
- At least 70% of students have sufficient qualifications for entry into university of their choice including Russell Group universities – with a key aim to ensure that all students making the choice to attend higher education are able to make qualified, successful applications for the universities of their choice;
- 100% of students go into further education, apprenticeships or employment.
- The school is a national leader and contributor to the development of best practice in key areas such as Key Stage 2 – Key Stage 3 transition, working with learners requiring additional support through language or cultural challenges through the Teaching School structure; and
- A showcase for the use of data and partnerships with leading technology and service providers to ensure all staff, learners and parents have transparent, appropri-

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<sup>4</sup> LAT will work to create a rigorous and robust mechanism for assessing without levels in the pre-opening stage

ate access to the relevant data and analysis that relates to their roles and responsibilities.

### **Behaviour and SMSC Targets**

- The number of permanent exclusions and fixed term exclusions is lower than the national and LA average. Permanent exclusions are only made in exceptional circumstances, with a policy of zero fixed term exclusions;
- The proportion of absences is lower than the national and LA average, with a target of no unauthorised absence;
- 95% of students achieve the AQA Baccalaureate Award at Key Stage 5;
- 100% of student will have taken part in a Community Project by the end of Key Stage Four;
- All students will have been involved in a school performing arts production by the time they leave; and
- All students will have taken part in the Duke of Edinburgh Award Scheme, with more than 90% achieving the Bronze Award and 50% achieving Silver.

### **Assessment and data tracking**

An efficient **Data Management System and Cycle** will be critical to ensuring capacity, consistent practice and effective school self evaluation.

We will use Pupil Tracker to store students Individual Learning Plans and monitor:

- Student academic performance;
- Behaviour targets;
- Attendance;
- Enrichment activities; and
- Individual learning targets.

### **Formal Assessment Points (Checkpoints)**

There will be six assessment / data collection points a year (at the end of each half term). At each of these **Checkpoints** class teachers will ensure the following information is entered onto Pupil Tracker:

- Assessment data which will provide a Current Level / Grade;
- Predicted Level / Grade;
- Behaviour Grade (Key Stage 3 and 4);
- Effort Grade (Key Stage 3 and 4); and
- Attitude (Key Stage 5).

Subject teachers will be responsible for ensuring that regular assessment levels / grades are recorded on Pupil Tracker. Faculty Leaders will be responsible for the quality assurance of this information. Learning coaches will ensure all data on pupils' Individual Learning Plan is up to date at each checkpoint, in preparation for the Pupil Progress Conference. They will provide an overview of learning targets and enrichment activities for each individual. They will also review the Individual Learning Plans of pupils with individual needs (SEN, EAL, LAC) with the appropriate coordinator. The Extended Leadership team (see *Section D3*) will meet together at the end of every



checkpoint to scrutinise progress and achievement data at pupil, subject, faculty and cohort level (especially that of vulnerable groups). The Assistant Vice Principals will meet with the Senior Leadership Team and provide reports for the school's self-assessment and development plans.

### **Pupil Progress Conferences – Assessment Proficient Learners**

Pupil Progress Conferences (PPCs) are a meeting between student, parents/carers and the Learning Coach. These will differ from the traditional parents' evenings in that they will be student led and involve students reflecting on data about their progress. Learning Coaches will review information on the Individual Plan with the pupil in advance of the Pupil Progress conference. Through this process pupils will be supported in discovering how best they learn. From Year 7, they will be encouraged to contribute to the PPC meetings, with the ultimate aim that they be involved in their own learning decisions. PPCs will become 'Learning Development and Appraisal Meetings' in Key Stage 5 and will be managed along similar lines to workplace appraisal processes.

### **Involving And Reporting To Parents**

Parents will receive two formal reports in the year (February and July). Parents of Key Stage 3 and 4 pupils will meet with their child's Learning Coach three times per year (December, April, and July) at the Pupil Progress Conference (PPC). Parents of Key Stage 5 pupils will have the opportunity to meet with staff three times over the whole Key Stage (January, November and March).

Parents will be asked for their views on their child's progress and also be advised on strategies they can use to support their child's learning at home. We will run a series of 'open door' coffee mornings and workshops to support parents to help their child. We will also provide targeted support for underperforming groups and families. We will adopt an open door policy with parents for meetings on their children's progress.

### **Monitoring And Evaluation Systems**

The Trust firmly believes that the success of high performing schools is maintained by the ability of all leaders and managers to precisely evaluate their own effectiveness. To this end, we have developed a suite of supportive guidance documents and frameworks that are currently used in all our schools. Our monitoring processes and summary documents ensure that our leaders take actions based on a deep and accurate understanding of their school's performance.

The Principal and Executive Board of the Trust will establish a strong strategic direction for BSFS. The leadership and management of BSFS will be critically important in ensuring that every student is successful in achieving his/her targets, both academic and personal. From the outset, all leaders will ensure that everyone in their team clearly understands the Trust's expectations and make sure that all staff within their team follows the systems and processes put in place to achieve this. Leadership will be distributed throughout BSFS so that everyone knows and understands their role in bringing about maximum student achievement.

Staff Team Meetings and the data cycle will be synchronised in the school calendar to ensure data is reviewed in a timely manner and staff are able to plan appropriate interventions to ensure students meet their targets. The **checkpoints** will be calendared and aligned to leadership and team meetings and Pupil Progress Conferences so as to calibrate generation of student data for review and intervention. This, coupled with **staff performance reviews**, will drive any changes to student support and groupings. The senior and extended leadership teams will closely monitor achievement, behaviour and attendance data for subgroups of learners in all Key Stages. Learning Directors will prepare a report to the Vice Principal: Director of Achievement. The Principal will include the data in the Principal's Report to the Education Scrutiny Committee and Governing Body.

LAT have produced a Monitoring and Evaluation Framework, which in conjunction with the formal lesson observations, will allow the Senior and Extended Leadership Team (Learning Directors, Vice Principals and Principal) to have an accurate and detailed knowledge of the quality of teaching and learning at student, house and school level, maintained by systematic and effective monitoring and evaluation of planning, teaching, pupil data and work scrutiny. They will also be able to evaluate behaviour and attendance and the effectiveness of any intervention programmes.

### **Monitoring And Improving The Quality Of Teaching And Learning**

LAT believe that outstanding teaching and learning must be central to every decision made and every development introduced. We believe in the concept of lifelong learning and the idea that adults and children continue to learn new things every day throughout the course of their lives. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. LAT schools believe that to teach is to **INSPIRE**"

**I**nnovate using ICT  
**N**urture  
**S**timulate  
**P**lan for Progression  
**I**nquire  
**R**esource  
**E**valuate

To learn is to **ACHIEVE**

**A**ssess  
**C**ollaborate  
**H**elp yourself  
**I**nvestigate  
**E**ngage  
**V**alue  
**E**njoy

We have published a Teaching and Learning Strategy, which provides a comprehensive framework for **INSPIRE** and **ACHIEVE** and outlines the expectations LAT has of its entire staff. The Vice-Principal: Director of Achievement will monitor the Teaching and Learning Strategy (see *Section D3*).

### **Developing innovative practice**

Within the Trust we have appointed an Education Transformation Leader (ETL), whose sole focus is to coordinate and deliver high quality CPD. Together with the Director of Achievement at BSFS (see *Section D3*), the ETL will ensure all teachers and support staff are able to benefit from an outstanding CPD programme. We have also invested in Iris technology to support the development of teachers and support staff by developing a reflective and professional ethos in the school whereby teachers/staff are challenged to constantly reflect and improve their practice using new technologies in line with the Trust's strategies. They will be supported by Lead Practitioners, who, using this technology, will mentor, coach, team-teach (using Iris) and provide bespoke CPD/training for individual teachers and support staff with clear guidelines and minimum expectations, so that pupil outcomes are minimum good moving to outstanding.

### **Appraisal**

LAT is committed to developing all staff through an appraisal process, which contributes to the overall performance of each school and the improvement of educational standards for pupils.

Appraisal means a shared commitment to high performance. It helps focus attention on raising standards within the school for the benefit of our pupils. It means providing appropriate and effective training and development to ensure job satisfaction, expertise and where appropriate and agreed, progression of staff in their chosen profession. We want to improve performance by developing staff as individuals and teams.

We will implement our appraisal process on the basis of

- Fairness – We have an awareness of the potential for unconscious discrimination and to avoid assumptions about individuals based on stereotypes; and
- Equal Opportunity – All staff should be encouraged and supported to achieve their potential through agreeing objectives, undertaking development and having their performance assessed.

### **Our Appraisal process comprises three stages.**

#### **Stage 1 - Planning**

Each member of staff will discuss and agree objectives with their Line Manager and record these in an individual plan. Objectives should be challenging but realistic and take account of the School Development Plan, Objectives and Job Description. Existing skills and knowledge must also be taken into account.

#### **Stage 2 - Monitoring Progress**

The individual and their Line Manager will keep progress under active review throughout the year using monitoring information including observation alongside other

relevant information. They will discuss any supportive action needed and keep development plans up to date. Provision will be made to enable a person other than the Line Manager to undertake observation where appropriate.

### Stage 3 - Reviewing Performance

The annual review of performance will use the recorded objectives as a focus to discuss his/her achievements and identify any development needs. It will be combined with agreeing objectives for the following appraisal cycle. The focus of the review is on how to improve their working practices and raise effectiveness.

## Section D3: staffing

The school organisation and staffing structure will enable the Trust's vision to be put into practice, enabling all students to make the best possible progress in all areas of their learning.

The table below outlines how the staffing will grow from 2016 to 2022. The column on the far left indicates the row where these posts are placed on the Budget Template (see *Section G*).

**Table 7 BSFS Staffing Growth Table**

Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	
Students on Roll	208	416	624	932	1040	1230	1400	
<b>Senior Leadership Team (4 Posts)</b>								
19	Principal - L41	1.0	1.0	1.0	1.0	1.0	1.0	
20	Vice Principle: Director Community & Inclusion L20	0.0	0.0	1.0	1.0	1.0	1.0	
21	Vice Principal: Director of Achievement L20				1.0	1.0	1.0	
22	Director of Finance: Senior Finance Off Y1 and Y2, then Director of Finance	0.0	0.5	1.0	1.0	1.0	1.0	
<b>ELT (8 posts)</b>								
		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
23	AVP - L10: Learning Director KS3 (Takes RSA Co, data manager and House lead until 2017)	1.0	1.0	1.0	1.0	1.0	1.0	
24	AVP - L10 Learning Director KS4			1.0	1.0	1.0	1.0	
25	AVP - L10 Learning Director KS5					1.0	1.0	
26	Learning Director Inclusion L10					1.0	1.0	
27	Faculty Lead - L10 Computing & Science				1.0	1.0	1.0	
28	Faculty Lead - L10 Maths & Technology				1.0	1.0	1.0	
29	Faculty Lead - L10 Language & Communication					1.0	1.0	
23	Faculty Lead - L10 Creative & Performing Arts					1.0	1.0	
<b>TLR 1 (10 posts)</b>								
		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
50	Asst KS3 Learning Director		1	1.0	1.0	1.0	1.0	1.0
51	KS4&5 House Leader 1				1.0	1.0	1.0	1.0

52	KS4&5 House Leader 2					1.0	1.0	1.0
53	KS4&5 House Leader 3			1.0	1.0	1.0	1.0	1.0
54	KS4&5 House Leader 4					1.0	1.0	1.0
56	Lead Practitioner: KS4&5 Science				1.0	1.0	1.0	1.0
57	Lead Practitioner: KS4&5 Maths				1.0	1.0	1.0	1.0
60	Lead Practitioner: KS4&5 English			1.0	1.0	1.0	1.0	1.0
65	Lead Practitioner: KS4&5 P.E.				1.0	1.0	1.0	1.0
66	Lead Practitioner: KS4&5 SENCO			1.0	1.0	1.0	1.0	1.0
<b>TLR 2 (24 posts)</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
31	Lead Pract'r: KS3 Computing and Science	1.0	1.0	1.0	1.0	1.0	1.0	1.0
32	Lead Pract'r: KS3 Maths & Numeracy	1.0	1.0	1.0	1.0	1.0	1.0	1.0
33	Lead Pract'r: KS3 English & Literacy	1.0	1.0	1.0	1.0	1.0	1.0	1.0
34	Lead Pract'r: RSA Coordinator	1.0	1.0	1.0	1.0	1.0	1.0	1.0
35	Lead Pract'r: KS3 Creative & Performing Arts	1.0	1.0	1.0	1.0	1.0	1.0	1.0
36	Lead Pract'r: KS4&5 - Life Chances & Careers co-ord			1.0	1.0	1.0	1.0	1.0
37	Lead Pract'r: KS4&5- Philosophy, Ethics & Citiz			1.0	1.0	1.0	1.0	1.0
38	Lead Pract'r: KS4&5 Extended service Co-ord						1.0	1.0
42	Lead Pract'r: KS3&4&5 - EAL co-ord			1.0	1.0	1.0	1.0	1.0
43	Lead Pract'r: KS3&4&5 PPG Co-ord			1.0	1.0	1.0	1.0	1.0
44	Lead Pract'r: Whole School Numeracy Co-ord					1.0	1.0	1.0
45	Lead Pract'r: Whole School Literacy Co-ord					1.0	1.0	1.0
46	KS3 House Leader 1		1.0	1.0	1.0	1.0	1.0	1.0
47	KS3 House Leader 2		1.0	1.0	1.0	1.0	1.0	1.0
48	KS3 House Leader 3			1.0	1.0	1.0	1.0	1.0
49	KS3 House Leader 4			1.0	1.0	1.0	1.0	1.0
55	Lead Pract'r: KS4&5 Computer Sci & Coding			1.0	1.0	1.0	1.0	1.0
58	Lead Pract'r: KS4&5 Data & assessment Manager				1.0	1.0	1.0	1.0
59	Lead Pract'r: KS4 &5 Technology			1.0	1.0	1.0	1.0	1.0
61	Lead Pract'r: KS4&5 MFL			1.0	1.0	1.0	1.0	1.0
62	Lead Pract'r: KS4&5 Humanities			1.0	1.0	1.0	1.0	1.0
63	Lead Pract'r: KS4&5 Art & Graphics			1.0	1.0	1.0	1.0	1.0
64	Lead Pract'r: KS4&5 Perf Arts & Media			1.0	1.0	1.0	1.0	1.0
67	Lead Pract'r: KS5 Extended Project Co-ord						1.0	1.0
<b>M 1-6 Teaching Posts</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	Subject Teachers	8	19	19	21.5	40	41	41
<b>Support Staff</b>		<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
	HLTA	2	8	10	10	10	10	10
	LSA	4	8	10	10	10	10	10

## Total Teaching Staff

Table 8 Total Teaching Staff - Summary

	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Total SLT</b>	1	1	2	4	4	4	4
<b>Total ELT</b>	1	1	2	3	7	8	8
<b>Total TLR 1</b>	0	1	4	8	9	10	10
<b>Total TLR 2</b>	5	7	19	20	22	24	24
<b>Teaching</b>	8	19	17	22	33	41	54
<b>Total Teaching</b>	15	29	44	57	75	87	100

The total teaching staffing structure has been bench marked against two other Waltham Forest community schools with similar pupil numbers - Chingford Foundation School (*pop 1,493, FTE teaching staff 101*) and Buxton School (*pop 1,415, FTE teaching staff 82*) as well as the staff and structures of schools currently using variants of the RSA Opening Minds Curriculum. As set out in Section G – we are confident that the ability to attract high quality staff based on our brand as a leading CPD delivering Trust along with our breadth of offer, may well allow us to change this model once recruitment is underway and posts can be extended and further developed with the Principal Designate. For the purposes of this submission, the model gives a pupil/staff ratio of 13.87 in 2016, 14.10 in 2017, 14.18 in 2018, 14.47 in 2019, 14.14 in 2021 and 14 in 2022. We believe this ratio will be sufficient to deliver the curriculum and allow quality time for PPA (Preparation, Planning and Assessment).

Figure 1: Planned BSFS Staffing Structure 2022

SENIOR LEADERSHIP TEAM (4 posts)								
Principal (L41)								
VICE PRINCIPAL: DIRECTOR OF COMMUNITY AND INCLUSION (L18-24)				VICE PRINCIPAL: DIRECTOR OF ACHIEVEMENT (L18-24)				DIRECTOR OF FINANCE AND CORPORATE SERVICES (58K)
EXTENDED LEADERSHIP TEAM (L10: 8 POSTS)								
AVP: LEARNING DIRECTOR KS3	AVP: LEARNING DIRECTOR KS4	AVP: LEARNING DIRECTOR KS5	LEARNING DIRECTOR INCLUSION	FACULTY LEAD COMPUTING AND SCIENCE	FACULTY LEAD MATHEMATICS AND TECHNOLOGY	FACULTY LEAD LANGUAGE AND COMMUNICATION	FACULTY LEAD CREATIVE AND PERFORMANCE ARTS	
34 TLR 1 & 2 & LP MIN/MAX STAFF (these staff will either be placed on TLR or Lead Practitioner scales) <i>(FIGURES IN RED INDICATE TLR LEVEL WITH 1 INDICATING TLR 1 OR LP MAX &amp; 2 INDICATING TLR2/LP MIN)</i>								
KEY STAGE 3 LEAD PRACTITIONERS (5)	KS4 & 5 LEAD PRACTITIONERS (2)	KS4 & 5 LEAD PRACTITIONERS (2)	KS3, 4 & 5 LEAD PRACTITIONERS (5)	KS4 & 5 LEAD PRACTITIONERS (2)	KS4 & 5 LEAD PRACTITIONERS (3)	KS4 & 5 LEAD PRACTITIONERS (3)	KS4 & 5 LEAD PRACTITIONERS (3)	ESTATES TEAM
			SENCO (1)	Science (1)	Maths (1)	English (1)	P.E. (1)	
Computing & Science (2)	Life Choices and Careers Coordinator (2)	Extended Service Coordinator (2)	EAL Coordinator (2)	Computer Science & Coding (2)	Data & Assessment Manager (2)	MFL (2)	Art and Graphics (2)	PA to Head Senior Finance Officer Office Junior Receptionist, ICT Manager, Premises Manager, Premises Assistant, Cleaners, Lunchtime Supervisors Examinations Officer Data administrator and admissions Cover Supervisors
Maths & numeracy strategy (2)	Philosophy, Ethics & CZ Coordinator (2)	Extended Project Coordinator (KS5) (2)	PPG Coordinator ((2)	Technology (2)	Humanities (2)	Performance Arts & Media (2)		
English & Literacy strategy			Whole School Numeracy coordinator (2)					
RSA Coordinator (2)			Whole School Literacy coordinator (2)					
Create and Perform coordinator (2)								
TLR 1 & 2/LP PROGRESS AND ACHIEVEMENT STAFF								
Assistant KS3 Learning Director (1)	2 x House Leaders (1)	2 x House Leaders (1)						
4 x House Leaders (2)								
10 x KS3 TEACHERS	52 KS4 AND 5 SUBJECT TEACHERS @ M1-6							
				13	13	13	13	
22 SUPPORT STAFF (HLTA, LSA KEY WORKERS, PARENTAL ENGAGEMENT OFFICER)								
			School Support Team Parental Engagement Officer					

The leadership and management of the school will be a decisive factor in ensuring that every student and every member of staff is successful and becomes the best they can be. It follows closely the model adopted in all LAT schools. From the outset, our leaders will be persistent and consistent in clearly articulating the Trust's expectations and realising them through a high degree of accountability, effective systems and robust procedures. With the exception of the Director of Finance, all leaders we appoint will have to demonstrate they are exceptional teachers and leaders of learning. Leaders appointed to the school will need to have excellent track records of school improvement and be able to demonstrate leadership against the trust principles of leadership, which are:

- A relentless pursuit of excellence in all aspects of school life
- Urgency in tackling underperformance and school improvement priorities
- Attention to detail
- The ability to demonstrate the impact of actions and to evolve practice to ensure rapid and sustained progress
- Attitudes and dispositions that create a culture of success and excellence; no excuses but an aptitude to problem solve, adapt and impact on children's prospects irrespective of demographic or context

We have made a decision to appoint all appropriate leadership posts at the beginning of each new Key Stage - KS3 (2016), KS4 (2018) and KS5 (2021). This will ensure the curriculum, quality of teaching and learning and behaviour will be established by strong, confident and experienced staff. These staff will ensure LAT's vision for excellence is established from the very outset. They will lead and mentor the other staff who join in subsequent years.

### **The Senior Leadership Team**

The Senior Leadership Team will comprise the Principal, 2 Vice Principals and the Director of Finance with oversight from the Trust Executive Principal and Trust CEO.

### **The Principal (Designate)**

The Principal will share the aspirations and values of LAT, establishing a culture and ethos of high expectations, which will drive standards forward. He/she will ensure that the school establishes a strong strategic direction by taking responsibility for the most important systems and processes.

These are to:

- Establish and communicate a positive and distinctive school culture that embraces the Trust's core values: Aspiration, Kindness, Honesty, Respect, Responsibility;
- Establish a positive and distinctive school ethos of excellence and high standards, through an exceptional curriculum and rigorous and robust systems and procedures;
- Be accountable to the Trust Executive Board through an agreed set of Performance Indicators;
- Work alongside the Trust Executive Board to formulate the strategic direction of the school and development of all policies, strategies and procedures;
- Lead on the strategic planning and school self-review and evaluation;



- Monitor teaching and learning throughout the Academy in order to assure and sustain the quality of the education experience;
- Create and maintain good working relationships among all members of the school community and actively promote the personal and professional development of all staff;
- Plan and manage the school's finances and resources to ensure maximum benefit for its pupils and efficient and cost-effective delivery of outcomes; and
- Lead and quality assure the work of the Vice Principal, Director of Business & Community and Director of Finance & Corporate Services.

#### **Vice Principal: Director of Achievement**

The Vice Principal will support the Principal in the following:

- Establishing, maintaining and communicating the positive and distinctive school culture and ethos;
- Strategic planning and school self-review and evaluation, taking a lead on the School Development Plan;
- Leading on teaching and learning and working in partnership with the Trust's Education Transformation Leader (ETL) to establish, lead and quality assure an outstanding CPD programme;
- Leading the staff appraisal programme; and
- Overseeing and quality assuring the work of the 4 Faculty Leads (Computing and Science, Mathematics and Technology, Language and Communication, Creative and Performance Arts).

#### **Vice Principal: Director of Community and Inclusion**

The Vice Principal will support the Principal in the following:

- Establishing, maintaining and communicating a positive and distinctive school culture and ethos;
- Leading and quality assuring student assessment and monitoring through the establishment of a data management system that is intuitive, flexible and rigorous in order to meet the needs of the school;
- Overseeing and quality assuring all cross curricular and whole school learning;
- Management of Extended Services;
- Developing cross-school community provision and leading on all aspects of community and business partnership; and
- Overseeing and quality assuring the work of the 4 Assistant Vice Principals.

#### **Director of Finance and Corporate Services**

The Director of Finance will support the Principal in the following:

- Establishing, maintaining and communicating a positive and distinctive school culture and ethos;
- Financial management services;
- Leading the Estates services and teams;
- Contracts management (catering, cleaning, etc);
- Line management and deployment of associate service teams (Admin, curriculum support, etc);
- Human Resources Management;

- Public Relations and Marketing; and
- Acting as the key operation liaison between BSFS and the LAT central operational functions.

### **The Extended Leadership Team**

The Extended Leadership Team comprises 4 Assistant Vice Principal Learning Directors and 4 Faculty Leads.

The **Assistant Vice Principals** will lead on student progress and achievement across the school. They will also ensure the values of Aspiration, Kindness, Honesty, Respect and Responsibility, as well the Behaviour for Learning Policy, are embedded throughout the school.

The **Faculty Leads** will lead on student progress and achievement and the quality of teaching and learning across their faculty. They will also ensure the values of ASPIRE as well as the Behaviour for Learning Policy are embedded across the School.

The Extended Leadership team will meet together at the end of every checkpoint to scrutinise progress and achievement data at pupil, subject, faculty and cohort level (with a key focus on vulnerable groups). The Assistant Vice Principals will meet with the Senior Leadership Team and provide reports for the school's self-assessment and development plans.

### **Assistant Vice Principles: Key Stage Learning Directors**

Each of the Key Stages will be led by a member of the Extended Leadership Team who will combine their commitment to students' progress and achievement within their Key Stage and Houses, with a responsibility to champion and oversee the whole school cross curricular strategies, led by the Lead Practitioners.

They will be responsible for:

- Ensuring that all staff and students in their Key Stage and Houses embrace the positive and distinctive school culture and ethos;
- Leading the strategic planning and development of learning, achievement and student and family support policies across their Key Stage and Houses;
- Leading the House Leaders in the implementation of school policy within their House; and
- Meeting with House Leaders bi-monthly to monitor student progress and at the end of every checkpoint to evaluate.

### **Faculty Leads**

There will be four Faculty leads, who will lead on a specialist area of learning and/or strategy:

- Science and Computing (Computer Science, Science and Apps for Good);
- Mathematics and Technology (Mathematics, Technology, data assessment);
- Language and Communications (English, MFL, Humanities); and
- Creative and Performance Arts (Art and Graphics, Performance Arts and Media, P.E.).

They will be responsible for:

- Ensuring that all staff and students in their Faculty embrace the positive and distinctive school culture and ethos;
- Leading and quality assuring the work of the Lead Practitioners in their Faculty;
- Strategic planning, development and implementation of the curriculum and assessment in the Faculty, in partnership with the Lead Practitioners; and
- Monitoring and evaluation of student achievement and experience in the learning.

### **Assistant Vice Principle: Inclusion**

He/she will:

- Lead, monitor and evaluate the effectiveness of provision for vulnerable students (*including PPG, EAL, LAC*) and those with SEN and disabilities;
- Monitor and evaluate the quality of teaching and learning for vulnerable students (*including FSM, EAL, LAC*) and those with SEN and disabilities;
- Develop whole school self-evaluation and improvement planning for the provision and outcomes for vulnerable students (*including FSM, EAL, LAC*) and those with SEN and disabilities, linked to the School Development Plan;
- Lead and quality assure the work of the Learning Support Staff (*LSAs, Key workers etc*);
- Oversee, monitor and evaluate provision from voluntary and statutory agencies; and
- Oversee, monitor and evaluate CPD for staff with regards to vulnerable students (*including FSM, EAL, LAC*) and those with SEN and disabilities.

### **Middle Leaders (TLR 1 & 2)**

#### **House Leaders**

House Leaders will be responsible for:

- Ensuring that ILPs are established for every learner;
- Monitoring and evaluation of students' personal, academic and social development within their House;
- Contributing to the self-evaluation process of the House Provision for inclusion in the school in the School Development Plan and SEF;
- Ensuring the Core Values and behaviours of the school are modelled in each House;
- Organising the Pupil Progress Conferences and all other parental engagement activities; and
- Coordinating all leadership activities and programmes.

**Lead Practitioners** - Lead practitioners will lead and manage a team for a subject or coordinate a whole school strategy.

They will:

- Contribute to the development, delivery and mapping of national curriculum within their subject;
- Lead the development of learning and teaching in their area;
- Prepare and plan programmes that address the attainment targets set for learners; and
- Monitor, evaluate and report on the work of the learning area

## Section E: Evidence of need – part 1

	2015				2016			
	A	B	C	D	A	B	C	D
<b>Year 7</b>	208	265		127%	208	303		146%
<b>Year 8</b>					208	265		127%
<b>Year 9</b>								
<b>Year 10</b>								
<b>Year 11</b>								
<b>Year 12</b>								
<b>Year 13</b>								
<b>Totals</b>	208	265		127%	416	586		137%

Table 9 Parental Demand Pupil Places - based on returns

## Section E: Evidence of need – part 2

The Trust has undertaken a robust assessment of the evidence of need based on three indices – capacity; quality of provision locally and parental choice. In each of these categories, there is clear and compelling evidence that the local secondary provision underperforms across the key demographics which the Trust very successfully serves and does not provide sufficient quality and rigour to merit parents making an informed choice based on a quality of provision.

As set out in Section D, the Trust currently comprises schools which are situated in the wards within the bottom 20% for deprivation. Waltham Forest and Haringey are two of the most deprived boroughs in England, ranking 15<sup>th</sup> (LBWF) and 13<sup>th</sup> out of 326 (Haringey) authorities in England, according to the overall measure of multiple deprivation (IMD 2010). LBWF is one of the most diverse areas in the country with 62% of the population from minority ethnic backgrounds<sup>5</sup> with a younger than average population – where 22% are aged 0-15 against a national average of 19%.

In this context, there is a clear demand for education providers to tackle these challenging demographics in a systematic and outcome driven way. As the Trust demonstrates below, this is not happening to either the standards required or with sufficient consistency across the Borough. LBWF has the lowest KS4 outcomes of any Outer London borough and the Trust, through BSFS, will provide a solution to address these short-comings.

### **Capacity**

There is a clear case for further secondary school capacity in LBWF to be provided. Recent LBWF reports<sup>6</sup> set out the challenge facing LBWF with regard to school places. The secondary school population (Y7 to Y11) is rising from 12,970 in 2012/13 to 18,342 in 2023/24 with Y7 places peaking at 3,728 in 2021/22 (from the 2012/13 level of 2,598). This represents an overall increase of 40% in both overall places and Y7 pupils.

Currently the primary phase has seen significant growth in the number of ‘blip’ classes schools have been asked to accept – and the rapidity of which the growth in school-going population is rising is exceeding current primary provision. This in turn will translate into significant shortfalls in secondary provision capacity where parents are seeking to place their children in schools with proven records and outcomes. LBWF added 10FE (300 places) of permanent primary places in 9 primary schools in the last 3 years and the addition of a further 13FE (390 places) of primary places mean that a total of 23FE permanent primary places (the equivalent of 4,830 places once schools are full in all year groups) have been added between 2007 and 2012<sup>7</sup>.

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<sup>5</sup> <https://www.walthamforest.gov.uk/Pages/Services/statistics-economic-information-and-analysis.aspx>

<sup>6</sup> To the Children and Young People Overview and Scrutiny Committee, entitled Pupil Place Planning Strategy ((14<sup>th</sup> March 2012)

<sup>7</sup> <https://www.walthamforest.gov.uk/documents/freeschools-appB-needforplaces.pdf> and <http://democracy.walthamforest.gov.uk/documents/s24891/Appendix%20A%20Pupil%20Place%20Planning%20Strategy%20and%20Data.pdf>

At the same time, the Council’s approach to meeting this increase in demand is partly through limited new build and expansion of a few schools, but also, in part, to try to work in advance of attainment levels rising in schools who are currently not performing at a sufficiently high level. Even with this approach, the Council acknowledges that they will require an additional 10FE secondary places for Y7 in 2017/2018 and a further 19FE by 2018/2019<sup>8</sup>. Where there is currently surplus capacity, this is mostly in schools with poor educational outcomes and Ofsted judgements and the vision of BSFS is to provide the impetus to challenge the provision across the local landscape through raising standards, achievement and aspirations and thus give parents real choice for their children. Furthermore, an LLDC Mapping Study produced in August 2013<sup>9</sup> focused on the school places predicted that the secondary school population in LBWF would rise from about 14,000 in 2011/12 to about 18,000 by 2018/19.

The methodology used in the LBWF report included the standard features such as cohort survival rates and anticipated housing developments. This also takes into account the current net “export” of secondary pupils of about 900 (which represents about 180 pupils per year group per annum). From this, it is clear that additional places are clearly needed and the timing of this increased provision via BSFS is perfectly suited to provide the additional capacity required.

According to LBWF’s *Starting Secondary School 2015* booklet, there are 2,920 places available for September 2015/2016. This number has been boosted by 100 places (since September 2014) by the new Eden Girls’ Free School, a single-sex Muslim faith school in Blackhorse Lane and also by an additional 60 places at Willowfield. Taking into account the new capacity, the table below compares the Y7 projections and demand over the next five years, showing that it rises to 664 by 2019/20:

**Table 10: Shortfall in LBWF Secondary Capacity**

Academic Year	Projected Y7 Demand	Projected Y7 Shortfall (based on 2,920 / current capacity)	No. of FE Required
2015/2016	2,933	12	1
2016/2017	3,020	100	4
2017/2018	3,177	257	10
2018/2019	3,411	491	19
2019/2020	3,584	664	26

Based on LBWF’s analysis, the secondary school population (Y7 to Y11) is estimated to increase from the projected number of 13,329 in 2014/15 to 18,342 in 2023/24, c5000 places. Assuming that all current secondary schools are able to offer the current planned admission number (2920) for 5 years and that all schools are full, this would provide 14,600 places. Based on these assumptions, this leaves a shortfall of about 3,700 places. That shortfall will only realistically be met by establishing two large secondary schools of 1,800+ pupils (12FE) or three secondary schools of 1,200 (8FE). Currently the largest secondary school in LBWF is Highams Park with c1,600 NOR.

<sup>8</sup> <https://www.walthamforest.gov.uk/documents/freeschools-appB-needforplaces.pdf>

<sup>9</sup> Published by Quod ([www.quod.com](http://www.quod.com))

Against this backdrop, it is clear that BSFS as an 8FE Secondary School will greatly help to close this gap as well as providing much needed quality of provision to support parental choice.

### **Quality of Local Provision**

In defining the local provider landscape, Lion Academy Trust do not seek to compare the offer of BSFS with schools locally that are single sex, faith designated or who have a school population that is markedly dissimilar from the community demographics we serve. As such, the table below sets out the local, comparable schools and their performance – which highlights the need for a quality-driven provision. Comparing BSFS to schools like Walthamstow School for Girls as a leading school locally but with only a 28% EAL, 22% FSM, single-sex population, is of limited value. We aspire and plan to match and then exceed their levels of achievement once opened, but as they serve a radically different population, the value in using them as a comparator provider is discounted. The Trust recognises that there are currently a small number of surplus places across schools in the south of the borough – but these are all in schools with significant performance issues and are outweighed by the number of parents who elect to educate their children in neighbouring authorities.

The table below thus sets out the key quality indicators from comparable schools within a 2 mile radius of the preferred site in Leyton / Leytonstone and sets out immediately the issues around the state and quality of local provision. As we go on to set out below, with standards currently well below averages and Ofsted judgements which consistently indicate provision ‘requires improvement’, these schools do not represent a quality choice for parents and represent a systemic failure to tackle key issues and to give every local child the best possible start in life. Figures in red are highlighted where these are below national and Outer London averages.

**Table 11: Performance Comparator with 2 miles of target site**

<b>Waltham Forest Secondary Schools</b>	<b>Gender Mix</b>	<b>Last Ofsted</b>	<b>2013 GCSE 5A-C%</b>	<b>Best 8 VA</b>	<b>EAL</b>	<b>FSM</b>	<b>Proximity to &lt;Redacted&gt;</b>
Frederick Bremer School <b>RI Areas: Achievement of Pupils; Quality of Teaching</b>	Both	<b>Date: 09/13 Req/Imp</b>	<b>52%</b>	<b>983.9</b>	52%	34%	1.3m
George Mitchell School <b>RI Areas: Achievement; Quality of Teaching; Behaviour and Safety; Leadership and Management</b>	Both	<b>Date: Jan-14 Req/Imp</b>	<b>55%</b>	<b>997.5</b>	74%	33.8%	1.7m
Leytonstone Business and Enterprise Specialist School <b>RI Areas: Achievement, Behaviour, Leadership and Management</b>	Both	<b>Date: Jan-14 Req/Imp</b>	<b>52%</b>	<b>971.6</b>	54.4%	21.5%	0.6m
Kelmscott School <b>RI Areas: Achievement, Quality of Teaching, Leadership and Management</b>	Both	<b>Date: Dec-13 Req/Imp</b>	<b>44%</b>	1024.9	42.4%	37%	2.0m

As is clearly demonstrated by the table above, **all** comparable secondary providers within a 2 mile radius of our preferred site for BSFS ( ) are judged to require improvement; are significantly underperforming against Outer London, Local Authority and National Averages for GCSE performance and are failing to meet the needs of the typical demography of the community (when measured by EAL and FSM levels). Whereas Kelmscott School's Best 8 VA score is above average, the overall GCSE performance is significantly below average outcomes and regulatory assessment is a critical factor in understanding the issues around provision locally.

Schools in Waltham Forest are performing on average 10% lower than the Outer London average and represent the worst performance amongst these Local Authorities. At Sybourn Primary School, we have 25% of the learner cohort high levels of in-year mobility. Because of this, the Trust has successfully developed strategies for addressing the challenges of significant numbers of in-year admissions and leavers, a critical ability to work with all our major language groups through the recruitment of suitably skilled teachers and support staff and the application of teaching practices and preparation tools to ensure that all our learners have the best possible learning environment.

Taking the overall assessment of the Trust's student demography, and applying this to the comparators above, only George Mitchell comes within an approximation of having the same levels of EAL and FSM children. The Trust's current population is broken down as follows:

**Table 12: Current Trust Demography**

School	EAL	FSM
Barclay	70.4%	21.1%
Sybourn	75.9%	31.7%
Thomas Gamuel	77.7%	27.4%
Brook House	70 %	32.9%

We anticipate the same levels of these key demographics attending BSFS once opened and we will equally achieve the same levels of performance and attainment as the continuation of structures, CPD and robust focus on a 'no excuses' culture will be the foundations of the new school. Transfer from primary to secondary pupils shows that of all the Trust's pupils in Waltham Forest, 48.1% of LAT students choose Kelmscott with 4% moving out of borough rather than electing to take up local provision. Of the remaining students, 16.9% elect to go for single-sex or faith designated schools. There is then an even spread of the remaining students across schools in the borough.

It is this lack of performance achieved by these cohorts in the local secondary provision which is a key driver behind our parental demand for the new free school to be opened. The Trust has consistently refused to accept the demographics of our pupils and families as an excuse to support poor performance; as stated in Section C, we will apply the same 'no excuses' ethos to BSFS and ensure that the continuation of the nationally recognised EAL teaching practice is in place from the first day of operation. The rapid decline in standards and performance at the secondary phase after extensive effort between the Trust and parents/carers at LAT schools to create a commonly



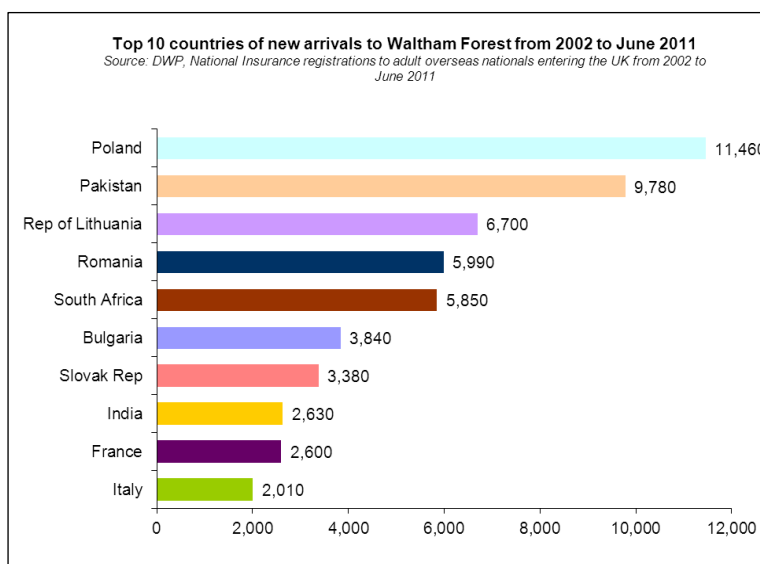
understood platform for behaviour, raising aspirations and how teaching and learning are delivered is clearly visible and the cause of considerable concern locally.

Given these recent Ofsted judgments and the state of provision in this part of the borough, there is a pressing need for a new, outcome-driven provision that is proven to work successfully with the types of families and community which LAT excel in. Although there are surplus places in these schools, this is directly attributed to the poor standards set and achieved – the *Achievement of Pupils* in all these schools is deemed to require improvement and *Leadership and Management and Quality of Teaching* is found to be similarly assessed in three of the four nearby schools. Against this backdrop, it is clear that parents do not have a quality based local offer. The demand for an alternative provider is starkly apparent and the offer of LAT and BSFS will meet this need going forward.

### Parental Choice

Waltham Forest has the highest percentage, at 99.8 per cent of children living in the Borough, estimated to be attending a maintained school<sup>10</sup>. Our community relies on local provision to educate their children and should therefore demand the best possible provision irrespective of their demography or location within the Borough. The graph opposite demonstrates the main

Figure 2: Inbound Migratory Origins



countries of origin for the growing range of nationalities and ethnicities in the area. Working with parents to ensure they make informed, qualified decisions around where to send their children is key and the Trust currently works through an extensive array of additional classes, parental engagement strategies and proven teaching and learning structures to ensure that the full range of language and ethnicity specific needs of the community are met. This is a key aspect of why our parents (demand levels as set in E1) have requested the Trust to extend the provision into the secondary phase – as the quality of experience and service received in the other schools does not match that of the Trust.

Recent new high profile school openings, such as Harris Federation’s Chobham Academy on the Olympic Park site to the south of LBWF in Newham, have been viewed as preferable to the local offer and an increasing number of parents are now

<sup>10</sup> GLA Intelligence Unit – Under 25 Cross-Border Mobility Report

looking for out-of-borough solutions where this option is open to them. Furthermore, research undertaken by the Greater London Authority Intelligence Unit report ***Under 25 Cross-Border Mobility*** shows that a significant number of LBWF parents (11.9%) are choosing to send their children to schools in adjacent boroughs which equates to 1,751 secondary students annually either not taking up local provision or not finding places at suitably inclusive, high quality providers locally. Attracting these parents and the estimated 9FE of students back into the LBWF through the quality of offer and provision of real choice is key to the BSFS model. An estimated 105 local children depart for Redbridge's schools each day – and we intend to reverse this trend.

Geographically, Waltham Forest is bordered by a string of reservoirs on the western boundary demarcation and these do act as a natural inhibitor of free movement into Haringey as the neighbouring borough. With few direct routes of access and these being largely congested, parents are forced to go south into Hackney, Newham and Tower Hamlets; Redbridge to the east and Enfield to the north. As such, in and around the area where BSFS is planned to open, there is no comparable provision which offers a larger scale (and hence better able to fund a wide range of curriculum opportunities), quality driven, mixed, non-denominational alternative. BSFS will therefore not only allow parents to make an informed choice of where to send their children if they have benefitted from attending an existing Trust school, but will also allow for a greater focus on the local community as they stop seeking education alternatives out of borough.

### ***Capturing Parental Views***

In the three figures below, we set out the sign-up form, based on the advised structure from NSN and the supporting 4 page brochure which accompanied this – both on the website and at each event. Linked to this were a series of events – both Trust-specific and public (which are set out in more detail at Part 2 – E2 below). We can provide hard copies of all the information brochures and documents shared during the course of evidence gathering upon request.

We have also, as requested, mapped the support post-codes of respondents throughout the LBWF area – covering addresses in E10, E11, E14 and E4 – demonstrating the spread of support for the school across the region. What this demonstrates is that the majority of support for the Trust and BSFS is located in the south of LBWF where standards are lower and where mobility across borders into other authorities is most prevalent.

During our parental engagement meetings, a common concern raised at all meetings was the issue of transport and the effect that distance from BSFS might have on the opportunity for our local community to gain access to the school. Where schools in LBWF are successful – e.g. Walthamstow School for Girls, the catchment area has shrunk dramatically over the past 5-8 years to the point where entry based on location is limited to a 0.7m radius from that school. On the basis that BSFS will equal and exceed the popularity and demand of a highly performing school in the area, the proximity to the school is important and we do recognise the value of placing BSFS in the heart of the community we serve. Again, our engagement strategy and definition of our community is set out in Section-E2 below.

### Figure 3 Post-code mapping - E10/E11/E14/E4



The map above is only the core cluster of postcodes demonstrated – we have had support from within Essex, Hertfordshire, Luton and the neighbouring London boroughs.

A summary of the evidence of demand shows:

**Table 13 Evidence of Demand Analysis**

<b>Measure</b>	<b>Quantum</b>
Total number of children committed to BSFS	1210
Total number of households signed-up	808
PAN Per Year Group	208
Number of students in Y7 (2016/17)	265
Number of students in Y7 (2017/18)	303
Primary Aged Children not eligible for Y7 or Y8	642
% of respondents which would make BSFS their first choice, but can't Attend before 2018/19	53%

While we are clear that we can demonstrate significant levels of over-subscription for our target first two years of operation, we are equally clear that the uncertainty around the location of BSFS, the “health-warnings” we stated at the beginning of every session making sure expectations around the process were appropriately managed and the preference of many parents for a single-sex education for their children (currently) are factors which reduced the levels of uptake. We know once schools are open, are

tangibly producing successful learners and happy students, the draw of these within communities is enormous. We also openly acknowledge that the impact this may have on our underperforming schools locally may initially be challenging – however, we currently provide CPD and training on best practice to some of these and would welcome working closely with all the family of schools to ensure the educational outcomes for all learners are improved.

Figure 4 BSFS Sign-up Form

[Click here to view the Brochure!](#)

## BARCLAY SECONDARY FREE SCHOOL

Barclay Secondary Free School - expression of interest form.  
In our application we need to show the Department for Education evidence of local demand, especially from parents, for our proposed new secondary school. You can help make this vision become a reality by showing your support and completing the form below. We will also keep you up-to-date with all the latest developments and news in our newsletter. Thank you!

**\*Required**

**Name \***

**Email**

**Postcode \***

**I am \***

Please tick the box appropriate to you.

- a parent/carer of child(ren) at Barclay Primary School
- a parent/carer of child(ren) at Brook House Primary School
- a parent/carer of child(ren) at Thomas Gamuel Primary School
- a parent/carer of child(ren) at Sybourn Primary School
- a parent/carer of child(ren) in Waltham Forest
- Other:

**Please provide your child/ren's date of birth \***

Please provide us with all your children's date of birth.

**Please provide your child/ren's date of birth**

Please provide us with all your children's date of birth.

**Please provide your child/ren's date of birth**

Please provide us with all your children's date of birth.

**Please provide your child/ren's date of birth**

Please provide us with all your children's date of birth.

**School choice \***

\*\* Please note that registering your interest has no bearing on the admissions process.

- Barclay Secondary Free School is the first choice for my child(ren)
- Barclay Secondary Free School is one of my choices.

Never submit passwords through Google Forms.

100%: You made it.

Powered by

This form was created inside of Lion Academy Trust.  
[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

**Figure 5 Brochure to support BSFS Sign-up Form**

<p style="text-align: right; font-size: small;">inspire • achieve • evolve</p> <h2 style="color: #0056b3;">Barclay Secondary Free School</h2> <h3 style="color: #0056b3;">Why are we making this application?</h3> <p>All pupils and students have a right to have an outstanding education and access to outstanding facilities in order to give them the best chances in life. <b>Lion Academy Trust</b> believes that education needs to support the development of skills that current and future employers find valuable such as collaboration, communication and critical thinking as well as helping students grow into rounded, capable citizens who can contribute to their communities.</p> <p>Across our schools, we see all our pupils, including those children with English as an additional language, on free school meals and those from the wealth of different cultures and backgrounds thrive in our primary school settings. We are determined to see these excellent outcomes, behaviours and partnerships with our parents continued through to the secondary phase and to ensure that the hard work and focus we jointly apply with our pupils, staff and families is extended and taken through to 18 and beyond. The parents of the Trust are our core advocates for making this application – demanding excellence for their children and for the values and ethos they see every day in our schools continued into the secondary phase.</p> <h3 style="color: #0056b3;">Barclay Secondary Free School (BSFS) – the new Lion Academy Trust School</h3> <p>The Lion Academy Trust continues to demonstrate, through our established Academies and inspection outcomes how schools and strong leadership can and do make a difference. Staff are the foundation on which our schools deliver excellent outcomes, all staff at the Barclay Secondary Free School will be professionally qualified and will draw on our extensive personal learning and skills development programmes.</p> <p>Our principal values – <b>Aspire, Kindness, Honesty, Respect and Responsibility</b> are clearly articulated and inform all behaviours for both students and adults. These values instil pride in personal appearance, achievements and a strong sense of community. Our values and approach will ensure every student at <b>Barclay Secondary Free School</b> will leave at the age of 18 with the skills, qualifications and values to become confident, successful and positive contributors to a future they will have the power and responsibility to shape.</p> <h3 style="color: #0056b3;">Education vision for secondary provision</h3> <ul style="list-style-type: none"> <li>• To instil an excitement and life-long love of learning, fostering independent thought and the courage to think and act differently in all our students;</li> <li>• For each student to receive a wholly personalised and tailored learning experience; enabling them to achieve the highest academic potential and to have the aspiration underpinned by confidence in their abilities;</li> <li>• To develop a strong sense of community and to work to improve the quality of the environment locally and globally; and</li> <li>• To provide excellent pastoral care by ensuring every student in their learning journey is supported and nurtured with skilled mentoring designed to develop the best understanding of their strengths, passions and purpose.</li> </ul>	<h3 style="color: #0056b3;">Our planned curriculum</h3> <p>The planned curriculum will reflect the needs of our community. Literacy, Numeracy and ICT are the keys to academic progress in all subjects and we work tirelessly to ensure all our pupils have a mastery of the English language, proficient mathematical skills and functional ICT skills.</p> <p>Our curriculum delivery will have a coordinated approach:</p> <ul style="list-style-type: none"> <li>• A two-year, Key Stage Three syllabus, taking a project-based approach with discrete lessons for English, Maths and Science and dedicated time for literacy and numeracy interventions. This will work in parallel with the offer in our Primary Schools and support the move into the secondary environment;</li> <li>• A three-year, Key Stage Four syllabus, with learning pathways that offer high quality, rigorous programmes of study and enable progression to a range of further study and employment opportunities for all pupils. This will comprise of a mix of GCSE and vocational qualifications to enable students to make choices that support further options – the learning journey doesn't end at 18; and</li> <li>• A combination of A and AS levels at Key Stage Five and the opportunity to take a Technical Baccalaureate, with a focus on ICT.</li> </ul> <p><b>Samsung and Google</b>, the world leaders in IT development, have confirmed their commitment to support the <b>Lion Academy Trust</b> and <b>Barclay Secondary Free School</b> based on our successful collaboration to date and the positive impact they see the Trust having across teaching and learning. They have agreed to provide opportunities for our students to engage in exclusive vocational and work based learning opportunities and to provide opportunities for internships and work experience in Key Stages 4 and 5. These organisations have also agreed to provide business and software design mentors from across the globe to uniquely work with us to bring the best of their expertise into the learning environment.</p> <h3 style="color: #0056b3;">Aspirations for our students:</h3> <p>All BSFS students will:</p> <ul style="list-style-type: none"> <li>• Make their expected levels of progress, with most making 4 levels of progress between Key Stage 2 &amp; 4 and at least 40% making 5 levels or more;</li> <li>• Exceed ALIS/ALPS targets at Key Stage 5, with most achieving Level 3 qualifications by the end of Key Stage 5 and the majority specialising in areas with an IT focus;</li> <li>• Have the opportunity to achieve the highest possible grades over 8 GCSEs, with most achieving A* to C grades;</li> <li>• Be good citizens, with excellent social and emotional awareness and positively contributing to and improving the local community for its residents;</li> <li>• Be recognised and much-admired within the community, because of their behaviour, academic achievement and community spirit; and</li> <li>• Leave the school with a secured destination – accepted on either a work based learning placement or higher education course, which will be sustained until completion.</li> </ul>
<h3 style="color: #0056b3;">Parental Engagement</h3> <p>BSFS will work in partnership with parents and carers in order to ensure families are engaged in students' learning and are able to celebrate their successes and support their challenges. Parents and carers will be enabled to contribute to their child's learning through the Pupil Progress Meetings, the e-learning platform and an extension of the Trust's existing 'Open Door' culture between home and school. LAT already run a series of curriculum evenings and curriculum workshops to keep parents informed and up to date with learning in all our schools. Parents will receive formal feedback via structured reports and updates and through scheduled meetings with each student's learning leaders. Informally, the Trust has always welcomed meeting with parents and carers as and when required – and BSFS will act to ensure all parents are welcomed and understand how to engage with their child's learning.</p> <h3 style="color: #0056b3;">Leadership programmes</h3> <p>We will encourage and nurture leadership skills through a range of activities and opportunities in all Key Stages. The RSA Opening Minds curriculum develops leadership skills through the Relating to People competence at Key Stages Three and Four and we will build on this at Key Stage Five by providing an accredited course, such as the AQA Baccalaureate Award. Pupils will also be allowed to take part in the Duke of Edinburgh Award scheme and the Junior Sports Leaders programme.</p> <h3 style="color: #0056b3;">Extended provision for learning and added value:</h3> <p>An extended curriculum will be a fundamental part of the learning experience for our students. It will enable students to choose their curriculum journey and pursue areas of study that match their passions, interests and talents in a wider context. Schools within the Trust already run an extended day, from 8am to 6pm, offering wrap around care comprising breakfast and tea-time clubs, holiday clubs and day care. BSFS will work in partnership with the other schools in the Trust to mirror this offer and extend it to include evening activities for pupils, families and the wider community. We already have the International Schools and Eco Schools award and currently have links with schools in France, South Africa and New Zealand and we are building and extending these. Coupled with our partnerships with Samsung and Google will provide a truly global aspect to the opportunities available to all our pupils.</p> <p>All students will receive focussed and tailored support and will be mentored by a qualified Learning Coach throughout their time at the school, to ensure they are able to achieve to their highest potential. The Trust ensure that the organisation of the school day and week is set up around how children learn and what they need to learn, rather than a subject and teacher led focus. We will ensure that students' personal, social, collaborative and reflective learning is timetabled, rather than 'bolted on' or 'squeezed in'.</p> <h3 style="color: #0056b3;">Assessing the needs of all pupils</h3> <p>We expect every student to be able to access all learning opportunities, including enrichment and extended learning activities. Every student will have an Individual Learning Plan, where targets and progress are recorded. Pupil progress will be accurately tracked and reported to parents through our on-line data base and Pupil Progress Conferences.</p>	<p style="text-align: right; font-size: small;">inspire • achieve • evolve</p> <h3 style="color: #0056b3;">Meeting the needs of pupils with SEN</h3> <p>BSFS will work in partnership with students with statements of educational need and their parents to secure a coordinated approach which ensures an appropriate balance of care and learning needs are met. We recognise we can only secure the best possible educational outcomes for all pupils with SEN through regular review meetings and dialogue – which will be scheduled throughout the year. Through this, we aim to facilitate regular communication and engagement to ensure that BSFS is set up to understand each student's needs and to ensure the learning experience is tailored around these needs. As a community school with a clear priority to support the families we serve, we aim to ensure all our students are welcomed and able to thrive.</p> <h3 style="color: #0056b3;">Gifted and talented provision</h3> <p>Transition data and information from previous schools will be used to support our baseline assessments on entry to the school, ensuring that students who are strong in a particular area are challenged and supported from the outset. Individual dialogues with students will also be undertaken during the first few weeks. The school curriculum will provide opportunities for these students to achieve their potential beyond lessons, through the enrichment programme and personal guided learning sessions.</p> <h3 style="color: #0056b3;">Pupil Progress Conferences – Assessment Proficient Learners</h3> <p>Pupil Progress Conferences (PPCs) are a meeting between student, parents or carers and the Learning Coach. These will differ from the traditional parents' evenings in that they will be student led and involve individual students reflecting on data about their progress. Learning Coaches will review information on the Individual Plan with the pupil in advance of the Pupil Progress conference.</p> <p>Through this process pupils will be supported in discovering how best they learn. From Year 7, they will be encouraged to contribute to the PPC meetings, with the ultimate aim that they be involved in their own learning decisions. PPCs will become 'Learning Development and Appraisal Meetings' in Key Stage 5 and will be managed along similar lines to the appraisal processes in the work place.</p> <h3 style="color: #0056b3;">Want to know more</h3> <p>You can read more of our education manifesto and application online at <a href="http://www.barclaysfs.net">www.barclaysfs.net</a>, like us on Facebook to receive regular updates, or email us any questions or concerns you have <a href="mailto:info@barclaysfs.net">info@barclaysfs.net</a></p> <p>Please take the time to complete our 'expressions of interest' forms - you can complete this online <a href="http://www.barclaysfs.net/questionnaire">http://www.barclaysfs.net/questionnaire</a> or request a link to the form via email.</p> <p>Should you wish to discuss any element of our planned school further, please come to one of our coffee mornings on 18<sup>th</sup>, 23<sup>rd</sup> or 25<sup>th</sup> September or contact our project lead Christopher Stark on 07765256237 or our marketing and communications lead, Joanne Littman on 07890 958144.</p>

Key areas of discussion with parents were centred on:

- Possible locations and type of site for new school – parents are concerned about the distance to travel and the possibility of losing the immediacy of working with the Trust in the Leytonstone area;
- Admissions criteria and processes – linked to the distance from them and concerns about the catchment area issue, the parents were very keen to understand how admissions would be managed; and
- Consistency of LAT standards – would the new school follow the same operating principles that make the quality of education at LAT so well regarded.

A sample of comments and feedback received were:



Our wider community engagement has also been focussed on our core corporate and strategic partners. Samsung have demonstrated their commitment to BSFS and have confirmed the first ever formal arrangement to provide work placements and internships for pupils from BSFS. As a core feature of how we plan to differentiate the new school from the existing provision, we believe this is integral to our wider offer and to give parents and learners a real sense of excitement about the BSFS offer.

*“Samsung want to be engaged much deeper with Lion Academy Trust and want the Children to benefit moving forward from this partnership in new world skills. Some of the potential opportunities we will look to explore with LAT would be curriculum integration, work experience and internship in our business.”*

## **Section E: Evidence of need – Part 2 - Successful Engagement with the community**

### ***Our community – locally and more widely***

The Trust serves 2,500 pupils and their families across five sites in north-east London. We have set out the key deprivation indices and relative demographic profile of our schools and who we serve in Section E1 above. Our view of our local community is that our schools tackle the most economically and socially challenged families and groups

in the borough, who thrive at our schools, through a combination of an open and honest approach to working with them and a focus on core values of behaviour, attainment and mutual respect. With Barclay Primary housing 6FE; Sybourn 3FE and Thomas Gamuel and Brook House 2FE each, we have 13FE to call on as our initial starting point. The key challenge for the Trust however was to engage across the borough and to ensure that we broadcast the planned new school throughout the networks and structures locally. As a founding member of the Waltham Forest Teaching Alliance, this includes disseminating the Trust's vision and ethos in a formalised manner to all participants in the teaching school and building on our legacy of sustained high performance. Operating as an existing Trust with an existing, proven message around how we deliver education and clear indices of success to support this has meant that the starting point for our engagement with the local community is based on an association of the new school plans with a quality education brand. This is a key asset as we broaden the scope of our pre-submission engagement and will be continued after submission and throughout the pre-opening phase to September 2016.

### ***Evolving Message***

Despite being clear on what we offer and how BSFS will operate, we have continued a dialogue with parents about how the school should be structured and to what extent our offer can be further tailored. At the behest of parents, the initial structure of our engagement programme was based on three fixed events in our schools – this was expanded to include less formal gate-based morning and afternoon sessions to allow for a more extended dialogue as parents wanted to discuss the proposals in more detail and to get answers to questions that occurred outside of these formal events. Given our spread of schools across the borough (and in Haringey), we have worked to tailor how we engage with our community and how messages are delivered and channelled to ensure that we listen as well as share and reach as broad a cross-section as possible.

This is equally true of our work with key local structures and our corporate partners. In meeting with LBWF's lead officers and our new Ward Councillor, the focus of the visit was on the shared belief in the Trust's quality of offer and the sequencing of when a new secondary school would most advantageously be sourced for the area. Although LBWF have expressed reservations about the school opening one academic year in advance of their stated view of need for further places, we have agreed to work closely with them throughout the process and ensure they are kept informed of progress through the application phases.

The Trust has also worked extensively with key partners like Samsung's senior corporate team and national sales leads to shape how the messages around apprenticeships, work placements and innovation hubs will be formed – resulting in the well developed and robust expansion of the BSFS offer to include significant access to further learning and expansion activities within this company.

### ***Structures Deployed***

From the 7<sup>th</sup> July, the Trust erected large 1.5m x 5m banners at all our sites to announce our plans to engage with parents and the local community on the new proposed free school. This had an immediate impact on raising awareness and interest



in the new school that was followed up in the final newsletters of the year to all our parents and pupils by including the parent sign-up questionnaire and the outline of the vision for BSFS.

Figure 6 BSFS Site Banner



This allowed the Trust to build on our existing strong local relationships, and has meant that the marketing and communication in this application phase has been structured around extending this engagement into other local primary schools and through whole-Trust communications.

The Trust then launched [www.barclaysfs.net](http://www.barclaysfs.net) as the main web portal for the programme and has used this to share updates and the questionnaire (<http://www.barclaysfs.net/questionnaire>) for parents to complete. The questionnaire was based on the NSN design and was linked at all times to the statements of the vision and ethos and the underlying curriculum model which BSFS will follow.

A further version of this questionnaire was produced for the coffee mornings as part of a 4 page brochure (included above) about the curriculum offer, structure of the school and how to get more information. This was very popular with parents and event attendees and very quickly highlighted the levels of support and demand for the BSFS offer from these public forums.

Our Facebook page (<https://www.facebook.com/Barclaysfs>) has been used to share updates and documents more widely – but given our proximity to the majority of our target audience, we have been most successful in talking to our audience at the school gate and through the series of structured coffee mornings and information sharing events. The three morning meetings – held on 18<sup>th</sup>, 23<sup>rd</sup> and 25<sup>th</sup> September at each of the three main school sites were well attended and allowed interested parents and members of the public to question the team and hear how the process is being managed through to submission and beyond. The first of the meetings was recorded and made available for parents to view and share on our website.

All senior leadership teams were mobilised to talk to parents at morning drop off and collection; targeted letters to parents in Year 4 and Year 5 who will form the first cohort

of BSFS were drafted and sent out the start of the academic year and a rolling campaign of internal communications with staff and parents has been maintained throughout. This letter contained a summary of the information around the BSFS offer, how the application process would work and what electing to support the school meant with regards to making applications more widely to other schools – i.e. maintaining the choice of parents at all times.

The table below sets out the Trust-based and community based activities deployed through this process:

**Table 14 BSFS Engagement Programme July - September**

<b>Barclay SFS Information dissemination plans and timescales</b>		
	<b>Date</b>	<b>Comments</b>
Banners erected at all sites	07.07.2014	1.5mx5m banners at key entrance sites.
Website and Facebook go live	07.07.2014	Online structures deployed for information sharing
Dissemination of first interest & information letters to all parents	07.07.2014	Letter and sign-up form sent to all parents in Trust pre-summer break
Meeting with Cate Duffy and Cllr. Mark Rusling, Portfolio Holder CYPS LBWF	14.07.2014	Meeting at LAT to discuss submitted headline BSFS proposal
4pg Vision and Offer Brochure Produced	18.08.2014	Detailed brochure created and published online.
Information cascade to all staff across Trust	02.09.2014	Staff inset days – message sharing and reinforcement
Follow-up letters to Y4 and Y5 parents in all Trust Schools	08.09.2014	2 <sup>nd</sup> letter to parents with more details of offer and progress.
Coffee Morning Flyers disseminated publicly at libraries, GP surgeries and all trust sites	11.09.2014	Coffee morning flyers published
Host Coffee mornings to support information cascade to local communities	18.09.2014 23.09.2014 25.09.2014	296 parents and visitors attend combination of three events
Target Morning and afterschool sign ups in playgrounds with support from school leaders	19.09 – 08.10.2014	Revised structure to engage with parents / local community through to submission
<b>Engagement with wider community</b>		
Henry Maynard Primary School Y4 & Y5 pupils letter & brochure	11.09.14	Neighbouring local primaries agreed to send letter to parents and post flyers and notices on their board and sites
Roger Ascham Primary School Y4 & Y5 pupil letters & brochure	11.09.14	
South Area Partnership Schools advised of BSFS local area impact	17.09.2014	Attendance at Head teachers area partnership meeting to

		inform of local engagement and offer to local community
Target morning and afterschool sign ups in playground of Chase Lane Primary, Henry Maynard Primary, Roger Ascham Primary	02.10.2014 03.10.2014 06.10.2014	Neighbouring local primary school agreed to support parent canvassing
Waltham Forest Football club (local E4 & E17)	28.08.2014 05.10.2014	Letter and Brochure distribution – follow up with parent queries
Local Children’s Centres - E4, E10, E17	01.09 – 13.09.2014	Letter and Brochure distribution – follow up with centre managers to gauge responses and interest
Whipps Cross Children’s hospital ward & outpatient notice board	11.09.2014	Letter and Brochure distribution – invite to coffee mornings and public events
Mum Network Coffee Morning E4	22.09.2014 29.09.2014	Informal gathering supported by Trust Marketing and Comms Lead
Beavers and Scouts clubs E4, E17, Brownies and Girl Guides, E4, E17	17.09.2014 24.09.2014 01.10.2014	Coffee morning flyers and brochures distributed. Form completion and sign up of interest.

As set out in E1 – the response from parents and our local community has been very strong and the evidence of demand gather process has helped the Trust significantly spread the details and content of the offer across our area. Having a target geography for the new school in mind has not been revealed to parents but clearly their concerns about ensuring any new school is within easy reach of them and their children have been heard on many occasions.

***Ongoing and expanded marketing and engagement***

The Trust will continue to market and push BSFS’s message after the application is submitted - we recognise that the key factor to successfully opening is to maintain strong communication links with our key audiences and to that end, we will continue to update the website and letters out to parents across the Trust and to work with our strategic partners in Google and Samsung to define how their involvement can be further broadcast and developed. We have two further meetings at the Teaching School Alliance planned to discuss the application with partner schools in October and November and will maintain the sign-up process for any further parents or interested parties to ensure that we can present an updated status at interview and again before pre-opening.

***Summation***

The Trust starts from a position of strength in this process as a proven provider with a large, supportive community on our doorsteps. We have worked hard to ensure this is not a source of complacency and our efforts to broaden our reach across the locality have successfully gathered the numbers and outputs as set out above. We recognise

that the key factors for creating BSFS are parental dissatisfaction and the lack of a quality based choice – and are determined to take the opportunity to design BSFS from the ground up to remedy this.

## Section F: Capacity and capability

### F1 (a) Pre-opening skills and experience

The Lion Academy Trust (LAT) has significant, proven capacity to deliver the development, project delivery and operational management of Barclay Secondary Free School (BSFS). Over the past 18 months, the Trust has:

- Added two additional primary academies into the Trust via the standard conversion process (Sybourn Sep-13; Thomas Gamuel Jan-14);
- Completed the challenging re-brokering of a failing free school in Haringey into the Trust (Hartsbrook – renamed Brook House Aug-14) including working with EFA Capital team colleagues on the 2FE new build in the north of Haringey as part of a wider housing development; and
- Overseen the development and delivery of a 2FE new build expansion for our flagship primary school, funded and designed by LB Waltham Forest to LAT's specification and project management.

The team is thus highly experienced in capital projects, conversions, setting up new schools and applying critical expertise to ensure that schools established by the Trust are fully supported by a proven governance and school improvement support structure. Along with this, the Trust retains deep knowledge of finance, school improvement and leadership along with marketing and communications, project delivery, procurement and excelling in a regulated environment.

Against this backdrop, the Trust has also taken a dispassionate and critical assessment of how this proposal will be evaluated by the Department's Free School team. We recognise that as a primary academy chain, with many of the key foundation blocks and practices that are required to make our new Free School a success, some gaps do exist. To this end, we have worked extensively to address areas such as secondary curriculum and assessment system development; free school project management and recruitment of relevant secondary expertise.

Our capacity and capability is outlined in brief in the table below and CVs for team members can be found in the annexes to this submission. We believe that our core team backed up by the breadth of the Trust and additional external capacity we have sourced, offer all the experience and expertise to deliver the vision of BSFS dynamically and effectively.

Our proposed structure for ensuring the pre-opening phase of the BSFS project is appropriately delivered is as follows:

**Project Management:** Led by [REDACTED], the project management function will establish a monthly project board to which the DFE, EFA, Trust leads, Principal



**Finance Work Stream:** Led by the Trust's finance director, [REDACTED], the development and agreement of the revenue budgets (including lead-in costs) and monitoring throughout the project is based on her and LAT's finance team's experience of running four schools to date. Setting up the financial systems, audit, banking facilities and accounting controls will all be based on the standard LAT models and ensure that BSFS is plugged directly into the existing corporate governance structure in the Trust.

They will ensure the necessary contracts, protections and service agreements are in place in time for opening, including:

- Insurances: contents, employer's liability, governors' liability, maternity, premises public liability, sickness, absence, terrorism.
- Advice: legal and personnel
- Services: catering, payroll, professional development, refuse collection, site management, grounds maintenance, cleaning, security, crisis management.

**Premises Work Stream:** This group will be led by [REDACTED], and work closely with the EFA capital team around site acquisition, funding, design, any moves from temporary to permanent accommodation and ensuring that the funding allocation for key areas such as ICT and FF&E are deployed to meet the LAT vision for BSFS. Drawing on the expertise of multiple new-builds and refurbishment projects in education, this work stream will ensure that the programme through to opening is supported with clear decision making pathways and the appropriate capacity to work alongside design teams and work to ensure the vision for teaching and learning is supported by the built environment solution.

**Marketing and Communications:** Led by [REDACTED], the marketing and communications function of LAT will lead on the statutory consultation programme, producing the Consulting Report in February 2016 for the DFE to review and sign-off. The team will also lead on all aspects of the website, uniform, stationery, prospectus and maintaining regular communications with parents and key stakeholders through to opening. LAT intend to retain much of the traditionally outsourced functions in-house, through our existing structure of providers and internal capacity.

Set out in the table below is the summary of key members of the team – as all of this team are currently working with LAT on delivering similar projects and work outputs, this clearly demonstrates a strong and highly credible capacity aimed at reassuring the DFE that risks around capacity, experience and decision-making governance are all mitigated and resolved.

Table 15 LAT Corporate Capacity

Name	Member of core group (Y/N)?	Where live	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	12
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	12
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	12
[REDACTED]	Y	[REDACTED]	[REDACTED]	[REDACTED]	16

██████████	Y	██████████	██████████	██████████	12
██████████	Y	██████████	██████████	██████████	4
██████████	Y	██████████	██████████	██████████	4
██████████	N	██████████	██████████	██████████	4
██████████	N	██████████	██████████	██████████	4



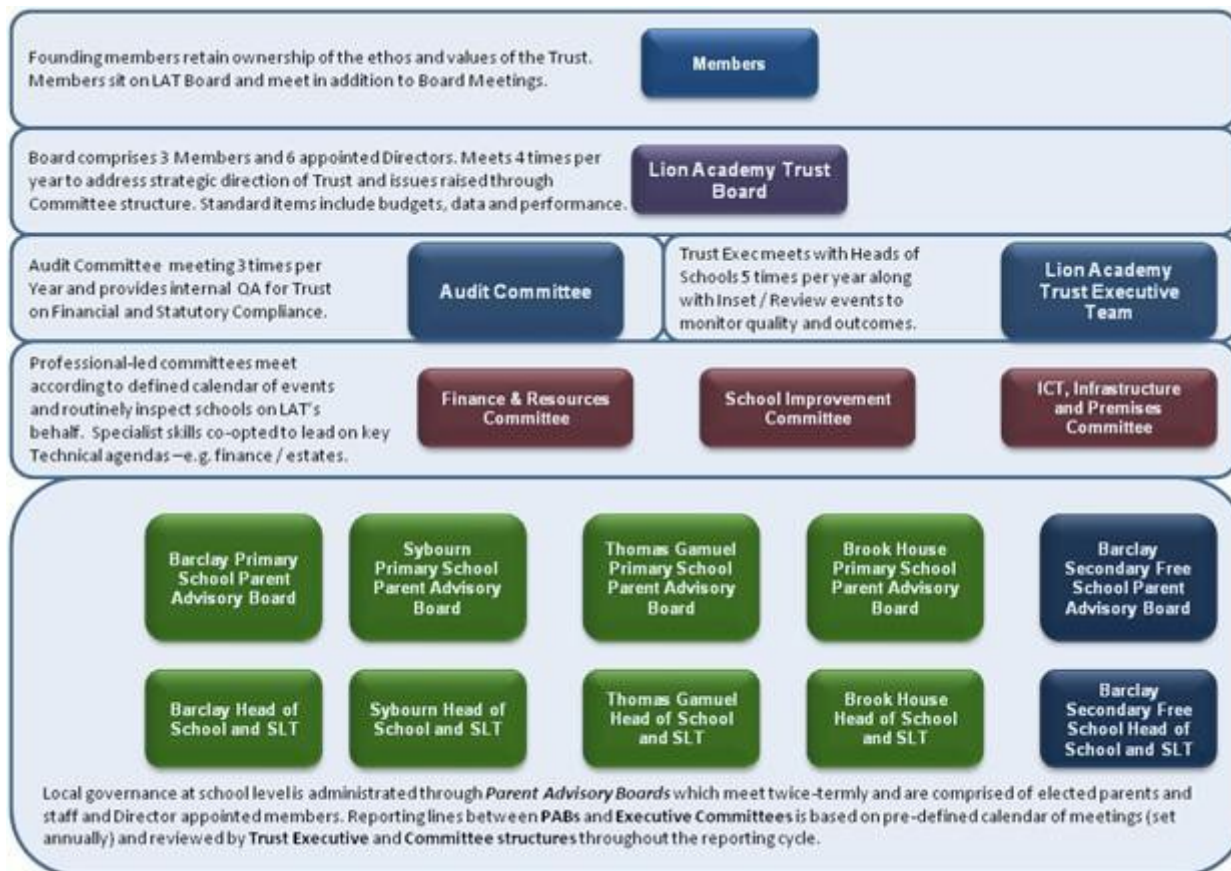
██████████	N	██████████	██████████	██████████	4
██████████	N	██████████	██████████	██████████	4
██████████	N	██████████	██████████	██████████	4
██████████	N	██████████	██████████	██████████	4

## F1 (b) Skills gap in pre-opening

Skills/experience missing	How you plan to fill the gap
Secondary school education expertise	In order to help us bridge the gap from the proven primary expertise into the secondary phase, the Trust has recruited a panel of secondary leaders all with good or outstanding Ofsted inspection outcomes and clear evidence of impact on teaching and learning through their online data. We will continue to use this panel to assist during the pre-opening phase as advisors on recruitment, implementation of curriculum planning and structures and quality assurance of the systems and processes in BSFS acting as advisors to the Trust CEO and the newly appointed Principal Designate through to opening in September 2016. This will include working with the Trust to develop the 6 <sup>th</sup> form offer which will be accessed in 2022 and to define how best to structure and market this service to the parents and students at BSFS.
Project Management	The Trust will procure specialist project management support to oversee the work streams through to opening and this role will be competitively tendered and funded through the pre-opening grant. The Trust has an existing relationship with a service provider of these services, but in keeping with the need to demonstrate best value and alignment with the project's needs, this will be tendered more widely.
Marketing	The Trust has an existing supply chain of marketing service providers –but the production of the website, marketing collateral, branding and prospectus for the new school will be procured competitively to ensure best value and alignment with the Trust and new school's requirements.

## Section F2 – Governance Structure, Roles and Responsibilities

Figure 7 LAT Governance Structure



**Governance Overview:** LAT is structured to ensure that there is a direct line of sight from the Board through to each school. The structure set out above ensures that Heads of School are focussed on teaching and learning and safeguarding – which supports the performance culture and removes the non-core (but critical) elements of running a school – such as premises, finance and procurement. Each school is equipped with a pre-populated year planner of month-by-month governance interventions – ranging from key committee meetings and agendas, through to a calendar for each local governing body (called 'Parental Advisory Boards'). These are then over-laid on the Trust executive functions and reviews – e.g. INSET and CPD events; new starter inductions, known project timelines or significant change events.

Every committee has standardised terms of reference, reviewed annually and published to each school and committee in July for review and implementation for the new academic year. Extracts from these are included in the narrative detailing each committee in more detail below. All executive committees are lead by and staffed by appropriate professionals – both a blend of Trust employees as well as external specialists working with the Trust on a commercial basis. The value of strong governance and the capacity to act in advance of issues becoming problems is well recognised by LAT and this investment in time and professional services to support all aspects of the Trust's operations is one that the overall top-slice from schools is used to

pay for. The terms of reference for each committee clearly set out both the strategic aims for that body as well as a detailed work plan for each year – ensuring that the link between outputs, timelines and strategic objectives is clearly defined and agreed in advance of each academic year beginning. Included in this are defined, agreed agendas for each meeting (adapted or extended if required) as well as clearly articulated reporting requirements for each PAB or school to resolve.

Through this, the Board has a live, rolling update of progress in each school which is then further enhanced by a series of planned visits to each site to review progress first hand. As the Trust grows, this model is extensible and robust and allows for the greatest transparency whilst freeing up school leaders to focus on teaching and learning outcomes. Governance across the Trust is further supported by two key elements – the first is a dedicated Governor Support Service SLA procured from LB Waltham Forest who provided dedicated clerking, meeting management and full document repository control over all governance structures and meetings. The second is the ongoing development of a single data dashboard for the Trust, where key metrics such as attendance, behaviour, key HR indicators, financial and academic performance, issues and risks are captured per school and then aggregated for the Trust. Between these two over-arching services, the work of each committee or Board is supported by both practical, operational structures, but also through a LAT-developed performance dashboard which allows for rapid insights into the operational environment of each school. We recognise that it is critical that growth does not restrict the clarity of insight into any element of a school in our Trust; we have acted strongly to ensure that each new school is supported into this new governance model and the outputs required and plan the same level of monitoring and transparency for BSFS.

LAT are also passionate about parent engagement and have a strong legacy of parental leaders working closely with the Trust. The Board contains up to three parent directors and remains tightly linked to the welfare and progress of each school. Our plans for BSFS are to roll-out this structure and format – allowing for a stronger initial Board level support plan for the first 12 months to ensure that the new school is supported strongly through the first year of operation. Once well established, this can be stepped back and more engagement from parents and community leads brought in.

Ensuring that the governance of the Trust robustly and accurately meets the needs of the regulatory environment as well as working to support and challenge the school leadership teams appropriately is a significant undertaking and requires the inputs of a range of specialists and technical experts. LAT has invested heavily in ensuring that these resources, and hence the capacity, around key areas such as audit, finance, the built environment, school improvement and ICT are all appropriately represented. Set out in more detail below is a summary of how each element of the governance map (above) operates.

**Governance Design:** LAT operates a centrally driven, locally accountable governance structure which is structured around the founding Members, the Trust Board, four key executive committees and a Parent Advisory Body at each school in the Trust. The Trust demands that accountability for local issues resides with the Heads of Schools and their Parental Advisory Boards – but in a supporting context whereby issues

relating to the wider financial, infrastructure, service and operating models are driven from the centre.

To achieve this, the Trust has developed the model set out in the diagram above – based in part on the models demonstrated by larger, successful multi-academy trusts and where the dedicated focus of specific teams formed of proven professionals allows for a more precise approach to managing risk.

A key guiding principle of this model is the need for proven, specific capacity to be available to the Trust and Schools to ensure that strategic and tactical decisions are made to help mitigate the operational and reactive measures which any large estate may generate. BSFS, as an 8FE secondary facility, is of comparable size with other schools already in the Trust and whilst the Board recognises that BSFS will present a new and demanding challenge for the Trust to accommodate, we are clear that the design and operation of this governance model is a proven platform to base the new free school on.

**Members:** There are three Members of the Trust, [REDACTED], [REDACTED] and [REDACTED] and who enjoy profound insight into the running of the Trust. [REDACTED]. Continuity of the vision is thus preserved throughout growth and operational phases and core values of the Trust are protected against being diluted or altered away from the provision of outstanding education outcomes.

**Trust Board:** The Board comprises Executive and Non-Executive Directors appointed by parents of pupils in the Trust's schools and by the Members to lead the Trust across all aspects of being an outstanding organisation. The Board is chaired by [REDACTED], whose CV and summary of experience is included in F1 and the CV appendices. As the Trust is in a period of growth, the Board is being expanded slowly to bring on the high calibre participants we require. At all times, the focus on getting the best people to help lead the Trust and schools is part of our relentless pursuit of excellence. The Board is scheduled to meet four times in 2014/2015 (or by proxy if an issue requires this) and works directly with both the executive functions of the Trust and each individual Academy and Free School through the main executive committees. The work of these committees and that of the Board are overseen by an independent *Audit Committee* – which scrutinises decisions and progress and ensures statutory and regulatory compliance at all times.

The composition of the Board is based on combination of directors appointed by the members, parents with outstanding skills or attributes to bring to the Board and individuals who the Board has sought out on the basis of their profile or skill sets in relevant fields.

Where the executive committees do the detailed work of the Trust around data, issue resolution and performance, the Board retains critical oversight of each key area through a structured reporting mechanism and well defined sequence of committee meetings in advance of reporting through to the programme of Board meetings.

Given the ethos of the Trust which can be distilled to 'good or better teaching in every lesson' and a no excuses culture, the role of this Board is to challenge and hold the Executive functions to account and to ensure that the expansion of the Trust does not come at the expense of quality or outcomes. Having recently taken over a failing free school from another multi-academy trust, the risks of over-extending and failing to apply the practices and foundations for a successful operation are very much at the forefront of the Board's approach.

### **Audit Committee**

The purpose of this committee is to ensure the Trust and the Academies have adhered to the Scheme of Delegation (Annexe A – Finance Scheme of Delegation and the Academies Financial Handbook) and has provided detailed consideration to the best means of fulfilling the Board's delegated responsibility to ensure sound management of the Academies' finances, premises, ICT infrastructure and resources, including proper planning, monitoring and probity. The Audit Committee will meet three times per year.

The Audit Committee is an advisory body with no executive powers. However, it is authorised by the LAT Board to investigate any activity within the Trust or the Academies within its terms of reference, and to seek any information it requires from staff, which are requested to co-operate with the Committee in the conduct of its enquiries. The Audit Committee is authorised to obtain LAT approved independent professional advice if it considers this necessary. The Committee will carry out the duties defined for the parent company, major subsidiary undertakings and the group as a whole, as appropriate.

The key activities for the Audit Committee as defined in the agreed terms of reference are:

- Review the effectiveness of the Trust's internal financial control systems;
- Review all procurement processes and any SLAs through LAT approved tenders;
- Review the effectiveness of each school's risk management arrangements, including the register and associated controls and mitigations;
- Receive and discuss reports from the Responsible Officer and internal auditors and make necessary recommendations;
- Review the operation of the LAT Code of Conduct for all committee and advisory body members and for staff;
- Review the operation of the LAT whistle blowing and FOIA policies; and
- Review the performance of the external auditors

**Finance and Resources Committee** – This Committee and its members adhere to the defined Scheme of Delegation and give detailed consideration to the best means of fulfilling the delegated responsibility to ensure sound management of all the Trust and Academies Finances and Resources, including proper planning, monitoring and probity and business professionalism.

The Committee will make recommendations to the Board for consideration and ratification including the strategic and operational direction of the Trust as a whole

based on the financial, operational, staffing and other resource demands known and forecast to occur. The Finance and Resources Committee is chaired by [REDACTED], [REDACTED] who co-ordinates and oversees the work of all the school business managers and finance functions across the Trust. This committee is scheduled to meet three times per year.

The delegated scheme of works for this Committee is:

- To implement and review the LAT terms of reference, financial regulations and schemes of delegation, whistle-blowing policy, best value statement and establish an annual programme of works;
- Implement a multi-year, horizon scanning financial priorities plan for LAT and each school and ensure procedures for ensuring best value principles are adhered to. Review alongside LAT's SLAs and any 3<sup>rd</sup> party contractor's agreements annually;
- Monitor and evaluate the agreed Trust budget quarterly. Monitor and oversee expenditure including use of contingency funding, planned capital projects, IT and maintenance spends within the delegation of funding agreement limits. Agree any priority spending if needed from LAT allocated reserves;
- Implement and monitor effectiveness of the LAT-wide whole school pay policy. Monitor and review the impact of TLR structures and staffing structures, in relation to each Academy's performance in conjunction with the School Improvement Committee. Evaluate and monitor effectiveness on trust staffing expenditure ensuring value for money and impact on standards;
- Monitor implementation of appraisal procedures and threshold system and set annual targets for Heads of Schools, Monitor targets set for SLT, teachers and support staff performance in line with trust expectations. Implement procedures for review. Review recruitment and retention offers as part of recruitment focus and ensure that recruitment and marketing strategies are developed and in place;
- Ensure that the Trust meets all statutory requirements in relation to staffing, finance and premises through a rolling programme of policy review and implementation in line with Trust expectations;
- Monitor the use of resources allocated through pupil premium funding;

**School Improvement Committee** – The SIC is established to inform, monitor and advise the Lion Academy Trust on all matters relating to school improvement. With a specific focus on achievement, attainment and the Academies curriculum provision, the SIC is responsible for the monitoring of this to ensure that all the pupils across the Trust have access to an outstanding education. The SIC is also responsible for advising and monitoring the Academies and their Parent Advisory Bodies in the Trust whilst making recommendations to the LAT Board on:

- |                          |  |
|--------------------------|--|
| - Attendance and Absence | - Collective Worship   |
| - Leadership             | - Sex Education  |
| - Behaviour and Safety   | - Safeguarding   |
| - Inclusion              | - The impact of teaching and learning and professional development |

The SIC will hold to account each school in relation to each school improvement strategy and plan and to monitor and evaluate the effectiveness of the school in meeting or exceeding this plan. The SIC will devise a school improvement strategy for LAT and monitor and evaluate the effectiveness of the Trust teams to support and challenge the schools therein.

The SIC is to monitor and challenge standards of achievement for all pupils to ensure they are all making rapid and sustained progress and are attaining at the highest levels. The SIC will also make recommendations to the Finance and HR Committees on performance and appraisal of all staff through monitoring the performance of LAT as a whole in relation to the standards and quality of teaching practice. The SIC will also monitor the performance and effectiveness of leadership at all levels across the Trust and report to the LAT Board with recommendation including leading on the review of staffing structures and recruitment strategies for recommendation to the LAT Board. The SIC will meet three times per year.

The delegated scheme of work for this committee is:

- Monitor and review the impact of the implementation of the LAT curriculum across the trust. Monitor impact and effectiveness of policies against each school's school improvement priorities and by outcomes. Review and update all core policies and provision including foundation subjects;
- Monitor standards by analysis of test results, end of year assessments for each school and LAT as a whole and recommend/approve targets for achievement for each academic year. Monitor progress and impact of provision for all pupils, particularly SEN, PPG, FSM, EAL and vulnerable groups;
- Implement a programme of LAT consultants' targeted visits and termly reviews to support each school's self-evaluation against school priorities to report on impact and role of governance under direction of Executive Principal. Review termly school categorisation, teaching and learning reviews in order to support and challenge individual schools. Monitor effectiveness of the Leadership and Parental Advisory Body function on the relentless driving up of standards and school improvement including ensuring all statutory responsibilities are met;
- Monitor the implementation of admissions and attendance policy across LAT. Ensure attendance targets in place on Trust level and per school and are deliberately set to be achievable, stretching and challenging. Monitor and challenge attendance processes and impact for each school and trust-wide;
- Review LAT's extended care provision including the impact of all extended services. Maintain these in line with good practice guidelines ensuring outcomes and provision are outstanding. Ensure standardised processes and policies adapted for each setting in place. Ensure all schools provide breadth to their curriculum through after school clubs;
- Monitor and review implementation of the Trust discipline and behaviour policies, including all exclusions. Review and monitor all LAT agreed Equal-



ity Policies (This includes all anti-bullying, race equality and gender equality);

- Review and monitor all LAT policies in relation to educational visits, having due regard to legal obligations and national policy. Ensure that regular and appropriate risk assessments are carried out with suitably qualified assistance if required. Ensure these are in line with good practice guidelines;
- Implement and monitor all LAT policies in relation to health and safety and inclusion, having due regard to legal obligations and national policy. Ensure that regular and appropriate risk assessments are carried out with suitably qualified assistance if required. Implement and monitor all LAT policies in relation to safeguarding, having due regard to legal obligations and national policy;
- Monitor and review implementation of appraisal procedures and threshold system and approve annual targets for Heads of Schools. Monitor targets set for SLT, teachers and support staff performance in line with trust expectations. Implement procedures for review. Agree yearly panels of appraisals with external consultants with recommendations made to the Resources Committee;
- Monitor and review the use and impact of additional support strategies and provision for FSM, EAL, SEN and other vulnerable children. Monitor the impact of funding through the pupil premium on standards;
- Review impact of the Trust's and individual school's staffing structures with a specific focus on leadership and TLRs in relation to school improvement;
- Review annually the effectiveness of the Parent Advisory Body in their delegated role and the impact on standards and school improvement;
- Evaluate impact of training offer on leadership and standards. Make recommendations to the Resources Committee and LAT Board as required;
- and
- Monitor the implementation of strategies designed to promote pupil voice in the school and fully embed the assessment proficiency strategy across the school.

**ICT, Premises and Infrastructure** - This Committee gives detailed consideration to the best means of fulfilling the LAT Board's delegated responsibility to ensure sound management of the Academies' ICT, Infrastructure and Premises, including proper planning, monitoring and probity and to ensure that the allocation of capital and revenue funding on both the physical estate and services therein is appropriate to meet the needs of each individual Academy and the Trust's overall objectives.

The ICT, Infrastructure and Premises Committee is an advisory body, however, it is authorised by the LAT Board to investigate any activity within the Trust or Academies within its terms of reference and to seek any information it requires from staff, who are requested to co-operate with the Committee in its enquiries.

The committee is chaired by [REDACTED] with [REDACTED]. [REDACTED] is supported by ICT and Property specialists

to ensure that the entire built environment of the Trust is assessed, monitored and supported in all of the Trust premises. The committee meets three times annually.

The delegated scheme of work for this committee is:

- To implement and review Trust-wide assessment and implementation of all relevant health and safety requirements related to the physical infrastructure of all Trust buildings, sites and schools;
- To own, review and publish the Trust and school ICT strategies;
- To create, own, update and regularly review LAT and school-specific backlog maintenance schedule and fixed and loose asset management tracker for purposes of prioritising capital or revenue spend in-year and on forward-forecast basis;
- Undertake ICT, Infrastructure and Premises Assessment Review for LAT annually to assess impact on attainment, health and safety, value for money, opportunities for innovation to support following year strategy and agenda setting for LAT– in effect creating a Trust-wide Estates and Services Masterplan for Strategic Adoption annually; and
- General performance of governance and oversight role of the built environment for LAT and component schools.

**BSFS Parental Advisory Body** - (As per each school – the local governing structure) - All members of the Parent Advisory Body will adhere to the LAT Scheme of Delegation and give detailed consideration to the best means of fulfilling the Board’s delegated responsibility. This includes reporting to the Board and executive committees in the defined timescales and working to support the Trust’s overall reporting and data requirements.

The BSFS Parent Advisory Body will be established to inform and support the LAT School Improvement Committee and LAT Board, in relation to BSFS’s curriculum provision, safeguarding, performance, standards, communication and parental engagement and initially chaired by Charles MacLeod, one of the Non-Executive Directors.

This body, like all other PABs in the Trust will oversee:

- |  |  |
|--|--|
| -The implementation of the Lion Academy Trust Teaching and Learning Strategies locally at BSFS;        | -Implement and follow the LAT Communication Policy and protocols;  |
| -Implementation of BSFS’ development plan which impacts directly on standards and raising achievement; | -Meet the delegated responsibility to ensure outstanding effectiveness and legal compliance in relation to Safeguarding, Health and Safety, Pastoral Care, Safer Recruitment, Spiritual, Moral, Social and Cultural development, Extended Services and Attendance; |
| -Implementation and monitoring of the LAT IT strategy locally;   | -Implementation of the Lion Academy Trust Policy in relation to Behaviour  |

- Delivery of the LAT Policy and Provisions for Daily Collective Worship and Religious Education Policy matters in relation to the curriculum;
- Implementation the LAT Policy and Provision for Sex and Relationship Education within BSFS;
- and Ethos; and
- Implementation of the Lion Academy Trust Policy in relation to staff development and appraisal.

The BSFS Parental Advisory Board will meet twice termly and report accordingly to the executive committees as defined in the terms of reference document.

The delegated scheme of work for this committee is:

- To implement the terms of reference and establish the annual programme of work set out by LAT and implement the LAT financial handbook and delegated authority;
- Develop a clear understanding of the use of assessment data to monitor and evaluate effectiveness. Through data, understand and monitor key priorities relating to attainment. Include how data is shared with parents. Monitor impact of school actions on outcomes/achievement for all pupils;
- Implement LAT curriculum policies and schemes of work and review implementation. Monitor impact and effectiveness of policies against SIP subjects. LAT agreed teaching and learning strategies for all subjects fully implemented and impacting on pupil outcomes;
- Implement a programme of focused visits to gather information in order to make informed decisions relating to the school function and hold leadership and management to account. Visits to monitor key foci identified in the local school improvement plan. Discuss termly reports with coordinators, LAT consultants support BSFS with targeted visits against academy priorities to report on impact and role of governance under direction of Executive Principal;
- Review implementation of the curriculum provision and the impact on pupils and provide constructive feedback to BSFS, particularly in relation to literacy, numeracy and KS3, KS4 and KS5 subjects. Monitor the impact of Middle Leaders on school improvement and provide constructive feedback to the leadership team;
- Implement the LAT sex education scheme of work and policy through liaison with parents. Contribute to implementation the LAT drug and alcohol awareness policies. Ensure the implementation of the LAT SACRE Agreed Religious Education syllabus;
- Support BSFS in continuing its development of links with parents through workshops, information leaflets, technology and open evenings. Implement the LAT communication strategy for BSFS to celebrate achievements and promote BSFS in the wider community. Monitor and review communication between the school, parents and community via open evenings, newsletters, school prospectus, annual parent survey and website. Include all communication such as the school profile;

- Monitor the use and impact of additional support strategies and provision for FSM, EAL SEN and other vulnerable children. Monitor the impact of funding through the pupil premium on standards;
- Implement and monitor all LAT policies in relation to health and safety, and inclusion, having due regard to legal obligations and national policy. Ensure that regular and appropriate risk assessments are carried out with suitably qualified assistance if required, implement and monitor all LAT policies in relation to safeguarding, having due regard to legal obligations and national policy;
- Monitor the implementation of Every Child Matters and Social, Moral, Religious and Cultural strategies through focus visits and participation on relevant school committees (e.g. Eco, RRSA) Ensure SMSC is fully embedded in vision and ethos of school;
- Monitor the implementation of strategies designed to promote pupil voice in the school and fully embed the assessment proficiency strategy across the school;
- Implement all LAT policies in relation to educational visits, having due regard to legal obligations and national policy. Ensure that regular and appropriate risk assessments are carried out with suitably qualified assistance if required. Ensure EVOLVE data base is up to date and in use;
- Implement and monitor all LAT agreed Equality Policies. This includes anti-bullying, race equality, gender equality; and
- Monitor provision of all extended services, apprenticeships, 6th form partnerships, vocational placements and extended community engagement, ensuring that all services and resources are maintained in line with good practice.

**Effective Challenge:** The Trust recognises that all governance is required to have positive impact – on outcomes, standards and the operation of each school. In order to ensure effective challenge each Committee will be expected to meet with Parent Advisory Bodies and receive their reports for assessment, as well as operating across the Trust’s strategic agenda – e.g. overseeing the implementation of the ICT Strategy in conjunction with our partners in Samsung and Google.

Each Committee has an annual work plan which is informed by and in turn drives the agenda for each school in the Trust. Although the Principal Designate is responsible for the targets set in July of each year for the following Academic Year, the Committee Chairs input will be an integral part of this so that any concerns could be raised. The Lion Academy Trust runs annual senior and middle leader conferences in the summer term, where all senior and middle leaders are taken off-site and informed of the strategic and operational direction of the Trust. These sessions are informed by the work of each of the executive committees to ensure the agenda and programme of work for each is clearly understood and agreed with by each school. By continuously reviewing the defined targets and strategic outcomes expected, any underachievement can be reviewed, challenged and addressed in short order.

Finally, the Trust funds, through the annual top-slice of individual GAG budgets, external Ofsted inspections of each school and the Trust and Committees to ensure

that any deficiencies or areas of outstanding practice are identified, raised and shared. Through this, the Trust sets and maintains standards internally which are externally vetted and tested in advance of the regulatory framework being applied. Through this, the manner in which the committees operate, the operating environment in each of the Academies or Free Schools is strictly focussed on how to be outstanding across the four main focus areas of the Ofsted framework – making the ongoing drive to be a wholly outstanding Trust transparent and based on real data and outcomes.

**Senior Leadership / Executive Team:** BSFS will have the advantage of being supported by the full Trust Executive Team. The process to recruit a Principal Designate to work alongside [REDACTED] as the Trust Executive Principal will be strongly informed and supported by the Secondary Advisory Panel we have drawn together. Job descriptions for this and other key posts in the SLT have already been defined, based on similar roles in related, comparable schools. BSFS will have an SLT based on a strong and proven Principal Designate, key-stage and subject leads as well as the 6<sup>th</sup> form lead in due course. The Trust will also seek to appoint a senior finance lead for BSFS and the full range of services and contracts held centrally to support BSFS through the opening period.

Setting the targets and objects for this SLT will be partly informed by the Secondary Advisory Panel supporting the Board. A Chair of the Parental Advisory Body will be elected during the first term – supported by the Governor Support Services procured from LB Waltham Forest – who support all schools in the Trust in this manner.

**Conflicts of Interest:** There are currently no identified conflicts of interest identified with any members of the Trust or Executive Committees. Where external service providers form part of the Committees or seek to play a role in the development of BSFS, these will be procured through open tender and all participants have agreed to this approach. All members of the Executive Committees and Parent Advisory Boards are required to fill in the Pecuniary Interests and declaration form following handing out a document containing the most recent DfE guidance and the section in our Articles of Association that refers to this. At the start of any committee meeting there will be an agenda item requesting anyone declare any conflicts there may be with any agenda item for that meeting. These forms will be kept together and updated regularly.

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

### **F3 (a) Proposed governors**

As an existing multi-academy trust, LAT's Board will operate as the shadow governing body for BSFS in the lead-up to opening and through the first academic year until elections for staff and parents can be held and suitable candidates elected. During pre-opening we will expect all Parental Advisory members who are director-appointees to

have current governing experience and to undergo full induction training. Governor support services, which include a range of training courses and clerking services are provided by the LB Waltham Forest Governor Support Services, which currently supports the Trust. We will expect all committee members to have completed at least the Induction training course as well as the Safeguarding course within the first six months of joining any committee.

As the schemes of work, timetable and delegated authorities for each committee are clearly defined and ready to be updated to reflect the requirements of BSFS during the pre-opening phase, the Trust will ensure that the new Parental Advisory Body for BSFS is staffed and equipped to provide the leadership and challenge required. The BSFS PAB will be chaired by ██████████ in his capacity as ██████████ on a one-year initial term, in advance of elections being held for staff and parent members. ██████████ is a former ██████████. In his role as Chair both the Board and as the Chair of Parental Advisory Board for BSFS, Charles demonstrates the same ruthless focus on quality of outcomes, transparent data and performance management the Trust is based on.

We recognise the need for strong leadership and challenge to take place in the first year of opening and to ensure that the Executive are held to account throughout. To this end, the Trust has appointed either external professionals to lead key committees or is drawing on the non-executive director capacity within the Board to provide the challenge and rigour required at all levels of leadership within the Trust.

Table 16 Proposed Governing Body - BSFS

Name	Where live (town/city)	Role on governing body	Role(s) in pre-opening	Summary of relevant expertise	Available Time (hours per week)
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	8
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	4

### F3 (b) Skills gap for governing body

As the Trust will fill the Parental Advisory Body in the first instance with Director-appointees, the initial cohort of local governing capacity will have strong experience and expertise in this field. However, we recognise that parents and staff or community members who are elected or appointed to join this committee may well have gaps which need to be addressed through training and support. These are recognised to be in the following areas:

Table 17 Skills Gap Focus Areas for PAB Members

Skills/experience missing	How you plan to fill the gap
Safeguarding	Those members of the Parent Advisory Body who are neither working in a school nor are current governors will all complete a governor focussed Safeguarding course within the first 6 months of pre-opening delivered through our existing service level agreement with LB Waltham Forest’s Governor Support service.
Handling complaints/grievances or appeals	All members of the Parent Advisory Body will attend a relevant governor focussed training course which deals with how to approach these issues.
Trust and BSFS Specific Structures	Although the design of the governance within the Trust is deliberately based on creating capacity and support around key functions and allowing local teams to focus on teaching, learning and safeguarding, the Trust recognises that being conversant with the wider governance structures and how each of the key Executive Committees functions is vital. Each newly appointed voting member of the BSFS Parent Advisory Body will be required to review the scheme of works, overall Trust structure and work with the Principal Designate to ensure they understand the context within which they will operate.
Secondary school leadership	As discussed above we have recruited a number of advisors to help fill this gap. As the majority of parents at BSFS will not have secondary experience or limited experience at the point of opening, we are working with our Secondary Advisory Panel to devise a learning module to provide to new members of the Parental Advisory Body at BSFS to help them understand the operating environment.



## Section F4 – Principal Placement Plan

Lion Academy Trust will begin recruitment of the Principal Designate immediately following pre-opening approval. The job description and person specification is being drafted now and will be assessed and reviewed by the Secondary Advisory Panel.

The statutory Principal for BSFS will be [REDACTED] – [REDACTED]. [REDACTED] retains his [REDACTED] [REDACTED]'s CV is enclosed below; a summary of his experience and expertise is listed in F1 above.

The remainder of this section outlines the plan for the activities to identify and recruit an exemplary secondary school leader to deliver BSFS as stated in the vision. The process has been created in accordance with best practise guidance produced by the National College for School Leadership and vetted and assessed by our wider team. To date, the Trust has successfully recruited on the basis of the outstanding opportunities afforded by the wider Trust functions – Institute of Education linked CPD; wide-ranging opportunities to work across the Trust and a strong and well defined ethos of what success looks like and how to achieve it. We believe this foundation and the brand of the Lion Academy Trust is a strong attracting force to achieve the best possible recruitment outcome – we are indebted to our Secondary Advisory Panel members for their views and experience in how best to structure and assess the candidate recruitment process.

### Proposed Salary Range

The proposed salary for the Principal BSFS role is planned at L41. It is expected that the significant opportunity to found an entirely new school within a high profile and thriving Trust will provide an attractive proposition for an ambitious and entrepreneurial leader. This is expected to provide an attractive offer for the right calibre of candidates and is in line with the entry point of similar Principals benchmarked both nationally and locally in NE London.

The Trust is aware of its responsibilities under safeguarding legislation and aim to comply with both the Health Standards (England) Regulations 2003 and Section 60 of the Equality Act 2010. We also note and will use guidance on Safer Recruitment (2007) and have devised our process with this in mind. Members of the Trust Board have undertaken Safer Recruitment Training and will ensure that at least two members of the selection panel are suitably trained and able to support others through the process.

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

Table 18 Stages to Recruitment of Principal Designate

Key Stages for September 2016 Opening	Expected Dates
BSFS Application Submission	10 <sup>th</sup> October 2014
BSFS Interview	Dec-14/Jan-15

Pre-opening phase confirmed	April 2015
Finalise Person Specification and Job Description	April 2015
Marketing of the role	May 2015
Application review and first interviews	June 2015
Informal individual meetings between LAT Board and shortlisted candidates	July 2015
Second practical interviews	July 2015
Offer and contractual negotiations	August 2015
Planned Start Date for Principal Designate	January 2016

The timeline is largely defined by the process – later dates for interviews or confirmation of progression into pre-opening will impact adversely on this programme. However, we are clear that we require this key role to be filled and active from January 2016 – both to pick up the work that would have been undertaken since April 2015 and the pre-opening phase but also to lead on the key areas of wider recruitment, engaging with prospective parents and finalising the curriculum model and structures within BSFS. The Trust recognises that recruitment is a key risk area of any new school; our legacy of successful engagement with new staff is no guarantee of success going forward, but we are addressing this now by working with our Secondary Advisory Panel members to ensure the structure, articulation and package around key roles is tested via their experience and views.

### **Interviewing Panel**

An interview panel will be formed of members of the **LAT Board** and members from the **Secondary Advisory Panel**. The panel is expected to comprise 5 or 7 individuals and the requirements to have a member of the panel trained in Safer Recruitment will be covered.

We expect to also seek external expertise to assist with the interview process to support both a thorough HR representation together with educational expertise to establish competencies to lead teaching and learning in line with the school vision. Administratively, the availability of the interview panel members will be defined in advance to support interview dates, which can be included in the advertisement of the role. A member of the interview panel will be available to manage the administrative arrangements of the interview process.

The Trust will work through the Waltham Forest Teaching Alliance to have the practical element of any interview process conducted in a local secondary environment – given the strongly collegiate basis upon which this Alliance is formed, we are confident that we will provide a comparable environment for robust assessment of all short-listed candidates.

### **Role Description**

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

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

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

- A track record of recruiting high calibre staff and effective succession planning along with creating a strong staff culture of performance and pursuit of higher outcomes;
- Evidence of having driven the creation of a strong school culture that has high expectations of all learners;
- Proof of having created positive personal relationships with all children and staff;
- Evidence of leading complex teams and having a personally attributable impact on both teaching, learning and team development;
- Evidence of development and deployment of effective strategies for the active engagement of parents in their child's schooling;
- Evidence of having led the development and running of enrichment experiences for all learners which give rise to significant opportunities to identify new strengths and passions; and
- Exemplification of the assessment proficient, independent learning that we wish our students to develop, through ongoing professional and personal development as well as the commitment to processes of innovation and continuous improvement.

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

### **Marketing**

The Principal of Barclay Secondary Free School is expected to be advertised in the leading educational jobs supplements for 2 issues, with a closing date for applications around 10 days after the second issue.

We will additionally explore the potential to use Executive Search companies as a means to identify candidates who may not actively be looking for other roles. Lion Academy Trust have a strong and proven network of recruitment service channels – e.g. Tradewind Recruitment and have begun discussing the role and our requirements with these parties in advance of the process being initiated.

### **Application review and interview candidate selection**

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

In expectation of a fairly typical 10-12 applications for the role, the interview panel would seek to review and shortlist around 6-8 candidates for first interviews. The interview shortlist will be derived on the basis of the application demonstrating strengths in the capabilities required by the role description. The interview panel alone will have access to the application details and a meeting to review and agree upon the initial interview candidates will take place. Interview candidates will be notified of the request to attend a first interview and unsuccessful candidates will also be notified. The selection process will be timed to ensure that it can take place to allow time for serving staff to serve their notice.

The elements we will use to recruit our Principal Designate once initial sifting and clarifications have produced a short-list will be

- Application form;
- Specific expertise around curricula design and implementation;
- References including structured proforma matched to selection criteria and role and person specification; and
- Structured panel interview to test required competencies.
- At a second practical session to review:
  - An action plan for adopting and shaping the operational model of the school around teaching and learning to meet the delivery of the RSA curriculum and the associated teaching structures that support this;
  - The candidate's presentation of a plan for the first BSFS open evening to show how the school's culture of high expectations will come to life for students. To include an actual presentation covering the opening to parents and prospective students, followed by an overview of the plan itself for the duration of the evening.
  - Candidate's response to the structural planner and targets to be achieved – including their own risk assessment of how these will be achieved in a new school setting;

At all times we will be looking for:

- Clarity of vision and ethos and conveying a strong sense of purpose and visible leadership;
- Commitment to students and parents and showing empathy with their decision to choose BSFS, addressing concerns they may have choosing a new school; and
- Clarity of vision around the school's partnership with parents and the local community.
- The candidate's presentation on a proposed approach to implement an 'adaptive' process of lesson planning and teaching feedback which will form the basis for making every lesson 'at least good or better' through:
- Reference to practices of continuous improvement;

- Recognition of opportunities to collect, interpret and act on data from multiple sources and to work within the Trust's proven methodologies; and
- Practical considerations around the implications of creating such a process including integration with performance management and CPD.
- Presentation on the 100 days before opening and the 100 days after;
- Recruiting the best team and beginning the process of aligning cultures within BSFS to that of the Trust and existing schools;
- Supporting all aspects of BSFS start-up and planning for successful launch of new school to local community;

## Section G: Budget planning and affordability

Budget Line Area of Expenditure	Description of how spend and operating model adjusted	Year(s) savings would apply	Savings in each year against Budget in BSFS Model



<b>Savings Required by 30% Reduction (as set out in DFE Model)</b> [REDACTED]		<b>Savings Proposed by BSFS Model (+/- Delta)</b> [REDACTED]	



1. Please fill in details for each of your preferred sites, taking care to complete every section. **DO NOT CREATE NEW TABS OR ALTER THIS FORM IN ANY WAY**
2. The text boxes can be made bigger by increasing the row height.
3. To insert a new line in a text box, press alt + enter.
4. Please do not put any site information in the Word form. Additional information about sites should not be attached to your main application. Instead it should be sent to [premises.freeschools@education.gsi.gov.uk](mailto:premises.freeschools@education.gsi.gov.uk). Please put the name of your proposed free school in the subject line.

[Jump to second choice site](#)

[Jump to third choice site](#)

[Jump to fourth choice site](#)

[Jump to section for independent schools](#)

<p>Please describe the location in which you propose to set up your school being as specific as possible. This could include the name of the area in which you would like to put the school, the part of a city, town or suburb. Please also consider how flexible you are - how far from your preferred location are you willing to go? Please include an annotated map as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if possible.</p>	<p>The Trust recognise that any new school development in London will require both flexibility and compromises to be made. As such, our three options below present a range of options to be developed further and looked at a range of options. It is our preference for BSFS to be sited in the southern section of LBWF - to maintain proximity to our local, target community and to address the performance and quality shortfalls demonstrated locally by the secondary schools already in existence. We are therefore most focussed on sites in E10, E11 or E17 but have also looked in the north of the borough nearer to Chingford - c4m from the Trust's main offices and the nucleus of our community. Given the Trust has also recently taken on a site in Haringey, we are open to the idea of being out of Borough, but recognise this would need to be very close to the Leyton/Leytonstone boundaries to remain in contact with our target community.</p>
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<p>If you have not identified a site yet, please tell us the postcode of a central location in the your preferred area. It must be a full postcode e.g. SW1P 3BT, <i>not</i> SW1:</p>	<p>Please see below.</p>
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<p>Your calculated building space using the EFA formula. See <i>section H in the free schools criteria booklet</i>.</p>	<p>16019</p>
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<p>Any comments on your calculated building space:</p>	<p>We recognise that the reality of getting this amount of floor space on one floor is not likely in LBWF and are configuring our curriculum design with a multi-storey facility in mind. Where no immediate outdoor space presents itself, we will seek to either use ground shares with other schools or seek to engage with local sports clubs and other facilities to ensure the right provision of indoor and outdoor provision.</p>
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**Preferred site**

<p>Full address and postcode. It must be a full postcode e.g. SW1P 3BT, not SW1:</p>	<p>&lt;Redacted&gt;</p>
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<p>In which local authority is the site?</p>	<p>Waltham Forest</p>
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<p>If the preferred site is near to the boundary with another local authority, please say which:</p>	<p>Redbridge, Newham, Tower Hamlets,</p>
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<p>If the preferred site is near to the boundary with a third local authority, please say which:</p>	<p>Enfield, Hackney,</p>
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<p>If the preferred site is near to the boundary with a fourth local authority, please say which:</p>	<p>Haringey</p>
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<p>Please tell us how you found the site:</p>	<p>&lt;Redacted&gt;. Large areas of the site are unused and are vacant. The site is &lt;Redacted&gt;, and thus is well known to the Trust and local community as a potential and preferred site. As the site is publically accessible, we have explored this on foot - but have also discussed options around the site with &lt;Redacted&gt; and &lt;Redacted&gt;.</p>
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Please confirm the tenure:	<Redacted>
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If other, please explain further:	N/A
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Please include information on purchase or lease price if known:	Not known at this stage.
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Who owns the site?	<Redacted>
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Is the site available/on the market? (please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available)	<Redacted>
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Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	N/A
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	N/A
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What kind of site is it?	<Redacted>
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What is the current use?	<Redacted>
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If government building or 'other' - please describe:	As above
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Why have you chosen this site? What makes it suitable for your free school?	1. Space and existing footprint of buildings and facilities; 2. Location to BSFS target community and Trust offices; 3. Fit with wider government agenda to re-use existing public assets for housing free schools; 4. Proximity in south of Borough to address issues listed in Section E.
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The site plan and details will be sent under a separate cover.
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The photographs of the main area under consideration will be sent under a separate cover. Currently there are several disused, 4-storey buildings which were formally <Redacted> and grounds; apart from these, there are large areas of the site which could meet the BSFS criteria.
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**Second choice site**

Full address and postcode of your second choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>, London, <Redacted>
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In which local authority is the site?	Waltham Forest
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If the preferred site is near to the boundary with another local authority, please say which:	Redbridge
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If the preferred site is near to the boundary with a third local authority, please say which:	Newham
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Hackney
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Please tell us how you found the site:	<Redacted>
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Please confirm the tenure:	<Redacted>
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If other, please explain further:	
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Who owns the site?	<Redacted>
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Please include information on purchase or lease price if known:	<Redacted>
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	<Redacted>
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Name and contact details of owner:	<Redacted>
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Name and contact details of agent or local authority representative where available:	As above
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	<Redacted>
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What kind of site is it?	Large Primary School Site
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What is the current use?	<Redacted>
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If government building or 'other' - please describe:	As above
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Why have you chosen this site? What makes it suitable for your free school?	The Trust has reviewed the existing provision on the site and the opening of the new <Redacted> has allowed for a considerable redesign of services to be made possible. This would include relocating the <Redacted> to accommodate any further site development. It would be appropriate in that it would effectively create an all-through learning experience <Redacted> provide a nucleus of outstanding education for our community.
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Site plans and drawings to be attached and sent.
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	The current collection of buildings are in good condition - with an assortment of one, two and three-storey brick buildings where the development would need to take place, at <Redacted>. The area is currently used for the <Redacted> and would benefit from discrete hard play area and shared access to utilities, Trust oversight and retaining the heart of the community model we are seeking to establish.
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**Third choice site**

Full address and postcode of your third choice site. It must be a full postcode e.g. SW1P 3BT, not SW1:	<Redacted>
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In which local authority is the site?	Waltham Forest
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If the preferred site is near to the boundary with another local authority, please say which:	Haringey
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If the preferred site is near to the boundary with a third local authority, please say which:	Enfield
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	Information shared with <Redacted>
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Please confirm the tenure:	<Redacted>
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If other, please explain further:	As above
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Please include information on purchase or lease price if known:	Not known at this time.
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Who owns the site?	As above
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to premises.freeschools@education.gsi.gov.uk if available:	Not currently being listed - however elements are variously derelict and/or unused and large areas of the target site are traditional interstitial / urban fringe areas with little or no development or site activities evident.
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Name and contact details of owner:	Various - list compiled and sent with overall submission to premises.freeschools as separate detailed document.
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Name and contact details of agent or local authority representative where available:	<Redacted>
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	<Redacted>
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What kind of site is it?	Site is made up of multiple component elements - including limited small / light industrial units, unused tarmac-covered areas, scrubland, some light development of warehousing and privately occupied units.
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What is the current use?	As above
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If government building or 'other' - please describe:	N/A
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Why have you chosen this site? What makes it suitable for your free school?	The site is partially owned by <Redacted> and is directly adjacent to <Redacted>. By developing the new school here, these would be upgraded and the community offer improved along with the range of facilities and services for local residents. The overall appearance of the area is rather derelict and unused and the site would greatly benefit from the enhancements the capital investment in the area would entail. The combination of space for development, the absence of any landmark or highly residential areas directly adjacent to the site and the open spaces make this a suitable and potentially very successful site for BSFS.
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If known, how big is the building and the site? Please attach any site and building plans as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Site drawing enclosed.
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Please comment on the condition of the building. Please attach photos if available as an additional file and send it to premises.freeschools@education.gsi.gov.uk:	Photos included with site plan.
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**Fourth choice site**

Full address and postcode of your fourth choice site, It must be a full postcode e.g. SW1P 3BT, not SW1:	
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In which local authority is the site?	Please select
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If the preferred site is near to the boundary with another local authority, please say which:	Please select
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If the preferred site is near to the boundary with a third local authority, please say which:	Please select
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If the preferred site is near to the boundary with a fourth local authority, please say which:	Please select
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Please tell us how you found the site:	
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Please confirm the tenure:	Please select
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If other, please explain further:	
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Please include information on purchase or lease price if known:	
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Who owns the site?	Please select
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Is the site available/on the market? Please attach agents' particulars as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> if available:	Please select
--	---------------

Name and contact details of owner:	
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Name and contact details of agent or local authority representative where available:	
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If your site is local authority owned, please state if the local authority have confirmed that your free school may use it if you are successful:	Please select
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What kind of site is it?	Please select
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What is the current use?	Please select
--------------------------	---------------

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

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

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

Please comment on the condition of the building. Please attach photos if available as an additional file and send it to <a href="mailto:premises.freeschools@education.gsi.gov.uk">premises.freeschools@education.gsi.gov.uk</a> :	
--	--

**For independent school convertors**

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

if yes, from what to what?	
----------------------------	--

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

Please confirm the size of your existing buildings:

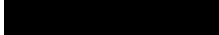
Please confirm the tenure of your site/buildings including details of any loans or mortgages:



## **Appendices: Team CVs**

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	[REDACTED]

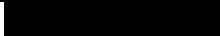


**CV template**

		
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CV template		
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	N/A
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played	

**CV template**

	<p>helped to raise standards in any or all of your three previous roles.</p>	
8.	Reference names(s) and contact details	

**CV template**

--	--	--

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	[REDACTED]

**CV template**

5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	

**CV template**

7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	

**CV template**

8.	Reference names(s) and contact details	
----	--	---




CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	[REDACTED]
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): Your subject/department's results for the years you were	[REDACTED]

<b>CV template</b>		
	in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	[REDACTED]
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available):	N/A

**CV template**

	<p>Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>	
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>	

**CV template**



7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		

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CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	[REDACTED]
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	[REDACTED]
5.b	<b>For education only:</b> if you are in a teaching or head of	N/A

**CV template**

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



**CV template**

8.	Reference names(s) and contact details	

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): Your subject/department's results for the years you were in post, compared to	N/A

**CV template**

	your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

**CV template**

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CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2	N/A

<b>CV template</b>		
	results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	<p>Details of your last three roles including:</p> <p>name of school/ organisation</p> <p>position and responsibilities held</p> <p>length of time in position</p> <p>This should cover the last four years. If not, please include additional roles</p>	[REDACTED]
4.	<p>For finance only: details of professional qualifications, including:</p> <p>date of qualification</p> <p>professional body</p> <p>membership number</p> <p>how your qualifications are maintained</p>	[REDACTED]
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):</p> <p>the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p> <p>school's best 8 value added scores for the years you were in post, if applicable</p>	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest</p>	N/A

<b>CV template</b>	
	<p>school (where available):  Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>
8.	<p>Reference names(s) and contact details</p>








CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/ organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	N/A
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	N/A
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): Your subject/department's results for the years you were in post, compared to your school's averages –	

<b>CV template</b>		
	these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	
6.	Brief comments on why your previous experience is relevant to the new school	██████████
7.	Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.	██████████
8.	Reference names(s) and contact details	██████████

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: name of school/organisation position and responsibilities held length of time in position This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	For finance only: details of professional qualifications, including: date of qualification professional body membership number how your qualifications are maintained	[REDACTED]
5.a	For education only: if you are in a leadership position in your latest school (where available): the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including	N/A

CV template		
	English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications school's best 8 value added scores for the years you were in post, if applicable	
5.b	For education only: if you are in a teaching or head of department role in your latest school (where available): Your subject/department's results for the years you were in post, compared to your school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications	N/A
6.	Brief comments on why your previous experience is relevant to the new school	
7.	Optional: brief comments on how the role you played helped to raise	

**CV template**

	standards in any or all of your three previous roles.	
8.	Reference names(s) and contact details	

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	N/A
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	N/A
5.b	<b>For education only:</b> if you are in a teaching or head of department role in your latest school (where available):	N/A

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

CV template		
1.	Name	██████████
2.	Area of expertise (i.e.	██████████



CV template		
	education or finance)	
3.	<p>Details of your last three roles including:  name of school/ organisation  position and responsibilities held  length of time in position  This should cover the last four years. If not, please include additional roles</p>	<p>[REDACTED]</p> <p>[REDACTED]</p> <p>[REDACTED]</p>
4.	<p>For finance only: details of professional qualifications, including:  date of qualification  professional body  membership number  how your qualifications are maintained</p>	N/A
5.a	<p>For education only: if you are in a leadership position in your latest school (where available):  the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications  school's best 8 value added scores for the years you were in post, if applicable</p>	N/A
5.b	<p>For education only: if you are in a teaching or head of department role in your latest school (where available):  Your subject/department's results for the years you were in post, compared to your</p>	N/A

<b>CV template</b>	
	<p>school's averages – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for 16 to 19, average point score per entry and per student for level 3 qualifications</p>
6.	<p>Brief comments on why your previous experience is relevant to the new school</p>
7.	<p>Optional: brief comments on how the role you played helped to raise standards in any or all of your three previous roles.</p>
8.	<p>Reference names(s) and contact details</p>

CV template		
1.	Name	[REDACTED]
2.	Area of expertise (i.e. education or finance)	[REDACTED]
3.	Details of your last three roles including: <ul style="list-style-type: none"> <li>▪ name of school/ organisation</li> <li>▪ position and responsibilities held</li> <li>▪ length of time in position</li> </ul> This should cover the last four years. If not, please include additional roles	[REDACTED]
		[REDACTED]
		[REDACTED]
4.	<b>For finance only:</b> details of professional qualifications, including: <ul style="list-style-type: none"> <li>▪ date of qualification</li> <li>▪ professional body membership number</li> <li>▪ how your qualifications are maintained</li> </ul>	N/A
5.a	<b>For education only:</b> if you are in a leadership position in your latest school (where available): <ul style="list-style-type: none"> <li>▪ the school's results for the years you were in post – these should include, as appropriate, Key Stage 2 results, 5A*-C GCSE including English and maths results or, for <b>16 to 19</b>, average point score per entry and per student for level 3 qualifications</li> <li>▪ school's best 8 value added scores for the years you were in post, if applicable</li> </ul>	N/A
5.b	<b>For education only:</b> if you are in a teaching or head of	N/A

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



Department  
for Education

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